Withdrawal

The information below is clarification of the Fischler School course withdrawal policy.

Students who cancel their registration before the first day of a class session are entitled to a full tuition refund in accordance with the tuition refund policy (FSEHS Policy 1.1.1). (The registration fee is non-refundable.) After the first class, students who submit a Student Transaction Form to the registration department of their intention to withdraw will receive a prorated refund of tuition. The refund for courses, which includes internships, capstones, etc., is based on the date of the request following the official start date of the term. Refunds will be based on the date of receipt of the request. Students who drop a course after the first class meeting must:

1. Notify the Office on Enrollment Services Registration department of the intent to drop a course.
2. Complete a Student Transaction Form (STF) to drop or withdraw and return the completed form to a Student Educational Center OR mail or fax the completed form to:

   Nova Southeastern University
   Fischler School of Education & Human Services
   Office of Enrollment Services
   ATTN: Registration Department
   1750 NE 167th Street
   North Miami Beach, FL 33162
   Fax (954) 262-2336

A student may not withdraw from a class on or after the last class meeting. Unless withdrawal procedures have been completed within the stated deadline, students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Enrollment Services has received written notification of the drop/withdrawal request. The tuition refund schedules can be viewed on the Office of Enrollment Services Web site at http://www.schoolofed.nova.edu/sso/tuition_refund_schedule.htm

Students will receive a full refund of tuition payments:

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

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

Program Admission Requirements
The Doctor of Education admissions requirements have been revised.

The following are specific admission requirements for entry into the Doctor of Education Program. Please see General Admission Requirements for additional admission information. The General Admission Requirements can be reviewed by accessing the current catalog at http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm

a) An official Master’s degree transcript from a regionally accredited institution with a minimum 3.0 GPA.
   • If you have earned a degree at a school that is not accredited by one of the regional or international accrediting associations/universities, please refer to the Alternative Admission Requirements.
   An official transcript from all previously attended postsecondary institutions

b) Two professional letters of recommendation by two individuals who can attest to your ability to succeed in a doctoral program

c) Current employment or relevant work experience in field

d) 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 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE). Note: the test must have been taken within the past five (5) years.

*Non-degree applicants are exempt from these admission requirements.

Non-degree seeking applicants may refer to the current catalog for admission requirements.

For non-native English speakers
Applicants whose native language is not English are required to demonstrate English proficiency by providing proof of a minimum score of 213 on the computer-based or 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 6.0 on the International English Language Testing System (IELTS).

For international applicants
Applicants taking classes in certain Fischler School international clusters may be exempt from submitting MAT, GRE, and TOEFL scores. Please contact the Fischler School Office of Enrollment Services at (954) 262-1546 regarding requirements for your international cluster.

If you have any questions, please call 800-986-3223, ext. 1546.

Concentration Area: Higher Education Leadership
The Learner Outcomes/General Program and Curriculum Requirements have been revised.

Learning Outcomes

Graduates of the EDD with a concentration in Higher Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:

1. Examine and identify strategic leadership in higher education from its historical foundation to practical uses in today’s society.
2. Design and implement a plan for meeting the guidelines and requirements of accrediting agencies.
3. Develop a long-range plan for a higher education institution using historical facts to the present using the principles of scenario building to enhance strategic planning.
4. Utilize practical applications of organizational theories to manage the budgeting process, organizational operations, student life, and educational innovation.
5. Design and align the curriculum goals and objectives with instructional strategies appropriate to lifelong learning.

6. Develop and implement activities and policies, as set forth by the governing structure of the higher education entity, designed to promote a culture of harmony and collegiality for the smooth operation of an institution of higher learning.

**General Program Requirements**

<table>
<thead>
<tr>
<th>Concentration Area Courses (21 credits)</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentration Area Courses (21 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>EDD 8002 Surviving Change: Politics, Power, Money, and the Law</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8010 Curriculum and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8007 Governance and Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8030 Moving Toward the Future: Successful Strategic Action Plans</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8442 Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>EDD 9810 Contemporary Challenges in Higher Education Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses (Each course listed below is worth three credits.)

| EDD 8031 Financing Institutions of Higher Learning | 3 |
| EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development | |
| EDD 8061 Targeting Our Students: The Dynamics of Student Services | |
| EDD 8410 Technological Literacy for Leaders | |
| EDD 8472 Human Resource Development | |
| EDD 8510 Leading in a Learning Organization | |

**Applied Dissertation**

<table>
<thead>
<tr>
<th>Applied Dissertation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 8966 Applied Dissertation Services 1—Concept Paper</td>
<td>2</td>
</tr>
<tr>
<td>ARC 8967 Applied Dissertation Services 2—Proposal</td>
<td>5</td>
</tr>
<tr>
<td>ARO 8968 Applied Dissertation Services 3—Dissertation</td>
<td>5</td>
</tr>
</tbody>
</table>

**Concentration Area: Educational Leadership**

*The first required Concentration Area course has been revised.*

| **Concentration Area: Educational Leadership** | |
| ARC 8914 Psycho-educational Assessment | 3 |

This course is designed to provide students with knowledge and experiential learning activities related to psycho-educational assessment of children, adolescent and adults. The course will be beneficial to both researchers and practitioners. Course emphasis will be on equipping students with necessary conceptual and technical understanding of the process of assessing individuals, as well as skills in formulating, conducting, and reporting psychological and educational assessments. Students will also have the opportunity to conduct scholarly and professional reviews of various assessment instruments. Furthermore, content covered includes statistical and psychometric concepts in assessment. Norm-reference, criterion-referenced, and curriculum-based measurement, as well as informed testing results when making instructional and placement decisions. Opportunities will be provided for interpreting academic and psychological assessments commonly used in education with an emphasis on communicating results.

**Concentration Area: Special Education**

*The General Program and Curriculum Requirements have been revised.*

**Special Education: An Individualized Program of Study**

The Doctor of Education degree in Special Education is designed to enable each doctoral student to independently create a program of study that acknowledges his/her prior learning and employment experiences, while also constructing a program of study that meets the individual student's needs. In essence, the program permits a student, with the assistance of a special education faculty advisor, to design a program of study that best suits the individual's areas of interest in a manner that is customized to meet that individual's career objectives and goals.
Students who seek to pursue coursework specific to Special Education Administration will be advised as to the appropriate sequence of courses that would be most beneficial toward assuming the Special Education Administrator (e.g., Director, Coordinator) role.

All courses within the Special Education concentration, as well as related courses within the minor areas, are options for students to enroll in and complete as part of the 21 credit hour concentration requirement. Students may opt to complete additional credits within the Special Education field as part of the minor area of concentration. All students retain the option to seek a minor in an area of interest, whether or not specific to the field of special education.

Upon notice of acceptance into the program, students will be assigned to a Special Education Faculty member for the purposes of designing the program of study. All other aspects of the program will be monitored and maintained by the Student Services Office/Doctoral Enrollment Counselors and the Applied Research Office (i.e., Dissertation processes and procedures).

**General Program Requirements**

**Concentration Area Courses (21 credits)** Select 21 credits from the following course offerings:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDD 8401</td>
<td>Special Education Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8405</td>
<td>Collaboration and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8409</td>
<td>Multicultural Issues in Special Education</td>
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<tr>
<td>EDD 8010</td>
<td>Curriculum and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8407</td>
<td>Assessment and Evaluation of Special Needs: Cognitive Domains</td>
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</tr>
<tr>
<td>EDD 8408</td>
<td>Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains</td>
<td>3</td>
</tr>
<tr>
<td>EDD 7042</td>
<td>Advanced Application in Technology in Communication And Science Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8124</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8402</td>
<td>Families, the Law and Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8403</td>
<td>Conferencing with Parents and Families of Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8404</td>
<td>Organization and Administration of Special Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8406</td>
<td>Transition, Career Development and Independent Living</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8411</td>
<td>Issues in Special Education Administration</td>
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**Master of Science and Educational Specialist**

**Specialization: Instructional Design and Diversity Education**

*The following is a new specialization, non-certification degree offering.*

**Certification: Non-Certification**

**About the Specialization**

The Master of Science in instructional design and diversity education focuses on a problems-based curriculum structure that allows for an understanding and respect for differences, offers endorsement opportunities to teachers and provides opportunities for practitioners to experience and enhance diversity from engagement in collaboratively designed experiences.

**Who Should Apply**

- classroom teachers, principals, staff developers, instructional design specialists, and university professors in education
individuals with a bachelor’s degree who wish to obtain a graduate degree and increase their knowledge in instructional design and diversity education

Program of Study
Foundation Coursework
EDU 5000 Orientation to the Graduate Teacher Education Program 0
CUR 0526 Educational Research for Practitioners 3
IDDE 0610 Learning Theories and the Practice of Instructional Design 3
IDDE 0620 Program Assessment, Evaluation and Professional Growth 3

Specialization Area Coursework
IDDE 0630 Diversity: Cross Cultural Awareness 3
IDDE 0640 Diversity and Social Justice 3
IDDE 0650 Global Awareness and Classroom Culture 3

Capstone
IDDE 0699 Applied Professional Experience in Diversity Education 3
*The Reading track students may select an elective in lieu of IDDE 0699

Total Credits Required for Degree Completion 36

Programs of Study—Endorsement Areas
Gifted Education Endorsement
EDU 0550 Introduction to the Nature and Needs of Gifted Child 3
EDU 0551 Educational Procedures for the Gifted Students 3
EDU 0555 Seminar for the Guidance of Gifted Child 3
EP 5282 Educating Special Populations of Gifted Students 3
EP 5281 Developing Creativity in Gifted Student 3

Total Credits Required for Endorsement Areas 15

Reading Endorsement*
RED 0570 The Reading Process 3
RED 0575 Contemporary Foundations of Reading: Research Perspective 3
RED 0554 Assessment in Reading 3
RED 0500 Techniques of Corrective and Remedial Reading 3
*RED 0588 Supervised Reading Practicum 3

Total Credits Required for Endorsement Areas 15

Teaching English to Speakers of Other Languages (TESOL) Endorsement
TSOL 0569 Methods of Teaching English to Speakers of Other Languages 3
TSOL 0515 Curriculum Development for TESOL 3
TSOL 0562 Cross-cultural Communication and Understanding 3
TSOL 0567 Applied Linguistics 3
TSOL 0547 Testing and Evaluation of ESOL 3

Total Credits Required for Endorsement Areas 15

Master of Science in Leadership — Program Admission Requirements
The following is a correction for specific admissions requirements and tuition costs.

a) An official transcript from a regionally accredited institution indicating a conferred bachelor’s degree
b) Evidence of a cumulative GPA of 2.5 (based on a 4.0 scale)

Tuition
Master of Science in Leadership $425 (per credit hour)
Specialization: Educational Media
The following is a new course listing

EM 0580 Social Networking Technologies for Educators

Blogs, Facebook, MySpace, Wikis, YouTube—what will be the next online social networking technology available to students? More importantly, how can educators apply these online social networking technologies to standards-based content? In this course, students will develop strategies to identify and effectively apply appropriate social networking technologies in educational settings. Students will discuss and reflect upon issues relating to access, parental support, privacy, and online safety. Methods for assessing student-developed products will be discussed and demonstrated.

Specialization: Science Education
The following curriculum has been revised.

SCI 0523 Methods in Science Education

An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Science.

M.S. and Ed.S. Program Completion Timeline – Policy 1.04
The following is a revision of the M.S. and Ed.S Program Completion Timeline.

All degree requirements must be completed within six years from the initial term of enrollment. Students who are unable to complete all degree requirements within six years from the initial term of enrollment will be dismissed from the program.

State Disclosures

Washington
Nova Southeastern University 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, 2009, and authorizes Nova Southeastern University to offer the following program: Doctor of Education with specializations in: Educational Leadership; Health Care Education; Human Services Administration; Instructional Leadership; Instructional Technology an 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 98505-3430

Student Educational Centers

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954-262-8543
Field Associate
Dr. Nancy Terrel
nterrel@nsu.nova.edu