Fischler School of Education and Human Services (FSEHS) Catalog 2005 – 2006
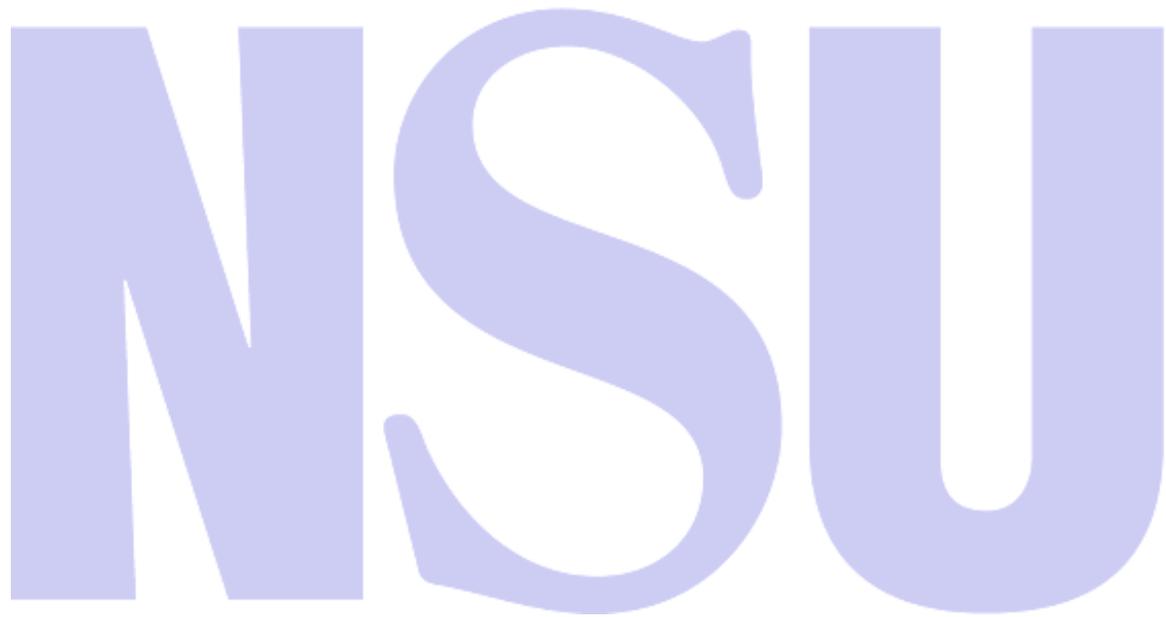
Addendum
March 2006

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State Disclosures

The following states require these disclosures:

Arizona

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

California

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

Indiana

This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-state toll-free number, 800-227-5695 or (317) 233-4219.

Nevada

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

South Carolina

Nova Southeastern University is licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201; (803) 737-2260. Licensure indicates only that minimum standards have been met; it is not equivalent to, or synonymous with, accreditation by an accrediting agency recognized by the U.S. Department of Education.

Vermont

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information. In the event that a decrease in enrollment makes continuing a program academically nonviable, or if the program is forced to close for any other reason, provisions will be made for students to continue the program at another site without additional cost to the student. If it is not possible to provide a completion alternative, students will be given a full refund of tuition and fees.

Washington

Nova Southeastern is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2007, and authorizes Nova Southeastern University to offer the following programs: Doctor of Education with specializations in: Educational Leadership; Health Care Education; Higher Education; Human Services Administration; Instructional Leadership; Instructional Technology and Distance Learning; Organizational Leadership; Special Education; and Speech-Language Pathology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Wisconsin

In Wisconsin, students may contact the Educational Approval Board (EAB) at (608) 266-1995 if complaints are not satisfactorily resolved with the institution.

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

Meeting Facilities

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

FSEHS Administration

Executive Administration
H. Wells Singleton, Ph.D., *Education Provost and University Dean / Program Professor*

Jorge Blanco, M.Acc., *Comptroller*

Nelson Diaz, Ed.D., *Executive Dean—Operations and Planning / Program Professor*

Kimberly Durham, Psy.D., *Executive Dean—Administration and Human Services / Program Professor*

John G. Flores, Ph.D., *Executive Dean / Program Professor*

Maryellen E. Maher, Ph.D., *Executive Dean—Research and Evaluation / Program Professor*

Dana Mills, Ph.D., *Executive Dean / Program Professor*

Timothy Shields, Ed.D., *Executive Dean—Technology and Informatics / Program Professor*

Deans
Anthony J. DeNapoli, Ed.D., *Dean—International Affairs / Program Professor*

Wayne Driscoll, Ed.D., *Dean—Faculty / Program Professor*

Rochelle Green, Ed.D., *Dean—Human Development and Family Services / Program Professor*

Denise Kelly, Ed.D., *Dean—Student Services / Program Professor*

Tom Land, Ed.D., *Dean—Training and Professional Development / Program Professor*

Jean Lewis, Ed.D., *Dean—Faculty Training and Development / Program Professor*

Barbara Packer, Ed.D., *Dean—Academic Affairs / Program Professor*

Delores Smiley, Ed.D., *Dean—Community Education and Diversity Affairs / Program Professor*

Associate Deans
Debbie Anderson, Ed.D., *Associate Dean—Human Services*

Bruce Brydges, Ed.D., *Associate Dean—Advising / Program Professor*

Ken Dose, Ed.D., *Associate Dean—Master's and Educational Specialist Programs / Program Professor*

Jamie Manburg, M.S., *Associate Dean—Undergraduate Programs*

Wren Newman, SLP.D., CCC-SLP, *Associate Dean—Speech Programs / Program Professor*

Jennifer Quiñones Nottingham, M.S., *Associate Dean—Enrollment Services*

Maryann Vaca, Ed.D., *Associate Dean—Doctoral Programs / Program Professor*

Admission Requirements

The following admission requirements apply to all FSEHS students. Following this section are additional admission requirements for each program of study.

- Full admission to any academic program requires the submission of all official transcripts required for program admission within 90 calendar days of the first day of the official start of term. Provisional admission status may be granted based on unofficial documents but will be revoked and further registration prohibited if official transcripts and other admissions documents are not received within that 90-day timeframe.
- Students are not eligible for financial aid until full admission status has been granted.
- Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University (Josef Silny & Associates, www.jsilny.com/ or World Education Services, www.wes.org/).The prospective student is responsible for all fees incurred for this evaluation.
- Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).
- **Resident alien applicants** must provide a photocopy of both sides of their resident alien cards.
- Applicants to graduate-level programs who are **non-native English speakers** and/or applicants who earned their highest degree at a non-U.S. institution may be required to provide proof of having scored a minimum of 213 on the computer-based TOEFL or a minimum of 550 on the paper-based TOEFL exam.
- **International applicants** may be required to show verification of a student I-20 visa or permanent residency status. International candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students and must attend classes at any of NSU's Student Education Centers in the state of Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Undergraduate Programs

Additional admission requirements for the **Undergraduate Teacher Education Program (UTEP)—Professional and Liberal Studies Program (PALS) (Day Program):**

- Completed application form with a $50 nonrefundable fee
- Minimum SAT score of 850 or minimum ACT score of 18
- Minimum 2.5 GPA in either high school or previous institution attended
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the first semester/term of enrollment.
- Transfer applicants must submit official transcripts from all colleges or universities attended.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.
- Upon acceptance to the PALS program, students must promptly provide information to the Farquhar College of Arts and Sciences (FCAS) Office of Undergraduate Admissions indicating their intent to enroll. A nonrefundable $200 deposit, which will be credited toward tuition, will be required immediately.

Note: Applicants to the UTEP Professional and Liberal Studies Program should send application/admission materials to the FCAS Office of Admissions.

Additional admission requirements for the **Undergraduate Teacher Education Program (UTEP)—Career Development Program (Evening/Weekend/Off-campus Program)** are as follows:

- Completed application form with a $50 nonrefundable fee
- Must submit proof of high school graduation or GED equivalent
- Transfer applicants must submit official transcripts from all colleges or universities attended, within 90 calendar days of the first day of the first semester/term of enrollment.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.

Note: Applicants to the UTEP Career Development program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions (see directory on page 6 for address).

Additional admission requirements for the **FSEHS Associate of Arts with an Emphasis in Early Childhood Education (A.A./ECE) Program** are as follows:

- Completed application form with a $50 nonrefundable fee
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the official start of term.
- Transfer applicants must submit official transcripts from all colleges or universities attended.

Note: Applicants to the A.A./ECE program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions (see directory on page 6 for address).

Master's and Educational Specialist Programs
Additional admission requirements for the **Master of Arts (M.A.), Master of Science (M.S.), or Educational Specialist (Ed.S.) programs in Education**:

- Completed application form with a $50 nonrefundable fee (see application procedure)
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate (for admission to master's programs) or master's (for admission to Ed.S. program) degree, within 90 calendar days from the first day of the official start of the term.
- Applicants to the **MATL program** must provide a photocopy of their current teaching certificate.
- A minimum undergraduate GPA of 2.5 (on a 4.0 scale) is required for admission to a master's degree program. Applicants who do not meet the 2.5 CGPA requirement must submit Graduate Record Exam (GRE) scores (a combined score of 1000 for the verbal and quantitative scales only) for conditional admission. If the applicant does not meet the minimum 2.5 GPA or GRE score requirement, the applicant may enroll in a maximum of six (6) credit hours and must earn a grade of B or better in each course during the first term of enrollment. Students who do not earn a grade of B or better in each course will be subject to dismissal from the program.
- A minimum graduate GPA of 3.0 (on a 4.0 scale) is required for admission to an educational specialist degree program.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Florida
- Applicants to any **Florida State Approved Program** must meet the following additional criteria:
  - ➢ Applicants must submit a photocopy of their current teaching certificate; applicants with a temporary teaching certificate must also submit passing CLAST (taken prior to July 1, 2002) or General Knowledge Exam scores
  - ➢ Applicants must submit proof of student teaching experience (six semester hours earned in a college student teaching program or supervised internship in an elementary of secondary school, or two years of full-time teaching experience in an elementary or secondary school)
  - ➢ Applicants must submit their Professional Education (PED) test scores.
  - ➢ An applicant whose GPA falls below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn conditional admission with the condition that the student enroll in only two courses (six credit hours) in the first semester and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first semester of enrollment.
- Applicants to any **Florida Initial Certification Plan (ICP) program** must provide proof of having passing scores on the CLAST, Praxis I, or GRE (1000 between verbal and quantitative sections—not analytical) and a minimum 2.5 overall undergraduate GPA. Applicants who do not meet the minimum 2.5 overall GPA requirement may be conditionally admitted with the condition that they enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed form the program at the end of the first semester of enrolment.
- Applicants to the **Florida Educational Leadership** specialization area must provide proof of at least two years of teaching experience, a photocopy of a valid district-issued or professional teaching certificate, and must have a minimum 3.0 GPA during the last 60 credit hours of their undergraduate degree. Applicants that do not meet the 3.0 overall GPA requirement may earn conditional admission with the condition that (1) they submit GRE scores (1000 between verbal and quantitative sections—not analytical) or Miller Analogies Test (MAT) score of 50, and (2) they enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed form the program at the end of the first semester of enrolment.

Nevada
- Applicants to any **Nevada State Approved Program** must submit a photocopy of their current Nevada teaching license.
- Applicants to any **Nevada Initial Certification Plan (ICP) program** must provide proof of having passing scores on the Praxis I or CBEST.

- Nevada applicants with a current professional or provisional teaching license, who want to add a new endorsement area, must submit passing scores on the subject area exam that relates to their master's degree (approved or non-approved), if scores are required.
- Applicants to the **Nevada Educational Leadership** specialization area must provide a copy of their teaching license and have at least two years of full-time teaching experience prior to enrollment and must have three years of teaching experience by the time of program completion.
- **Nevada applicants** must submit a Nevada Enrollment Agreement (available at the program office).

Additional admission requirements for the **Master of Science (M.S.) program in Human Services (LSCA)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants to the **Child and Youth Care Administration** specialization area must provide proof of at least two years of full-time experience and have current employment as a youth or child care worker in a residential, group care, or community-based setting, as well as evidence of administrative or supervisory responsibility in a youth or child care setting.
- Applicants to the **Early Childhood Education** specialization area must provide proof of current employment in an administrative or supervisory capacity in a program for young children.
- Applicants to the **Family Support Studies** specialization area must provide proof of current employment in a full-time position in a program for children and their families.

Additional admission requirements for the **Master of Science (M.S.) program in Instructional Technology and Distance Education**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must submit their Miller Analogies Test (MAT) or Graduate Record Examination (GRE) scores (no minimum score required). The test must have been taken within the past five years.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Additional admission requirements for the **M.S. program in Speech-Language and Communication Disorders (SLCD)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 3.0 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must participate in a face-to-face or telephone interview.
- Applicants must have attained grades of B or better in required prerequisite courses and disorders courses. (Students will repeat any prerequisite courses in which a grade lower than B was earned.)
- An applicant whose GPA falls below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn conditional admission with the condition that the student enroll in only two courses (six credit hours) in the first semester and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first semester of enrollment.
- Non-native English speakers may be required to take both the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).
- Applicants must provide three letters of recommendation and logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding an ASHA-CCC.
- Students seeking Florida DOE certification must meet criteria for the Florida State Approved Program, Florida Initial Certification Plan (ICP) for Speech-Language Pathology.
- * Students accepted into the SLCD program will be required to authorize a criminal background check.

Doctoral Programs
Additional admission requirements for the **Doctor of Education (Ed.D.) program**:

- Completed application form with a $50 nonrefundable fee
- Official transcript indicating conferral of a master's degree by a regionally accredited institution (minimum 3.0 grade point average is required), submitted within 90 calendar days of the first day of the official start of term **OR** the completion of one of the alternative admission processes
- Official transcripts from all previously attended post-secondary institutions

- Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program
- Current employment or relevant work experience in field
- A test score report showing that the applicant received a raw score of 37 (scaled score 391–396) on the Miller Analogies Test (MAT), or a combined score of 1,000 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
  Note: The test must have been taken within the past five years. If the score falls below the minimum requirement, the applicant must submit a rationale, in essay format, providing an explanation of why scores do not reflect the student's academic potential.
- International applicants may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- International applicants may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Additional admission requirements for the **doctoral program in Speech-Language Pathology (SLP.D.)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a master's degree in speech-language pathology at a regionally accredited institution with a minimum graduate GPA of 3.2, within 90 calendar days of the first day of the first semester/term of enrollment.
- Documentation of the Certificate of Clinical Competence (ASHA-CCC) and copies of all professional certifications, licenses, or relevant credentialing materials
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended.
- The results of the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE), taken within the past five years, must be submitted.
- Applicants must participate in a face-to-face or telephone interview.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Alternate Admission Criteria

The following schools have been added to Alternative Three of the Alternate Admission Criteria. Students who have earned a degree from any of the following schools will no longer need to submit those transcripts for evaluation by an outside agency; FSEHS will accept the transcripts directly.

College of the Bahamas	University of Technology, Jamaica
GC Foster College of Physical Education, Jamaica	University of Guelph
Institute of Management and Production, Jamaica	University of Guyana
Jamaican Theological Seminary	University of the West Indies (All campuses)
Northern Caribbean University, Jamaica	

The following schools have been reviewed and their earned teaching/instructor diploma is approved for admission into the Applied Professional Studies (APS) of the Bachelor in Education program that is ONLY offered in Jamaica. Transcripts submitted from any of the following schools (for admission into the APS program) will no longer require further evaluation from an outside agency; FSEHS will accept the transcripts directly.

Bethlehem Moravian College
College of Agriculture, Science, and Education (CASE) – formerly, Passley Gardens Teachers College
Catholic College of Mandeville
Church Teachers' College, Jamaica
GC Foster College of Physical Education, Jamaica
Mico College, Jamaica
Moneague College, Jamaica
Sam Sharpe Teachers' College, Jamaica
Shortwood Teachers' College, Jamaica
St. Joseph's Teachers' College, Jamaica
University of Technology, Jamaica (Teaching Diploma) – formerly, College of Art, Science, and Technology (CAST)
University of the West Indies (Teaching Diploma)
Vocational Training Development Institute (VTDI), Jamaica (Instructor or Teaching Diploma)

Attendance Policy

Each course professor/instructor will advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests can be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear on the first scheduled day of class.

Undergraduate Transfer of Credit Policy

NSU will transfer a maximum of 90 eligible semester credits (grades of C or higher) toward a degree, including credit for CLEP, proficiency exams, and prior experiential learning. A limited number of D grades may be considered, depending on the total number of credits being transferred and where the D grades are being applied to the curriculum. Remaining credits and at least 50 percent of credits in the student's major, minor, and/or certificate areas must be earned at NSU in regular academic offerings.

M.S. and Ed.S. Transfer of Credit Policy

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the Dean of Academic Affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Enrollment Services Representative (ESR) has given written approval for the transfer of credit.

No transfer of credit will be allowed for the following courses:

- Core courses—CUR 526 and EDU 708
- Applied Field Experience Selections—Administrative Internship, FasTRACK Practicum (online), Educational Applied Research or Modified Applied Research, Supervised Teaching Internship, or Teacher Leadership Institute

Credits transferred in will decrease the overall total credits required for degree programs, but they will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage may change, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional certification coverage consult an academic adviser concerning current state policies that may affect transfer of credit. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Tuition

Following is a list of tuition rates effective Fall 2005. Tuition rates are posted per credit hour. Students enrolled in continuing dissertation services pay per term.

Associate of Arts	$216	Doctor of Education	$594
Bachelor of Science - Off Campus	$325	CYS	$594
Addictions/Substance Abuse	$318	DEDL	$594
GTEP	$389	ITDE (EdD)	$594
BrainSMART	$225	DOL	$594
ITDE (MS)	$389	DHEL	$594
Speech (MS)	$718	Speech (SLPD)	$680
SkyLight	$284		
LSCA	$278		

Continuing Dissertation Services $2000 per term

FSEHS tuition rates are available online at www.schoolofed.nova.edu/fgshome/current/academicCalendar.htm. University student services fees must be paid in addition to tuition each term. A $125 fee will be charged for students registering for 3 credits or less in a given term. A $250 fee will be charged for students registering for more than 3 credits per term. Tuition and fees are subject to change without notice.

Fischler School of Education and Human Services

Academic Programs

B.S. in Education with a Concentration in Child Development (BSCD)

The Bachelor of Science in Education with a Concentration in Child Development program is aimed at providing professional preparation for those interested in working in a variety of capacities in the field of early childhood. The major emphasis of the Child Development program is in the early childhood years (Birth – Age Eight).

This program features child development courses offered through the Fischler School of Education and Human Services, general education courses offered through the Farquhar College of Arts and Sciences, and elective courses offered in collaboration with the Mailman Segal Institute (MSI).

Program Goals/Learning Outcomes

- Provides professional training for students interested in working in the field of human services with special interest in the variety of careers and professions related to working with young children and their families
- Offers specialized preparation to staff and personnel in response to the *No Child Left Behind* (NCLB) mandate
- Offers opportunities to obtain a minor concentration in related areas
- Provides a seamless continuum of professional and educational training for students who complete the Child Development Associate (CDA) or the Associate of Arts degree in Early Childhood Education

Instructional Delivery System

An online instructional model is used. Some courses follow a blended onsite/online delivery format at selected sites.

BSCD Program of Study

Program Prerequisites

COMP	1000*	Basic Writing*	0
MATH	1000*	Essential Mathematics*	0

General Education Requirements

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1030	Intermediate Algebra	3
MATH	1040 or higher	College Algebra or higher	3
TECH	1110	Technology in the Information Age	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Early Childhood Growth and Development	3
SPCH	1010	Public Communication	3
HIST	1030 or 1040	American History	3
		General Education Subtotal	*33 credits*

Program Requirements

Philosophy		Elective	3
EDUC	3330	Integrating Instructional Technology in the Classroom	3
ESOL	2903	Cross Cultural Studies	3
ECA	203	Foundations of Early Care and Education	3
		Program Requirements Subtotal	*12 credits*

Major Requirements: Child Development (Birth – Age Eight)

Lower Division

ECA	205	Children with Special Needs	3
ECA	215	Creative Activities	3
ECA	218	Assessment and Observation	3
ECA	241	Child Guidance	3
ECA	242	Foundations of Early Literacy	3
ECA	252	Managing Early Literacy	3
ECA	267	Multilingual Communities	3
ECA	285	Professional Behavior	3
		Lower Division Subtotal	*24 credits*

Upper Division

ECDP	3321	Child Development: Prenatal, Infancy and Toddler Years (Birth – Age 3)	3
ECDP	3334	Child Development during the Preschool and Primary Age Years (Ages 4 – 8)	3
ECDP	3338	Diversity and Multiculturalism in Child Development	3
ECDP	3340	Psychosocial Development during the Preschool Years	3
ECDP	3345	Parent-Child Relationship during the Early Childhood Years	3
ECDP	3349	Fatherhood: Cross-Cultural Perspectives	3
EDEC	4320	Cultural Diversity and Family-Community Development	3
ECDP	4423	Issues in Child Abuse and Neglect	3
EECP	4330	Health, Nutrition, Safety and Physical Development in Early Childhood	3
ECDP	3500	Field-based Experiences in Child Development: Assessment I	0
ECDP	4100	Field-based Experiences in Child Development: Assessment II	0
ECDP	4500	Field-based Experiences in Child Development: Assessment III	0
ECDP	4990	Advanced Senior Year Seminar	3

Upper Division Subtotal — *30 credits*

Emphasis — **Select one of the following areas of Emphasis**

Administration of Early Childhood Education**	12
Child Development Associate**, ***	12
Children with Special Needs	12
Early Literacy	12
Infant – Toddler Development**	12

Emphasis Subtotal — *12 credits*

Electives — *Electives Subtotal* — *09 credits*

Total Credits Required for Degree Completion — **120 credits**

*   Prerequisites
**   These courses are offered in collaboration with the Mailman Segal Institute.
*** The curriculum for the Child Development Associate (CDA) area of emphasis includes 9 credits of CDA coursework and 3 credits of coursework from one of the other areas of emphasis.

Prerequisite requirements for the following courses have changed. For a complete list of BSCD course descriptions see catalog.

ECDP 3338 Diversity and Multiculturalism in Child Development (3 Cr)
Students explore the role of culture and diversity in the process of child development. Attention is placed on the study of the cognitive, social, and emotional domains. Field experiences are integrated. **Prerequisite/s: ECDP 3321 and ECDP 3334**

ECDP 3340 Psychosocial Development during the Preschool Years (3 Cr)
Students examine developmental theories related to the psychosocial development of children during the preschool years (birth-age five). Field experiences are integrated into the course. **Prerequisite/s: ECDP 3321 and ECDP 3334**

ECDP 4423 Issues in Child Abuse and Neglect (2 Cr)
This course discusses the nature, causes and effects of child abuse and neglect. Reporting responsibilities, child protection legislation and services are analyzed. Field experiences are integrated. **Prerequisite/s: ECDP 3321 and ECDP 3334**

Master of Science in Education—General Revisions

Notice to students enrolled in GTEP's Early Literacy, Reading Education, Early Literacy and Reading, and Reading specialization areas:
Florida students enrolled in any of the following GTEP specialization areas (Early Literacy, Reading Education, Early Literacy and Reading, Reading) will be required to take RED 587 in place of RED 588. Nevada students will continue to take RED 588. CUR 526 is a prerequisite for RED 588.

Notice to students enrolled in GTEP's Spanish Language Education specialization area:
AFE 651 Conference on Global Leading, Learning, and Research will no longer be offered as an option to fulfill the Applied Field Experience requirement for students enrolled in GTEP's Spanish Language Education concentration.

Course Modifications/Additions

APR 650 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

APR 688 Educational Applied Research Project (6 Cr)
The Field-Based Project is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves (a) submission of a formal proposal, (b) active participation in implementation, and/or research, (c) evaluation of the intervention activities, and (d) submission of a final report. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

APR 750 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000 and EDU 708.**

EDL 525 Personnel Selection and Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, group activities and papers are the tools used to cover these topics.

EDL 550 Electronic Tools for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and management of a school. Policies and practices as found in the public, private, charter and religious sectors related to technological resources are also covered. Students are expected to have a basic level of computer literacy prior to beginning this course.

ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)
This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. Emphasis is placed on the application of curriculum models, as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s: ELE 503.**

ESE 699 Applied Professional Experience in ESE (3 Cr)
This course will require students to complete applied professional experiences in Exceptional Student Education in K-12 educational settings. Students will maintain a reflective journal and create a portfolio that includes samples of their students' work and the assessment instruments they used to demonstrate achievement of professional and state standards, under the guidance of a certified teacher in exceptional student eucation.

RED 587 Supervised Reading Practicum (3 Cr)
The student will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the student will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including EDU 5000, EDU 601, and CUR 526**

RED 588 Supervised Reading Practicum (6 Cr)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

Master of Science with a Specialization in Literacy Education (Scholastic)

The Fischler School of Education and Human Services (FSEHS) has joined with Scholastic Inc. to bring you online professional development opportunities that fit your schedule and work environment. NSU's professional alliance with Scholastic, Inc. allows you to apply your work with Scholastic Red's online courses and in-service training to graduate level coursework with the Fischler School of Education and Human Services. For additional information, please visit the program Web site at www.schoolofed.nova.edu/scholasticred.

Program of Study

Scholastic Red Courses (18 Credits)
The following courses are taken through Scholastic.

RED	601	Putting Reading First in Your Classroom	3
RED	602	Building Fluency, Grades K – 2	3
RED	603	Improving Fluency, Grade 3 – 8	3
RED	604	Building Decoding Skills and Strategies, Grade 3 – 5	3
RED	605	Improving Decoding Skills and Strategies, Grade 6 – 8	3
RED	606	Improving Reading Comprehension, Grades 3 – 5	3
RED	607	Middle School Literacy, Improving Text Comprehension	3
RED	608	High School Literacy: Comprehension through Active Strategic Reading	3
RED	609	READ 180, Making It Work in Your Classroom	3

NSU/FSEHS Courses (18 credits)
The following courses are taken through NSU's Fischler School of Education and Human Services.

CUR	506	Curriculum and Instruction	3
CUR	526	Educational Research for Practitioners	3
CUR	591	Assessment and Evaluation	3
EDU	501	School and Society	3
EDU	699	Teacher Leadership Institute	6
		Total Credits Required for Degree Completion	**36**

Course Descriptions

Course descriptions for the courses administered through Scholastic Red are available on the Scholastic Red Web site at www.scholasticred.com/red/pub/newmkt/courses_list.html.

CUR 506 Curriculum and Instruction (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization.

CUR 526 Educational Research for Practitioners (3 Cr)
This course emphasizes the skills needed by educational practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the instruction and training, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to participant's area of specialization.

CUR 591 Assessment and Evaluation (3 Cr)
This course emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

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

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)
One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s: EDU 610, and EDU 612.**

Master of Science in Education with a Specialization in Brain Research (BrainSMART® Learning and Teaching)

The BrainSMART® Learning and Teaching (BSL) program is a distance education degree program designed for educators who want to earn their master's degree, gain powerful knowledge, and learn cutting-edge skills without leaving their homes and classrooms. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, and cognition can be translated into best practices in their classroom. Graduates of the BSL program will earn a Master of Science (M.S.) in Education with a specialization in Brain Research.

Transfer of Credit

The transfer of credits is not accepted in the Master of Science in Education with a Specialization in Brain Research (BrainSMART® Learning and Teaching) program.

Program Goals/Learning Outcomes

Upon completion of the program, BSL graduates will be able to do the following:

- Understand current research on the core factors that increase student learning and achievement
- Use key research on current brain science that confirms that learning changes the physical structure of the brain
- Demonstrate a practical understanding of how positive emotional states enhance learning
- Understand that creating meaning from curriculum that is taught is critical to student learning
- Understand the key factors that determine how the brain pays attention
- Establish an effective theory of how the brain retains information taught
- Determine how to transfer the theory, research, and best practices of effective instruction into everyday practice

Instructional Delivery System

BSL students use a combination of user-friendly distance education technologies and high-quality materials/textbooks to complete the assignments in each of their courses. Online facilitators and peers provide a strong support network throughout the program of study. Students typically spend at least six hours per week viewing videos and CD-ROMs, and completing assignments, readings, chats, and discussions.

Portfolio Requirement

In addition to their coursework, BSL students in this program are required to complete the Teacher Leadership Institute: Action Research Project which includes a portfolio requirement.

Program Completion Timeline

Students typically complete the program in 14 months of study, however, students are allowed up to five years in which to complete all degree and program requirements. The beginning of the five-year timeline for degree or program completion is the first term during which any courses that are applied toward degree completion are taken. Students who are unable to complete all degree or program requirements within the time allotted are dismissed from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Teacher Leadership Institute: Action Research Project, and (d) meet all financial obligations to the university.

Program of Study

EDU	610	BrainSMART Science, Structure, and Strategies	6
EDU	612	Thinking for Results: Applying the Science of Student Achievement	6
EDU	614	Differentiated Instruction: Respecting Brain-Based Learner Differences	6
EDU	617	Courageous Learners: Tools for Teaching Students at Risk	6
EDU	619	Student Achievement and Classroom Management	6
EDU	699	Teacher Leadership Institute: Action Research Project	6
		Total Credits Required for Degree Completion	**36**

Course Descriptions

EDU 610 BrainSMART Science, Structure, and Strategies (6 Cr)
Learn the principles that drive the BrainSMART process for effective instruction; discover strategies that have been shared with more than 75,000 educators who reach more than a million students; see BrainSMART authors model strategies with students; discover fascinating breakthroughs in brain and student achievement research that explain why some approaches to instruction work so well; learn how nutrition impacts mood and learning; and how learning changes the physical structure of the brain.

EDU 612 Thinking for Results: Applying the Science of Student Achievement (6 Cr)
Experience the exhilaration of discovering a process for increasing students' ability to think more effectively; learn about the cognitive assets that increase student achievement; discover the Drive Your Brain system for maximum learning from the BrainSMART authors; and equip yourself with a toolbox of strategies for helping students learn more effectively. The question will no longer be, "How smart am I?" but "How smart will I become?" **Prerequisite/s: EDU 610.**

EDU 614 Differentiated Instruction: Respecting Brain-Based Learner Differences (6 Cr)
Research suggests that less than 25% of students learn best with standard instruction techniques. Learn how male/female brain differences may impact communication and learning; discover a process for reading the barcode of your students' brains; gain strategies for presenting lessons in ways that maximize achievement by energizing and engaging students' brains in meaningful learning; master a toolbox of approaches for facilitating learning; and avoid seven of the most common teaching mistakes. **Prerequisite/s: EDU 610 and EDU 612.**

EDU 617 Courageous Learners: Tools for Teaching Students At Risk (6 Cr)
In many classrooms today, teachers are faced with the challenge of supporting the success of students who are at risk of academic failure. Learn the Courageous Learners framework for looking at this challenge; master a new approach for understanding and reaching students with attention deficit disorder (ADD); discover tools for increasing motivation and enhancing academic achievement by all students; and see the BrainSMART authors model strategies that work well with students who learn differently. **Prerequisite/s: EDU 610, EDU 612, and EDU 614.**

EDU 619 Student Achievement and Classroom Management (6 Cr)
Research suggests that the application of cognitive strategies enhances both student achievement and classroom management; discover ways for enhancing academic success that may be applied to all curriculum areas. Research suggests that 80%of classroom management problems may be avoided by a brain-friendly approach to instructional design; learn how to harness five forces of classroom management that influence the climate of your classroom. **Prerequisite/s: EDU 610, EDU 612, EDU 614, and EDU 617.**

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)
One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s: EDU 610, and EDU 612.**

Master of Science in Education with a Specialization in Science Education

SCI 699 has replaced APR 650 as the Applied Professional Experience component for this specialization area.

Program Outline

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
SCI	523	Methods of Teaching Secondary School Science	3
SCI	600	Foundations of Physical Science for Teachers	3
SCI	601	Inquiry-Based Space Science for Teachers	3
SCI	602	Teaching Comprehensive Ocean Studies	3
SCI	603	Teaching Inquiry-Based Life Science	3
SCI	604	Teaching Chemistry: An Activity-Based Study of Matter and Energy	3
SCI	605	Interdisciplinary Earth Science for Teachers	3
		Elective	3
		Elective	3
		Elective	3
SCI	699	Applied Professional Experience in Science Education	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

** Course requires prerequisite.

SCI 699 Applied Professional Experience in Science Education (3 Cr)
This course will require graduate students to complete applied professional experiences in science education in K-12 educational settings. Graduate students will maintain a reflective journal and create a portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

Master of Science in Education with a Specialization in Urban Education

URBE 508 has been added as an elective for this specialization area.

Program Outline

<u>Foundation Coursework</u>

CUR	526	Educational Research for Practitioners	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	601	Professional Seminar I	0
CUR	506	Curriculum and Instruction	3
ESE	600	Survey of Exceptionalities of Children and Youth	3

<u>Specialization Area Coursework</u>

URBE	500	Public Education in an Urban Setting	3
URBE	501	Classroom Management in Urban Schools	3
URBE	502	Instructional Methods in Mathematics in Urban Schools	3
URBE	503	Instructional Methods in Science in Urban Schools	3
URBE	504	Instructional Methods in Literacy in Urban Schools	3
URBE	505	Parental and Community Involvement in Urban Schools	3
URBE	506	Standards, Curriculum, and Assessment in Urban Schools	3

<u>Elective Coursework: Choose Two of the Five Courses Listed Below</u>

TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EDU	502	Human Development	3
RED	560	Literature for Children and Adolescents	3
URBE	507	Integration of Technology in Urban Schools	3
URBE	508	Instructional Methods for the Social Studies in Urban Schools	3

<u>Capstone</u>

EDU	602	Professional Seminar II*	0
URBE	699	Applied Professional Experience in Urban Education	3
		Total Credits Required for Degree Completion	**39**

URBE 501 Classroom Management in Urban Schools (3 Cr)
This course provides an examination of causal factors that frequently influence the academic and behavioral performance of urban students. In addition, classroom interventions to minimize these challenges are identified. Effective teaching practices, addressing individual needs within the urban education classroom, are emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 502 Instructional Methods in Mathematics in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching mathematics in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 503 Instructional Methods in Elementary School Science in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching science in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 504 Instructional Methods in Literacy in Urban Schools (3 Cr)
This course provides topics in literacy designed to explore and support the findings of the National Reading Panel Report to guide and improve literacy instruction in the urban school setting. The identification of instructional strategies, based upon a balanced literacy framework and intended for use with diverse students in the regular classroom setting, is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 505 Parental and Community Involvement in Urban Schools (3 Cr)
This course provides opportunities for educators to examine the distinctive role of parents and guardians within the educational process. An understanding of the need for strong home-school-community connections and committed parental involvement for the benefit of diverse urban students is promoted throughout the course. **Prerequisite/s: URBE 500.**

URBE 506 Standards, Curriculum, and Assessment in Urban Schools (3 Cr)
This course provides an overview of national, state, and local performance standards, curriculum, and assessment practices. The course is designed to help teachers gain knowledge and skills concerning the relationships between performance standards, curriculum, and assessment for the benefit of diverse urban students. **Prerequisite/s: URBE 500.**

URBE 507 Integration of Technology in Urban Schools (3 Cr)
This course provides an overview of the use of technology, including software and electronic media, as an integral component of educational practice. The course is designed to help teachers gain knowledge and skills concerning the methods, materials, techniques, and strategies of incorporating technology as an instructional tool for the benefit of diverse urban students. **Prerequisite/s: URBE 500.**

URBE 508 Instructional Methods for the Social Studies in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching the social studies in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

Master of Science in Speech-Language Pathology

SLP 6006 will no longer be offered as an elective. Prerequisite requirements may have changed (see course descriptions).

Program of Study

Prerequisite Courses

SLP	5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3
SLP	5002	Phonetics	3
SLP	5003	Neuroanatomy and Physiology	3
SLP	5004	Hearing and Speech Science	3
SLP	5005	Speech and Language Development	3
SLP	5007	Directed Observation	1
SLP	5008	Evaluation of Speech-Language Disorders	3
SLP	5010	Treatment of Speech and Language Disorders	3
SLP	5300	Audiology	3
SLP	6310	Aural Rehabilitation	3

Core Courses

SLP	6000	Differential Diagnosis of Language and Speech Disorders	3
SLP	6011	Language and Learning Disabilities in School-age Children and Adolescents	3
SLP	6012	Communication Disorders in Infancy through Preschool Age	3
SLP	6015	Clinical Processes	3
SLP	6020	Language Disorders in Adults	3
SLP	6025	Augmentative and Alternative Communication	3
SLP	6030	Voice Disorders	3
SLP	6040	Fluency	2
SLP	6050	Motor Speech Disorders	3
SLP	6055	Dysphagia	3
SLP	6060	Phonological Disorders	3
SLP	6070	Research Methods in Speech-Language Pathology	3
SLP	6075	Seminar in Professional Issues	3
SLP	6078	Technological Applications in CSD	0
SLP	6091	Multicultural and Counseling Issues	3

Elective Courses

Six elective credits must be selected.

SLP	6014	Autism Spectrum Disorders	3
SLP	6021	Cognitive Communication Disorders	3
SLP	6022	Program Development for Individuals with AAC Needs	1
SLP	6023	Advanced AAC Technology	1
SLP	6024	Promoting Literacy in Individuals with Significant Communication Difficulties	1
SLP	6026	AAC Assessment	1
SLP	6027	AAC Strategies for the Beginning Communicator	1
SLP	6028	Low-Tech Communication Aids	1
SLP	6029	AAC in the Curriculum	1
SLP	6031	AAC Application Following Stroke	1
SLP	6035	Seminar in Voice Disorders	2
SLP	6037	Craniofacial Anomalies	3
CSD	6057	Medical Aspects of Communication Disorders	3
SLP	6077	Principles in Supervision	3
SLP	6080	Directed Research	1–6 Cr
SLP	6201, 6202	Special Topics	1–3 Cr
SLP	6203	Organization and Management of School-Based SLP Programs	3

Labs and Externships (Required)

SLP	6005	Diagnostics Lab	1
SLP	6101	Clinical Lab 1	1
SLP	6102	Clinical Lab 2	1
SLP	6110	Externship	1
SLP	6120	School Externship, K–12 -or-	1
SLP	6130	Pediatric, Non-school Externship	
SLP	6310	Aural Rehabilitation Lab/Audiology	1

Capstone (Required)

SLP	6200	Capstone	0
		Total Credits for Degree Completion (plus prerequisites)	**52**

Course Descriptions

SLP 6005 Diagnostics Lab (1 Cr)
Emphasis on analysis and interpretation of data and the impact on differential diagnosis. **Prerequisite/s: SLP 6000, SLP 6011, and SLP 6012 or SLP 6020 and SLP 6060.**

SLP 6011 Language and Learning Disabilities in School-age Children and Adolescents (3 Cr)
Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions.

SLP 6012 Communication Disorders in Infancy through Preschool Age (3 Cr)
Identification, assessment, and intervention principles and procedures for young children who display or are at-risk for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships.

SLP 6015 Clinical Processes (3 Cr)
Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment summaries, S-O-A-P notes, etc. A lab fee is required. Students participate in a clinical assignment involving observation and some direct patient, client contact. **Prerequisite/s: SLP 6011, SLP 6012, and one of the following: SLP 6020, SLP 6030, SLP 6040, or SLP 6060.**

SLP 6025 Augmentative and Alternative Communication (3 Cr)
Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span. **Prerequisite/s: SLP 6011 and SLP 6012 or SLP 6020.**

SLP 6101 Clinical Lab 1 (1 Cr)
Supervised clinical practice in the treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Bi-weekly class meetings are required. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, SLP 6015, SLP 6020, and SLP 6060**.

SLP 6200 Capstone (0 Cr)
Capstone is an online course designed to assist students as they review the major SLP content areas in preparation for the Praxis national examination. It addresses approximately 15 major topic areas covering normal and disordered processes, professional issues, research methodologies, and other content important to the profession.

Educational Specialist in Education with a Specialization in Brain Research (BrainSMART® Instructional Leadership)

The BrainSMART® Instructional Leadership (BIL) program is a distance education degree program designed for teacher leaders, educators in all disciplines, district administrators, and school personnel who have already earned their master's degree and want to move their professional skills to the next level without leaving their homes and schools. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, instructional leadership, and cognition can be translated into best practices in the classroom and on a schoolwide basis. Graduates of the BIL program will earn an Educational Specialist (Ed.S.) with a specialization in Brain Research.

Transfer of Credit

The transfer of credits is not accepted in the Educational Specialist with a Specialization in Brain Research (BrainSMART Instructional Leadership) program.

Program Goals/Learning Outcomes

Upon completion of the program, BIL graduates will be able to do the following:
- Demonstrate an understanding of how the human brain functions within the context of instructional leadership
- Discover what current research suggests are the keys to increasing student learning and achievement
- Create a deeper understanding of how mental models govern what educators think and do within the school environment
- Construct a practical framework for teacher leadership with the goal of improving student learning in schools through differentiated instruction
- Analyze current trends and innovations in the areas of curriculum, research, human development, evaluation and assessment
- Enhance teacher leadership through the creation of a plan for systemic change in a school or school system

Instructional Delivery System

BIL students use a combination of user-friendly distance education technologies and high-quality materials to complete the assignments in each of their courses. Online facilitators and peers provide a strong support network throughout the program of study. Students typically spend at least six hours per week completing assignments, readings, chats, and discussions.

Program Completion Timeline

Students typically complete the program in 14 months of study, however, students are allowed up to five years in which to complete all degree and program requirements. The beginning of the five-year timeframe for degree or program completion is the first term during which any courses that are applied toward degree completion are taken. Students who are unable to complete all degree or program requirements within the established timeframe are dismissed from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Teacher Leadership Institute and (d) meet all financial obligations to the university.

Program of Study

EDU	730	The Neurobiology of BrainSMART Instructional Leadership	6
EDU	731	Best Practices in Thinking for Leading	6
EDU	732	Differentiated Instructional Leadership	6
EDUB	702	Curriculum Trends and Innovations	3
EDUB	708	Research and Design in Education	3
EDUB	714	Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society	3
EDUB	719	Current Research in Human Development	3
EDUB	729	Evaluation and Assessment Practices	3
EDUB	799	Teacher Leadership Institute: Leading Brain-Based Change	3
		Total Credits for Degree Completion	**36**

Course Descriptions

EDU 730 The Neurobiology of BrainSMART Instructional Leadership (6 Cr)
Effective leaders facilitate professional development that translates student achievement research into results in the classroom. Research by the National Research Council suggests that learning changes the physical structure of the brain. Some 90% of all books on the brain and learning have been published in the last five years and the insights that flow from recent brain research are consistent with the last 50 years of cognitive studies. Discover ways in which these implications are being translated into powerful approaches to learning and teaching in schools that maximize learning.

EDU 731 Best Practices in Thinking for Leading (6 Cr)
Mental models have a powerful influence on how schools function and connect with key stakeholders. Common language and metaphors can help galvanize support for the implementation of critical initiatives. Equip yourself with a toolbox of powerful strategies for effective

thinking with the Thinking for Results framework, which gives students the thinking tools for maximum academic achievement and lifelong learning success. These include strategies for gathering and processing information, techniques for effective expression, effective use of time and space, and practical optimism, along with many other foundational tools. **Prerequisite/s: EDU 730.**

EDU 732 Differentiated Instructional Leadership (6 Cr)
The theory of differentiated instruction offers a powerful lens for looking at effective instructional leadership. The course explores several approaches to helping instructional leaders identify learner differences and adapt instruction. These approaches include gender differences, cognitive strengths, learner preferences, and a tool for reading the barcode for the brain. Methods of varying instruction including the keys to effective presenting and facilitating will be explored. **Prerequisite/s: EDU 730 and 731.**

EDUB 702 Curriculum Trends and Innovations (3 Cr)
This course focuses on the analysis of current educational practices, models, and futuristic approaches. Emphasis is placed on the investigation of educational curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, home schooling). Integration of technology and multimedia is also included. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 708 Research and Design in Education (3 Cr)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative)i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation and appropriate analysis and interpretation of research findings. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 714 Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society (3 Cr)
In this course students delve into the roles, practices, and responsibilities of educators working with families and communities from the perspective of multicultures and diversity. Ethical and legal issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are pondered. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of recent theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, i.e., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 729 Evaluation and Assessment Practices (3 Cr)
This course engages students in the analysis of critical issues and their relation to national/international trends in testing and legal and ethical issues in evaluation. Students will pursue a formal inquiry project that focuses on meaningful program effectiveness. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 799 Teacher Leadership Institute: Leading Brain-Based Research (3 Cr)
This course is a capstone experience for students of teacher leadership and school change. Integrating key aspects of the program with the discipline of educational and instructional leadership, the coursework, materials, and assignments are intended to provide a framework for analyzing, synthesizing, and constructing a plan that encompasses research, theory to practice application, and problem solving for the challenges to change within schools and school systems. After a review of the Ed.S. program coursework, compilation of a summary literature review, and preliminary plan, students will develop a plan for systemic change within the school that can realistically be applied to their work environments. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

Educational Specialist in Curriculum and Teaching

Course EDU 724 has been modified.

APR	750	Field-Based Project**	3
EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research Design in Education*	3
EDU	714	Families, Communities, and Schools	3
EDU	719	Current Research in Human Development	3
EDU	722	Effective Teacher Behaviors	3
EDU	723	Value, Ethics, Character Education	3
EDU	724	Critical and Creative Thinking Processes in the Classroom	3
EDU	725	Models Teaching Curriculum	3
EDU	726	Issues Curriculum Teaching	3
EDU	727	School Leadership Roles	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

 * Program Prerequisite

 ** Course requires prerequisites.

EDU 724 Critical and Creative Thinking Processes in the Classroom (formerly Research, Teaching, Thinking) (3 Cr)
Critical and Creative Thinking Processes in the Classroom: The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined.

Doctor of Education—General Revisions

Course Modifications

ARC 8911 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base.

EDD 8006 System Analysis and Design (3 Cr)
An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system.

EDD 8122 Professional Practice in ITDE (3 Cr)
An examination of the roles and responsibilities of members of the fields of instructional technology and distance education, emphasizing leadership through presentation, publication, and service to professional organizations.

EDD 8124 Theories of Learning (3 Cr)
This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included.

Fischler School of Education and Human Services

International Academic Programs

Doctor of Education in Organizational Leadership—Dominican Republic

The Doctor of Education in Organizational Leadership (DOL) program was created to build upon the capacities of adult learners to meet both current and future leadership challenges facing their organizations. The program is based on the conviction that leaders must learn to lead change so that services are effectively and efficiently delivered to an increasingly diverse population, in the context of a changing economy and the rapidly developing technology of a new century. This program is only available in the Dominican Republic.

Program Goals/Learning Outcomes

Upon completion of the program, Ed.D. graduates will be able to do the following:

- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in the professional field.

Instructional Delivery System

The DOL—Dominican Republic program is delivered in Spanish through a combination of face-to-face instruction and electronic delivery systems. Instruction involves a combination of the following:

- distance delivery methods including electronic mail (email), the World Wide Web, and compressed video
- on-campus instruction with faculty during extended weekend sessions

Students must own a computer and be familiar with communication through the Internet and the World Wide Web, as well as maintain arrangements with an Internet service provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a minimum grade of B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on the application, submit associated course descriptions, and request that official transcripts be sent to the Office of Enrollment Services, Attn: Academic Advising.

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Program Completion Timeline

Ed.D. students have a maximum of five years, from the time of initial enrollment, in which to complete all program requirements. At the end of five years, students not yet completing applied dissertation projects may be granted a continuing service extension for one year, provided the student's proposal for his or her applied research project has been approved. It is the student's responsibility to request the one-year continuing services extension. Requests for a one-year continuing services extension must be made through the Office of Enrollment Services. An additional one-year continuing services extension may be granted in extraordinary circumstances if approved by the Office of the Provost. It is the student's responsibility to request the additional second-year extension and provide evidence of extraordinary need.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Doctoral Enrollment Counselor) and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation in the Dominican Republic.

Doctoral Seminars

The doctoral seminars take place at the last session of each study areas and it will provide a forum for participants to discuss and interchange ideas between themselves, with scholars, and their professors. The seminars will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences, and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style.

The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars for Educational Leaders; linking the end of each study area with the beginning of the next study area; and therefore providing a continuum between the last session of a study areas and the next study area. Each seminar may or may not have a writing component associated with it but all are 0 credit.

Topics to be discussed are: APA form and style, the advising process, the concept paper, the formal proposal, the IRB process, and the final report.

Capstone

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at www.schoolofed.nova.edu/arc for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Program of Study

Core Leadership Concepts and Practices (30 Credits)

LDR	8510	Leadership to Shape the Future	6
LDR	8520	Creating and Leading an Intentional Organization	6
LDR	8530	Developing the Organization's Human Capital	6
LDR	8540	Leading and Managing Systems	6
LDR	8550	Leading a Learning Organization	6

Applied Dissertation Research Courses (10 Credits)
(These courses must be taken in unison with core courses.)

LDR	8561	Research Activities in Leadership to Shape the Future	2
LDR	8562	Research Activities in Creating and Leading an Intentional Organization	2
LDR	8563	Research Activities in Developing the Organization's Human Capital	2
LDR	8564	Research Activities in Leading and Managing Systems	2
LDR	8565	Research Activities in Leading a Learning Organization	2

Specialization Courses (18 Credits)

Educational Leadership

LDR	9110	Impact of Communication on Supervision, Personnel Selection, Staff Development and Performance Appraisal in the Educational System	6
LDR	9120	Fiscal and Legal Responsibilities of Educational Leaders	6
LDR	9130	Improvement of Organizational Management, Administration, and Leadership in the Educational System	6

Higher Education Leadership

LDR	9810	Contemporary Challenges in Higher Education Leadership	6
LDR	9820	Legal and Ethical Issues in Higher Education Leadership	6
LDR	9830	Innovative Leadership Strategies in Higher Education	6

Instructional Technology

LDR	9310	Technological Literacy for Organizational Leaders	6
LDR	9320	Professional Productivity for Organizational Leaders	6
LDR	9330	Technology Planning for Organizational Leaders	6

Applied Dissertation Courses (9 Credits)

ARO	8566	Applied Dissertation Concept Paper	2
ARO	8567	Applied Dissertation Proposal	4
ARO	8568	Applied Dissertation Report	3

Elective Courses (9 credits):

EDL	8100	Current Issues in Education	3
LDR	8511	Latin American Education in Today's World	3
EDL	8141	Management and Administration	3

Total Credits for Degree Completion   **75**

Course Descriptions

Core Leadership Concepts and Practices

The Leadership Concepts and Practices domain consists of five sequential courses.

LDR 8510 Leadership to Shape the Future (6 Cr)
Students will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include leadership in context, the self as leader, and the leader as catalyst.

LDR 8520 Creating and Leading an Intentional Organization (6 Cr)
Among the most critical aspects of a leader's role are the abilities to design a vision for the organization, to communicate that vision, to establish a mission and goals that will help achieve that vision, and to align the workforce behind the vision. Students will understand the mission, vision, and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 Developing the Organization's Human Capital (6 Cr)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Students will identify their own perceptions, motives, attitudes, values, and mental models, understanding how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, coaching and consulting, and professional renewal.

LDR 8540 Leading and Managing Systems (6 Cr)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, and decision-making and conflict resolution.

LDR 8550 Leading a Learning Organization (6 Cr)
Developing a learning-based culture is essential for today's organizations. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Students will examine ways that learning organizations create learning cultures, as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

Applied Dissertation Research Courses

These five courses are to be taken in unison with the five core courses.

LDR 8561 Research Activities in Leadership to Shape the Future (2 Cr)
Students will engage in research activities in support of the domain Leadership to Shape the Future (LDR 8510). Research will focus on areas of leadership in context, self as leader, and the leader as catalyst. Students' research activities will include extensive use of the current Web-based technologies

LDR 8562 Research Activities in Creating and Leading an Intentional Organization (2 Cr)
Students will engage in research activities in support of the domain Creating and Leading an Intentional Organization (LDR 8520). Research will focus on areas of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making. Students' research activities will include extensive use of the current Web-based technologies.

LDR 8563 Research Activities in Developing the Organization's Human Capital (2 Cr)
Students will engage in research activities in support of the domain Developing the Organization's Human Capital (LDR 8530). Research will focus on areas of adult learning and life span theories, the learning organization, professional development and training, team building, consulting, and professional renewal. Students' research activities will include extensive use of Web-based technologies.

LDR 8564 Research Activities in Leading and Managing Systems (2 Cr)
Students will engage in research activities in support of the domain Leading and Managing Systems (LDR 8540). Research will focus on areas of information and communication, policy, politics and accountability, power in influence, finance, budgets and stewardship, and decision-making and conflict resolution. Students' research activities will include extensive use of Web-based technologies.

LDR 8565 Research Activities in Leading a Learning Organization (2 Cr)
Students will engage in research activities in support of the domain Leading a Learning Organization (LDR 8550). Research will focus on becoming a learning organization and creating learning cultures, leadership strategies for fostering growth, creativity, risk taking, managing innovation and change, and strategic planning. Students' research activities will include extensive use of Web-based technologies.

Specializations Courses

Specialization courses in organizational leadership are not intended to lead to state certification. It is the student's responsibility to determine if this program will satisfy current course requirements for professional development.

Educational Leadership

LDR 9110 Impact of Communication on Supervision, Personnel Selection, Staff Development, and Performance Appraisal in the Educational System (6 Cr)
Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision, and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection, and performance assessment.

LDR 9120 Fiscal and Legal Responsibilities of Educational Leaders (6 Cr)
This course addresses two major components within the educational system—finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing, and reporting. They will also analyze, plan, develop, implement, and evaluate a school budget. Students will explore the relevance of school law and decision making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort, and contract liability. Students will focus on the constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 Improvement of Organizational Management, Administration, and Leadership in the Educational System (6 Cr)
This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are leadership and management (an examination of various learning theories); motivational theories and group dynamics (an exploration of group motivation theories); and decision-making, power structures, and the change process (ways to implement change will be explored).

Instructional Technology

LDR 9310 Technological Literacy for Organizational Leaders (6 Cr)
In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders," and focuses upon Internet skills, resources, and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.

LDR 9320 Professional Productivity for Organizational Leaders (6 Cr)
This course will define roles, expectations, and issues for leaders using technology. Software suites will be explored as they relate to productivity for organizational leaders. The concept of technology as a professional tool will be the rationale for development skills using presentation software and Web page development. The course will provide extensive opportunities for hands-on experience to develop meaningful products. The use of templates, databases, and spreadsheets will be the topics of an included course (i.e., LDR 8220 and LDR 8221).

LDR 9330 Technology Planning for Organizational Leaders (6 Cr)
This course will build upon understanding developed in LDR 9310 and LDR 9320 to synthesize and apply assessment and evaluation within the context of instructional technology. Course topics include strategic planning, needs assessment, and grantsmanship. This course encompasses LDR 8220 (Trends and Issues in Leadership) with LDR 8221 (Technology); it will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

Higher Education Leadership

LDR 9810 Contemporary Challenges in Higher Education Leadership (6 Cr)
This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty members, and the challenges and opportunities of distance education.

LDR 9820 Legal and Ethical Issues in Higher Education Leadership (6 Cr)
This course examines contemporary legal and ethical issues from the perspective of their integration into the practice of leadership in postsecondary educational institutions. Students will research a variety of topics, including institutional values and ethical decision-making processes; academic freedom and tenure; ethics in research involving human subjects; faculty hiring, promotion, and dismissal; intellectual property and copyright issues; plagiarism; student admissions and dismissals; and legal issues related to affirmative action and equal employment opportunity.

LDR 9830 Innovative Leadership Strategies in Higher Education (6 Cr)
Innovative leadership in higher education will be analyzed and explored. Understanding the innovative leadership approaches needed to create and implement programs and services that address the issues facing higher education, both now and in the future, is the primary intended outcome of the course. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies. Participants will conduct an action research project that produces or evaluates an innovative approach.

Applied Dissertation Courses

Students should visit the ARC Web site at *www.fgse.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

ARO 8566 Applied Dissertation Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARO 8567 Applied Dissertation Proposal (4 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the roles of the literature review to support or refute the dissertation topic. This seminar, focusing on scientific inquiry, will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARO 8568 Applied Dissertation Report (3 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credits for this seminar will be assigned following approval of the applied dissertation (final report).

Doctor of Education in Instructional Technology and Distance Education—Latin America

The mission of the Doctor of Education (Ed.D.) Program in Instructional Technology and Distance Education (ITDE) is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The program is designed for professional educators and trainers who work with learners from pre-kindergarten through the university level and with adults in all areas of business and industry. The courses are designed to improve the skills of the participants; therefore, students must be experienced in the education or training fields and in the use of technology.

The program supports the position of the Fischler School of Education and Human Services (FSEHS) and that of Nova Southeastern University (NSU) regarding the importance of ethical behavior and values in its students and faculty. The program infuses the concept of scientific ethics in its courses and promotes the ideas of international understanding and cooperation, especially as these ideas relate to education generally and distance education specifically.

The program is organized around several study areas: leadership and distance education, research and evaluation, media and technology, instructional design, system design, management and applications of instructional technology and distance education, technology trends and issues, and applied leadership. Students complete a doctoral-level applied dissertation.

Program Goals/Learning Outcomes
Upon completion of the program, Ed.D. graduates will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System
The Ed.D. program in Instructional Technology and Distance Education is offered in a cluster-based format and delivered through a combination of face-to-face instruction and electronic delivery systems. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery. Students will also be required to attend a one-week long summer conference (Conference on Global Leadership, Learning, and Research) during the first summer in which they are enrolled in the doctoral program.

Instruction involves a combination of the following:

- distance delivery methods including electronic mail (email), the World Wide Web, compressed video, and state-of-the-art technology
- on-campus and on-site instruction with faculty during extended weekend sessions

Students must own a laptop computer and be familiar with communication through the Internet and the World Wide Web, as well as maintain arrangements with an Internet service provider. Students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including word processing and online access.

Transfer of Credit
A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the Office of Enrollment Services, Attn: Academic Advising.

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Program Completion Timeline

Ed.D. students have a maximum of five years, from the time of initial enrollment, in which to complete all program requirements. At the end of five years, students not yet completing applied dissertation projects may be granted a continuing service extension for one year, provided the student's proposal for his or her applied dissertation project has been approved. It is the student's responsibility to request the one-year continuing services extension. Requests for a one-year continuing services extension must be made through the Office of Enrollment Services. An additional one-year continuing services extension may be granted in extraordinary circumstances if approved by the Office of the Provost. It is the student's responsibility to request the additional second-year extension and provide evidence of extraordinary need.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete the applied dissertation, (d) complete all testing requirements for their given program, if any (see Doctoral Enrollment Counselor) and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation, scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2007 term must attend a DSO within the Fall 2006 term, choosing the orientation date posted in either September, October, November, or December.

Capstone

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at www.schoolofed.nova.edu/arc for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Program of Study

Leadership and Distance Education			
ITDE	7001	Foundations of Leadership and Management	3
ITDE	7007	Foundations of Distance Education	3
Research and Evaluation I			
ARO	8611	Research and Design Methods	3
ARO	8613	Program Evaluation and Policy Analysis	3
Media and Technology			
ITDE	7005	Instructional Media	3
ITDE	7006	Foundations of Instructional Technology	4
Instructional Design			
ITDE	8001	Introduction to Instructional Design	3
ITDE	8002	Instructional Development and Delivery	3
Research and Evaluation II			
ARO	8612	Statistical Methods	3
ARO	8614	Measurement, testing, and Assessment	3
Systems Design			
ITDE	8005	Introduction to Instructional Systems	4
ITDE	8006	System Analysis and Design	3
Management and Applications			
ITDE	8012	Managing and Evaluating Instructional Technology and Distance Education	3
ITDE	8013	Applications of Distance Education	3
Technology Trends and Issues			
ITDE	8009	Instructional Technology and Distance Education Trends	4
ITDE	8010	Instructional Technology and Distance Education Issues	3
Applied Leadership			
ITDE	8011	Leadership and Empowerment	3
Applied Research			
ARO	8666	Applied Dissertation Concept Paper	2
ARO	8667	Applied Dissertation Proposal	5
ARO	8668	Applied Dissertation Report	5
		Total Credits for Degree Completion	**66**

Course Descriptions

Leadership and Distance Education

ITDE 7001 Foundations of Leadership and Management (3 Cr)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace and learning organization, and leadership in practice.

ITDE 7007 Foundations of Distance Education (3 Cr)
An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

Research and Evaluation I

ARO 8611 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provide models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base.

ARO 8613 Program Evaluation and Policy Analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course.

Media and Technology

ITDE 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: ITDE 7001 and ITDE 7007.**

ITDE 7006 Foundations of Instructional Technology (4 Cr)
An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology. **Prerequisite/s: ITDE 7001 and ITDE 7007.**

Instructional Design

ITDE 8001 Introduction to Instructional Design (3 Cr)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. **Prerequisite/s: ITDE 7005 and ITDE 7006.**

ITDE 8002 Instructional Development and Delivery (3 Cr)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization. **Prerequisite/s: ITDE 7005 and ITDE 7006.**

Research and Evaluation II

ARO 8612 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will investigate concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. **Prerequisite/s: ARO 8611 and ARO 8613.**

ARO 8614 Measurement, Testing, and Assessment (3 Cr)
The purpose of Measurement, Testing, and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners. **Prerequisite/s: ARO 8611 and ARO 8613.**

System Design

ITDE 8005 Introduction to Instructional Systems (4 Cr)
An advanced course examining the application of systems theory in education. Major topics include past and present systems theories in education, research of educational and instructional systems, the application of learning and systems theories in educational practice, and the integrations of systems theory into pragmatic instructional design. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

ITDE 8006 System Analysis and Design (3 Cr)
An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery systems, the analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

Management and Applications

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education (3 Cr)
Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education; managing in educational and corporate settings, and principles of staff training, proposal development, and legal issues. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

ITDE 8013 Applications of Distance Education (3 Cr)
Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

Technology Trends and Issues

ITDE 8009 Trends in Instructional Technology and Distance Education (4 Cr)
Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining the roles and responsibilities of the leader in the field including ethical and professional behavior. **Prerequisite/s: ITDE 8012 and ITDE 8013.**

ITDE 8010 Issues in Instructional Technology and Distance Education (3 Cr)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing. **Prerequisite/s: ITDE 8012 and ITDE 8013.**

Applied Leadership

ITDE 8011 Leadership and Empowerment (3 Cr)
This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, moral frameworks for leadership and decision-making, and a synthesis of leadership development. **Prerequisite/s: ITDE 8009 and ITDE 8010.**

Applied Research

ARO 8666 Applied Dissertation Concept Paper (2 Cr)
The content of applied dissertation concept paper focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Center faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for the seminar will be assigned following approval of the concept paper.

ARO 8667 Applied Dissertation Proposal (5 Cr)
The content of applied dissertation proposal emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal. **Prerequisite/s: ITDE 8666**

ARO 8668 Applied Dissertation Report (5 Cr)
Applied Dissertation Report involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report). **Prerequisite/s: ITDE 8667**

The following is a Spanish translation of the ITDE – Latin America program information listed in the preceding pages.

Ed.D. en Tecnología Instruccional y Educación a Distancia—América Latina

La misión del Doctorado en Educación (Ed.D.) en Tecnología Instruccional y Educación a Distancia es desarrollar líderes capaces de planificar, organizar, gerenciar, y enseñar efectivamente utilizando la tecnología de la instrucción en el aula de clases, en el trabajo, y en línea utilizando una variedad de sistemas electrónicos de transmisión. Los programas están diseñados para los educadores y entrenadores profesionales que trabajan con estudiantes a nivel de educación primaria hasta universitaria, y con adultos de cualquier área de negocios e industria. Los cursos están diseñados para mejorar las destrezas de los participantes; por ende, los estudiantes deben poseer experiencia en las áreas de educación o entrenamiento y en el uso de la tecnología.

El programa apoya la posición de Fischler School of Education and Human Services (FSEHS) y de Nova Southeastern University con respecto a la importancia del comportamiento ético y de los valores en sus estudiantes y profesorado. El programa infunde en sus cursos los conceptos de ética científica y promueve las ideas de entendimiento y cooperación internacional, especialmente cuando estas ideas se relacionan de manera general con la educación y de manera específica con la educación a distancia.

El programa está organizado alrededor de diversas áreas de estudio: liderazgo y educación a distancia, investigación y evaluación, medios y tecnología, diseño instruccional, diseño de sistemas, gerencia y aplicaciones de la tecnología instruccional y la educación a distancia, tendencias y problemas de la tecnología, y liderazgo aplicado. Los estudiantes desarrollan una disertación aplicada de nivel doctoral.

Metas y Logros de Aprendizaje del Programa
Una vez culminado el programa, los graduados del Ed.D. estarán en la capacidad de demostrar:

- Habilidad en el uso de la tecnología para la evaluación, para la comunicación, para el acceso de la información, y para la toma de decisiones.
- Habilidad en la aplicación del conocimiento teórico, conceptual, y práctico adquirido en el estudio de los cursos para mejorar situaciones en el ambiente de trabajo.
- Entendimiento de los diversos componentes de la capacidad, la filosofía, los enfoques, y los estilos de liderazgo.
- Entendimiento de los aspectos históricos resaltantes y de los aspectos contemporáneos en su campo profesional.

Sistema de Transmisión Instruccional
El programa de Ed.D. en Tecnología Instruccional y Educación a Distancia es ofertado bajo un formato de grupo (cluster) y transmitido a través de una combinación de instrucción presencial y de sistemas de transmisión electrónica. Este formato se deriva de la misión del programa en brindar servicio a los estudiantes sin importar su ubicación, y de la firme convicción de que un programa centrado en la tecnología instruccional y en educación a distancia debe reflejar el uso de las tecnologías disponibles.

Durante el primer verano después de estar inscritos, los estudiantes deberán asistir a la Conferencia de Liderazgo Global, Aprendizaje, e Investigación (Conference on Global Leadership, Learning, and Research) cuya duración es de una semana.

La instrucción involucra una combinación de lo siguiente:

- métodos de transmisión electrónica como el correo electrónico (e-mail), la World Wide Web, video, y tecnología de punta.
- instrucción presencial con los profesores en el recinto universitario y en la localidad durante sesiones de fines de semana

Los estudiantes deben poseer un computador portátil y estar familiarizados con la comunicación vía la Internet y la World Wide Web. Así mismo, los estudiantes deben obtener los servicios correspondientes de conexión Internet. Las conexiones a Internet usualmente se encuentran disponibles a través de universidades, sistemas educativos, redes de bibliotecas, o servicios comerciales de Internet.

Los aspirantes al programa de doctorado deben utilizar el tiempo entre su aplicación y el primer encuentro de clases para afinar sus habilidades en el uso de aplicaciones de computación, incluyendo el procesador de palabras y el acceso en línea.

Transferencia de Crédito

Un máximo de seis créditos de horas semestre será considerado para transferencia si (1) el crédito se obtuvo en un lapso de tres años durante el cual se realizó la petición para la transferencia, (2) el estudiante obtuvo el crédito como alumno matriculado en un programa de estudios doctorales en una universidad acreditada, (3) el contenido de los cursos solicitados para transferencia es equivalente al área de estudio de los cursos del programa, y (4) el estudiante obtuvo una calificación de A o B en cada uno de los cursos a transferir. No se otorgará ningún crédito por aprendizaje por experiencia o por cualquier otra forma de situación avanzada. Excepciones al número máximo de créditos permitidos para transferencia se harán solamente con la aprobación del Decano de Asuntos Académicos.

Aquellos aspirantes que deseen solicitar una evaluación de su previa escolaridad a ser considerada para transferencia de crédito deberán indicarlo en su aplicación, entregar las descripciones de los cursos en cuestión, y solicitar el envío oficial de sus calificaciones al Departamento de Servicios de Procesamiento e Inscripciones (Enrollment Processing Services Department, EPS).

Aquellos estudiantes que se encuentren inscritos en un programa de Ed.D. en FSEHS deberán solicitar y recibir aprobación previa por escrito de la oficina del Decano Asociado de Programas Doctorales antes de inscribirse en cualquier otro curso de la institución a ser sometidos para transferencia de crédito.

Tiempo Para la Culminación del Programa

Los estudiantes del Ed.D. tienen un máximo de cinco años, a partir del momento inicial de la inscripción, durante el cual deben cumplir con todos los requisitos del programa. Al final de los cinco años, aquellos estudiantes que aun no han culminado la disertación aplicada podrán optar por una extensión de estudios continuados por un año, siempre y cuando la propuesta de la disertación aplicada haya sido aprobada. Las peticiones de extensión de un año de servicios continuados deben llevarse a cabo a través de la Oficina de Servicios de Inscripción (Office of Enrollment Services). Una extensión adicional de un año de servicios continuados podría otorgarse en circunstancias extraordinarias si se aprueban por la Oficina del Provost. Es responsabilidad del estudiante el solicitar el segundo año adicional de extensión y evidenciar la necesidad extraordinaria.

Requisitos para la Culminación del Programa

Para graduarse, el estudiante deberá (a) completar todo el trabajo académico y aplicar para el otorgamiento del grado, (b) mantener un promedio de calificaciones de 3.0 sobre 4.0 (c) completar la disertación aplicada, (d) completar todos los requisitos de evaluaciones del programa, si aplica (consultar a un consejero académico) y (e) cumplir con todas las obligaciones financieras de la universidad.

Orientación de Estudios Doctorales (DSO)

Previo al comienzo del trabajo académico de cursos doctorales, se requiere la asistencia a la Orientación de Estudios Doctorales (Doctoral Studies Orientation, DSO). Los estudiantes deben inscribirse en el curso DSO 8000 y asistir la orientación de dos días dentro del lapso anterior. Por ejemplo, los estudiantes que comienzan en el lapso de invierno 2007 deben atender DSO durante el lapso de otoño 2006, y elegir entre fechas disponibles de septiembre, octubre, noviembre o diciembre.

Disertación Aplicada

Los estudiantes de Ed.D. deberán completar una disertación aplicada como proyecto final del programa doctoral. Para mayor información acerca de procedimientos, recursos, y lineamientos ofrecidos por el Centro de Investigación Aplicada (Applied Research Center, ARC) los estudiantes deben visitar el sitio Web del ARC ubicado en www.schoolofed.nova.edu/arc

Programa de Estudio

Liderazgo y Educación a Distancia
ITDE	7001	Fundamentos de Liderazgo y Gerencia	3
ITDE	7007	Fundamentos de la Educación a Distancia	3

Investigación y Evaluación I
ARO	8611	Diseño y Métodos de Investigación	3
ARO	8613	Evaluación de Programas y Análisis de Políticas	3

Medios y Tecnología
ITDE	7005	Medios Instruccionales	3
ITDE	7006	Fundamentos de Tecnología Instruccional	4

Diseño Instruccional
ITDE	8001	Introducción al Diseño Instruccional	3
ITDE	8002	Desarrollo y Transmisión Instruccional	3

Investigación y Evaluación II
ARO	8612	Métodos Estadísticos	3
ARO	8614	Medición, Prueba y Evaluación	3

Diseño de Sistemas
ITDE	8005	Introducción a los Sistemas Instruccionales	4
ITDE	8006	Análisis y Diseño de Sistemas	3

Gerencia y Aplicaciones
ITDE	8012	Gestión y Evaluación de la Tecnología Instruccional y la Educación a Distancia	3
ITDE	8013	Aplicaciones de la Educación a Distancia	3

Tendencias y Problemas de la Tecnología
ITDE	8009	Tendencias de la Tecnología Instruccional y la Educación a Distancia	4
ITDE	8010	Problemas de la Tecnología Instruccional y la Educación a Distancia	3

Liderazgo Aplicado
ITDE	8011	Liderazgo y Poder	3

Investigación Aplicada
ARO	8666	Documento Conceptual de la Disertación Aplicada	2
ARO	8667	Propuesta de la Disertación Aplicada	5
ARO	8668	Reporte Final de la Disertación Aplicada	5
		Total Credits for Degree Completion	**66**

Descripciones de los Cursos

Liderazgo y Educación a Distancia

ITDE 7001 Fundamentos de Liderazgo y Gerencia (3 Cr)
Introducción a los modelos de liderazgo pasados y presentes. Entre los temas principales figuran: el contexto actual de liderazgo; los estilos personales de liderazgo; el liderazgo en el trabajo y en la organización abierta al aprendizaje; y el liderazgo en la práctica.

ITDE 7007 Fundamentos de la Educación a Distancia (3 Cr)
Una introducción a la educación a distancia. Tópicos relevantes incluyen los fundamentos históricos, teóricos y filosóficos de la educación a distancia, un repaso breve de las tecnologías en la educación a distancia; y reexaminación de técnicas efectivas para la enseñanza y el aprendizaje dentro de un sistema de educación a distancia.

Investigación y Evaluación I

ARO 8611 Diseño y Métodos de Investigación (3 Cr)
El objetivo del curso de Diseño y Métodos de Investigación es que los estudiantes del doctorado demuestren un entendimiento del propósito de la investigación, del diseño de la investigación, y de los métodos de investigación. La investigación es la aplicación del método científico para resolver problemas del mundo real; el diseño de la investigación es el plan para la aplicación de prácticas aceptadas; y los métodos de investigación proveen modelos para la recolección, organización, y análisis apropiado e imparcial de datos para la toma de decisiones, para la réplica, y para la contribución al conocimiento.

ARO 8613 Evaluación de Programas y Análisis de Políticas (3 Cr)
Este curso examinará conceptos claves, métodos, y enfoques en el campo de la investigación evaluativa. Los estudiantes estarán expuestos a la diversidad teórica y metodológica inherente a la práctica actual de la evaluación en diversas áreas (e.g., servicios sociales, educación, y negocios). El foco principal del curso será el rango comprensivo de actividades que involucran el diseño, la implementación, y la evaluación de la utilidad de los programas sociales y educacionales.

Medios y Tecnología

ITDE 7005 Medios Instruccionales (3 Cr)
Una introducción al uso efectivo de los medios instruccionales. Los tópicos principales incluyen la planificación para el uso de los medios instruccionales, el computador como herramienta para el aprendizaje, y la evaluación de la efectividad de los medios instruccionales. **Prerrequisito/s: ITDE 7001 y ITDE 7007.**

ITDE 7006 Fundamentos de la Tecnología Instruccional (4 Cr)
Una introducción a la tecnología instruccional. Los temas principales incluyen los fundamentos históricos, teóricos, y filosóficos de la tecnología instruccional, la literatura de la tecnología instruccional, y una revisión del estado de la tecnología instruccional. **Prerrequisitos: ITDE 7001 y ITDE 7007.**

Diseño Instruccional

ITDE 8001 Introducción al Diseño Instruccional (3 Cr)
Introducción al diseño sistemático de la instrucción. Entre los temas principales figuran el análisis y la evaluación de las necesidades, mejoramiento del desempeño, el diseño sistemático de materiales y eventos de enseñanza, y la evaluación formativa y sumativa de los materiales de instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

ITDE 8002 Desarrollo y Transmisión Instruccional (2 Cr)
Curso avanzado en la utilización de la tecnología en la instrucción. Entre los temas principales se incluyen la evaluación y elaboración de estrategias de instrucción, la integración de las tecnologías de la instrucción, tácticas de selección de los medios de instrucción y la evaluación formativa y sumativa de utilización de la tecnología de la instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

Investigación y Evaluación II

ARO 8612 Métodos Estadísticos (3 Cr)
Métodos Estadísticos es un curso sobre estadísticas aplicadas que introduce conceptos y métodos de estadística descriptiva y de inferencia. El curso esta diseñado para instruir a los estudiantes en los fundamentos estadísticos requeridos para la investigación a nivel de doctorado. El curso enfatiza la aplicación de las estadísticas. Las áreas de estudio incluyen probabilidad; muestreo; variables; distribución normal, T, CHI-Cuadrada, y F; intervalos de confianza; prueba de hipótesis, y correlación. **Prerrequisitos: ARO 8611 y ARO 8613.**

ARO 8614 Medición, Prueba y Evaluación (3 Cr)
El objetivo de este curso de Medición, Prueba y Evaluación es dotar a los estudiantes de doctorado con los conocimientos y la técnica necesaria para comprender cuestiones del campo de psicometría. El curso enfatiza la interrelación que existe entre la investigación y la práctica. El curso también ofrece bases teóricas y prácticas para seleccionar y utilizar la amplia variedad de pruebas y mediciones de bases de datos disponibles para los investigadores aplicados. El curso esta enfocado en el uso de diferentes pruebas en una variedad de escenarios y es apropiado para investigadores aplicados y para practicantes. **Prerrequisitos: ARO 8611 y ARO 8613.**

Diseño de Sistemas

ITDE 8005 Introducción a los Sistemas Instruccionales (4 Cr)
Un curso avanzado que examina la aplicación de la teoría de sistemas en la educación. Entre los temas principales se incluyen las teorías de sistemas pasadas y actuales en la educación, la investigación de los sistemas educacionales e instruccionales, la aplicación en la práctica educativa de las teorías de aprendizaje y de sistemas, y la integración de la teoría de sistemas en el diseño instruccional pragmático. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8006 Análisis y Diseño de Sistemas (3 Cr)
Un curso introductorio en el cual el estudiante adquiere habilidades para el análisis y diseño de sistemas educativos e instruccionales. Entre los temas principales se incluyen los elementos críticos de estructuras de sistemas de transmisión en la educación a distancia, el análisis de los sistemas educativos e instruccionales, la relación de los subsistemas dentro de un sistema educativo, el diseño de un sistema educativo, el diseño de sistemas instruccionales, y la evaluación y mejoramiento continuo de un sistema. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Gerencia y Aplicaciones

ITDE 8012 Gestión y Evaluación de la Tecnología de Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales figuran las teorías y métodos de planeación, operación y evaluación de la tecnología de la instrucción y la educación a distancia; la gestión en los ámbitos educacionales y corporativos, los principios de la formación del personal, la elaboración de propuestas y los aspectos jurídicos. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8013 Aplicaciones de la Educación a Distancia (3 Cr)
Entre los temas principales figuran un exploración a fondo de las tecnologías empleadas en la educación a distancia con énfasis en la Internet, el uso de videos y conferencias, selección de las tecnologías mas apropiadas en la educación a distancia, el impacto de las tecnologías utilizadas en la transmisión de la instrucción a distancia, y la evaluación. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Tendencias y Problemas de la Tecnología

ITDE 8009 Tendencias de la Tecnología de la Instrucción y la Educación a Distancia (4 Cr)
Entre los temas principales figuran la síntesis de conceptos, conocimientos y destrezas del tecnólogo instruccional y el educador a distancia, las tendencias futuras en el campo, la planificación estratégica del profesional, el perfeccionamiento de las funciones y responsabilidades del líder en el campo incluyendo el comportamiento ético y profesional. **Prerrequisito/s: ITDE 8012 y ITDE 8013.**

ITDE 8010 Problemas de la Tecnología Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales se incluyen las funciones y responsabilidades de los grupos y las estructuras de apoyo a los programas de tecnología de la instrucción y la educación a distancia, grupos asesores, mentoría de colegas, consultoría, juntas de dirección de programas, estrategias para estimular el apoyo corporativo y de fundaciones, y la redacción de subvenciones. **Prerrequisitos: ITDE 8012 y ITDE 8013.**

Liderazgo Aplicado

ITDE 8011 Liderazgo y Poder (3 Cr)
Este curso se basa en los conceptos introducidos en el curso Fundamentos de Liderazgo y Gerencia. Los temas principales incluyen los dominios del liderazgo, los marcos morales para el liderazgo y la toma de decisiones, y una síntesis del desarrollo de liderazgo. **Prerrequisitos: ITDE 8009 y ITDE 8010.**

Investigación Aplicada

ARO 8666 Documento Conceptual de la Disertación Aplicada (2 Cr)
El contenido del curso Documento Conceptual de la Disertación Aplicada se centra en la formulación de las preguntas de investigación y en la escritura del documento conceptual. Se discuten las funciones del presidente y del miembro del comité, así como también los roles y responsabilidades del profesorado y la administración del Centro de Investigación Aplicada (Applied Research Center, ARC). Este seminario culmina con la finalización del documento conceptual como primer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado el documento conceptual.

ARO 8667 Propuesta de la Disertación Aplicada (5 Cr)
El contenido del curso Propuesta de la Disertación Aplicada enfatiza la formulación y escritura de la propuesta de la disertación, y el proceso de la aprobación de la Junta de Revisión Institucional (Institutional Review Borrad, IRB). Se define la metodología y el contenido de cada uno de los capítulos de la propuesta. Se discute en profundidad el rol de la revisión de la literatura para dar soporte o para rechazar el tópico de la disertación. Este seminario, el cual se centra en la investigación científica, culmina con la finalización de la propuesta como segundo paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobada la propuesta. **Prerrequisito: ITDE 8666**

ARO 8668 Reporte Final de la Disertación Aplicada (5 Cr)
El contenido del curso Reporte Final de la Disertación Aplicada involucra la colecta de datos, la implementación, la disertación aplicada (el reporte final), y el proceso final de aprobación. Se resaltan aspectos de contenido y formato, así como también recomendaciones para investigaciones futuras. Se cubren aspectos relacionados con la diseminación de la disertación y posibilidades de publicación. Este seminario culmina con la finalización de la disertación aplicada (reporte final) como tercer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado la disertación aplicada (reporte final). **Prerrequisito: ITDE 8667**

Fischler School of Education and Human Services

Faculty Roster

Full-time and Lead Faculty

Abel-Ruffin, Liezette
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University

Argüelles, Soledad
Ph.D., Nova Southeastern University
M.S., Nova Southeastern University

Beck, Vesna
Ed.D., Nova Southeastern University
M.S., Ball State University

Borthwick, Paul
Ph.D., University of Akron
M.S., University of Akron

Braun, Tambi
SLP.D., Nova Southeastern University
M.S., Nova Southeastern University

Bright, Tony
Ph.D., Michigan State University
M.A., University of Alabama

Brydges, Bruce
Ed.D., Nova Southeastern University
M.Ed, Wayne State University

Bucker, A. Jared
Ph.D., University of Miami
M.C.S.E., University of Miami
M.P.S., Lynn University

Burmeister, Marsha
Ed.D., Nova Southeastern University
M.A., University of W. Florida
M.Ed. University of W. Florida

Butterweck, Terry
M.S., Nova Southeastern University
B.A., Keuka College

Cohen, Alan
Ed.D., Temple University
M.S., University of Pittsburgh

Castro, Marcelo
Ph.D., University of Miami
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina

Coleman, Mel
Ed.D., Teacher's College, Columbia University
M.Ed., Ohio University

Collins, James
Ed.D., Syracuse University
M.Ed., State University of New York at Potsdam

Collins, Mary
Ph.D., Syracuse University
M.S., Syracuse University

Cooper, Crystal
M.S., Pennsylvania State University
B.A., Hunter College

Crammer, Denise E.
Psy.D., Miami Institute of Psychology
M.S., Miami Institute of Psychology
M.S., St. Thomas University

Cummings, Nydia
PHD, University of Miami
M.S., Arkansas State University

Curless, Todd A.
Ph.D., Florida State University
M.S., Indiana University

Davis, Molly
M.Ed., University of Toledo
B.Ed., University of Toledo

DeCasal, Carol
Ed.D., University of Utah
M.Ed. University of Utah

DiCarlo, Frederick
M.S., Nova Southeastern University
B.S., State University of New York at Buffalo

Doktor, Judy
Ph.D., Vanderbilt University
M.A., University of Hawaii
M.A., SUNY

Drewes, John
Ed.D., University of Massachusetts
M.A., City University of New York

Donndelinger, Gretchen
Ed.D., University of Southern California
M.S., National University

Dosé, Kenneth
Ed.D., Nova Southeastern University
M.A., Nova Southeastern University

Dwoskin, Jacquelyn
Ph.D., Union Institute and University
M.S.W., New York University
M.A., New York University

Edmonds, Alex
Ph.D., Florida State University
M.S., Florida State University

Edrich, Melissa
M.S., Nova Southeastern University
B.A.E. Florida Atlantic University

Faires, Charles F.
Ph.D., Kent State University
M.S., University of Georgia

Ferreiro, Ramon
Ph.D., University of Havana Cuba
B.S., University of Havana Cuba

Fletcher, Melba
Ed.D., University of Alabama
M.S., Troy State University

Fredebaugh, Dana
Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands

Friedel, Lanee
M.S., Nova Southeastern University
M.S., Emory University
B.S., Emory University

Fisher, Hélène R.
SLP.D. Nova Southeastern University
M.A., New York University
B.S., University of Cape Town, South Africa

Gaffley, Michael
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University

Gainey, Donald D.
Ed.D. Nova Southeastern University
M.A.T, Rhode Island College

Goldsmith, Linda
Ed.D., Western Michigan University
M.A., Fordham University

Guerra-Senette, Felicia
Ph.D., University of New Mexico
M.A., New York University in Spain

Graf, David
Ed.D., University of Nebraska
M.S., University of Wisconsin

Griffin, David
Ed.D., Florida International University
M.A., State University of New York at Brockport

Grish, Marilyn K.
Ed.D., Nova Southeastern University
M.A., Eastern Michigan University

Hannah, Stanley
Ph.D., Indiana University
M.B.A., Indiana University

Henry, Audrey
Ed.D., University of Florida
M.Ed., University of Florida

Hogan, Marliese
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University

Howard, Linda
Ed.D., Arizona State University
M.A., Webster University

Humphrey, Brian
M.A., University of Minnesota
B.A., University of Rochester

Iber, George
Ph.D., The University of Iowa
M.A.T., The University of Iowa

Karp, Jason
M.S., Nova Southeastern University
B.S., Florida Atlantic University

Kelly, Denise
Ed.D., Nova Southeastern University
M.Ed., University of Alabama at Birmingham

Kennedy, Tom
Ph.D., University of Miami
M.A., Southern Methodist University

Kevorkian, Meline
Ed.D., Nova Southeastern University
M.S., Florida International University

Kirchenbaum, Shelley S.
M.A., George Washington University
B.A., Adelphi University

Kolesinski, Mary
Ed.D., University of Georgia
M.Ed., Boston State College

Kowal, Joan
Ed.D., Indiana University
M.S., Indiana University

Krupnick Wolfson, Gloria
Ed.D, Nova Southeastern University
M.A., City University of New York

Lacey, Candace
Ph.D., Barry University
M.B.A., Florida Atlantic University

Lakhdar, Sidi
Ed.D., Boston University
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