

FSEHS Catalog and Student Handbook 2007 – 2008

Addendum, January 2008

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 **33**

Concentration Area Courses (21 credits)

EDD	8002	Surviving Change: Politics, Power, Money, and the Law	3
EDD	8010	Curriculum and Program Development	3
EDD	8007	Governance and Management in Higher Education	3
EDD	8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD	8442	Ethics and Social Responsibility	3
EDD	9810	Contemporary Challenges in Higher Education Leadership	3

Choose one of the following courses (Each course listed below is worth three credits.) 3

EDD	8031	Financing Institutions of Higher Learning	
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

ARC	8966	Applied Dissertation Services 1—Concept Paper	2
ARC	8967	Applied Dissertation Services 2—Proposal	5
ARO	8968	Applied Dissertation Services 3—Dissertation	5

Concentration Area: Educational Leadership

The first required Concentration Area course has been revised.

ARC	8914	Psycho-educational Assessment	3
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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 33

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

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

Applied Dissertation

ARC	8966	Applied Dissertation Services 1—Concept Paper	2
ARC	8967	Applied Dissertation Services 2—Proposal	5
ARC	8968	Applied Dissertation Services 3—Dissertation	5

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
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***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.

- An official transcript from a regionally accredited institution indicating a conferred bachelor's degree
- 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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