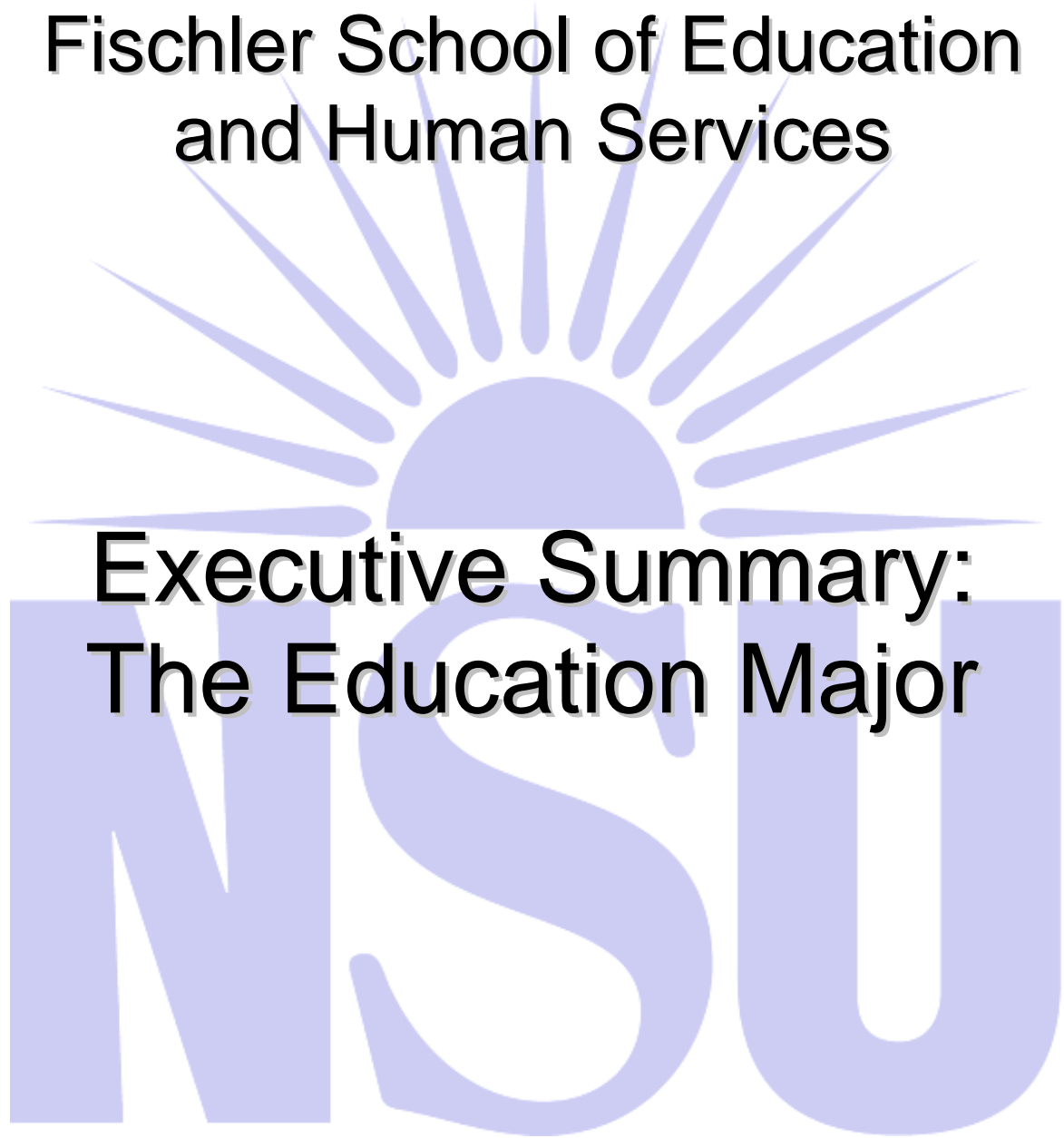


**Fischler School of Education  
and Human Services**



**Executive Summary:  
The Education Major**

August 2005



## The Education Major (Ed.D)

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## The Education Major (Ed.D.)

### Mission Statement

The Fischler School of Education and Human Services is dedicated to the enhancement and continuing support of teachers, administrators, trainers, and others working in related helping professions throughout the world. The school fulfills its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their professional self-development.

Because of its commitment to the working professional, the school offers alternative delivery systems that are adaptable to practitioners' work schedules and locations. School programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education and related fields, and to be prepared to accept changing responsibilities in their own organizations.

### Background

The Fischler School of Education and Human Services (FSEHS) is located on an 18 acre, 250,000 square-foot campus in North Miami Beach. It employs more than 300 full-time administrative and professional staff members, more than 60 full-time faculty members with earned doctorates, and approximately 1000 adjunct faculty members. FSEHS offers 16 degree programs in more than 60 specializations ranging from associates, bachelor's, and master's, to educational specialists and doctorates, in addition to numerous certificate and professional development programs. Programs are all delivered using high-quality distance education methods through site-based, cluster-based, and online curriculum delivery. FSEHS served more than 12,000 students last year in 59 U.S. cities in 20 states and in 7 countries around the world, and has graduated more than 30,000 professionals in education, human services, and related fields. Over 1,100 course offerings were provided to students. Our faculty is committed to creating programs and curriculum that enhance learning and the learning process. Students apply what they learn in their courses to the professions. This practical application is part of the customization process at FSEHS and results in a continuous cycle of improvement. Faculty members are often called upon by distinguished organizations, colleagues, and associations to share their knowledge, research, and best practices. Each year, FSEHS faculty and professional staff participate in more than 70 local, national, and international conferences. Faculty is actively involved as members of over 100 professional organizations. In that regard, a significant percentage of professors hold positions as officers and/or serve on governing boards. FSEHS faculty has published a wide variety of articles in refereed journals on a diverse range of topics related to education and human services. Additionally, faculty has successfully published textbooks, book chapters, monographs, and various other scholarly materials.

Approximately 45% of NSU's student enrollment is based at FSEHS. In general, graduate students at FSEHS are practitioners who are fully employed as educators, school administrators, higher education faculty, social service providers, corporate leaders, speech-language pathologists, government officials, military, and countless other professions. In conjunction with the Essential Planning Priorities of the NSU Strategic Plan, FSEHS has developed a vision to become:

- an internationally recognized leader that is synonymous with providing excellent education when and where it is needed;

- a school of, and resource for, best applied research practices in education, human services, and related fields;
- a partner of leaders and institutions dedicated to improving education and educational systems;
- a source for innovative, practical solutions to the world's educational needs;
- an institution promoting lifelong learning through its offerings and services.

Multiple strategies have been developed and implemented to afford students, faculty and professional staff new and varied opportunities to engage in scholarly activities and research while maximizing resources. Concurrently, there have been numerous benchmarks (see Appendix) realized in the past nine years which have provided the foundation and infrastructure to support these enhancement strategies and fulfill FSEHS's mission.

### **Education Major: Rationale**

One of the most significant strategies has been the development of the Education Major for all FSEHS doctoral students. Currently, all doctoral students at the FSEHS earn a Doctorate in Education (Ed.D.). At the present time, there are six separate and distinct majors for students at the doctoral level. The transition to the Education Major will continue to provide students with the Doctorate in Education (Ed.D.); however, students will be afforded the opportunity to select from nine concentration areas related to education and human services as well as a diverse offering of minors and electives. The specific framework for the Education Major will be presented in its entirety later in this report. The rationale for the shift to the Education Major is as follows:

- consolidation of resources specifically with regard to personnel and technology;
- economy in course offerings (e.g., currently, there are several similar courses in certain content areas such as leadership taught across the six programs); the Education Major will allow for consistency and standardization of common coursework and standards as appropriate; at the present time, an academic model is in place using common core research courses and core dissertation benchmarks (i.e., concept paper, proposal, final report) ;
- standardization of policies and procedures resulting in fairness and equity for all doctoral students;
- provision of increased flexibility and more options for students in content and delivery;
- shared faculty expertise and increased opportunities for collaboration within and across content areas;
- allows for cost savings (e.g., more online courses, increased use of existing student service centers/regional sites);
- consolidation of publications and websites (e.g., catalogs, handbooks, etc.);
- improved services in the area of student services including marketing, recruiting, and admissions;
- allows for a more efficient use of Field Associates and Site Administrators;
- provides a more seamless transition for students seeking master's and doctoral degrees via FSEHS;
- consolidations of current specializations (e.g., currently, the "Adult Education Leadership" specialization is offered in three of the doctoral programs yet there are no common courses or shared faculty;
- allows for common core courses to be offered at annual Summer Conference;

- increased networking opportunities for students;
- provides a standard format for strategic alliances and FSEHS partnerships;
- provides more options for international students.

One of the most valued added aspects of the Education Major is the opportunity for students from diverse work settings and professional practices to enroll in the core courses together as well as in the elective areas. This creates multiple opportunities for students to engage in discourse across a variety of disciplines to seek common solutions to universal challenges.

### **Planning and Development**

Planning and development of the Education Major has been an ongoing venture for the past two years. A core leadership team composed of three executive deans, one dean, and one associate dean appointed by the Provost has shared the overall responsibility for moving the Education Major forward. In that regard, the following benchmarks have proven to be significant milestones during the planning and development phase:

- meeting with NSU President;
- three FSEHS faculty town meetings;
- six regional meetings held with field associates and doctoral dissertation committee chairs;
- meetings and consultation with NSU Resource Centers (i.e., Licensure/State Relations, Research & Planning, Office of Information Technologies, Registrar, Financial Aid, Budget, Payroll, Marketing);
- faculty meetings by concentration;
- Core Seminar meetings;
- ongoing committee meetings.

### **Implementation**

A plan for informing current students of progress of the transition to the Education Major consists of the following steps:

Step 1: In March 2005, stakeholders will be notified via email of the Education Major. The email will contain an outline of the new major as well as an announcement indicating details of how the transition to the new major will be forthcoming in May, 2005;

Step 2: In May 2005, current doctoral students will be notified of the process/procedures necessary should they opt to transition to the Education Major with a decision deadline no later than June 30, 2005.

Current students who wish to transition from their present major to the Education Major will be offered assistance, as needed. A maximum of 6 credits will be deemed transferable to the new major. FSEHS Doctoral Enrollment Counselors will facilitate the transition for current students. The Education Major Committee will continue to provide leadership throughout the process via regular informational meetings with the Provost and bi-monthly committee meetings to facilitate the transition as needed. A school wide faculty meeting was held on 2/9/05 to provide updates and to obtain feedback from all faculty. The Education Major is targeted to begin in the fall term 2005 for new doctoral students.

## **Doctoral Admission Requirements Effective Fall 2005**

The following is a listing of admission requirements for applicants seeking admission into the doctoral program at the Fischler School of Education and Human Services (FSEHS).

- Complete and submit an FSEHS admissions application.
- Submit a \$50.00 non-refundable admissions application fee, payable to NSU.
- Submit an official master's degree transcript from a regionally accredited institution (a 3.0 cumulative GPA is required).  
-or-  
Submit an official course-by-course evaluation by Josef Silny & Associates, Inc. or World Education Services (Refer to Alternative Admissions Requirements).
- Submit two professional letters of recommendation.  
The letters of recommendation must be provided 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.
- Submit a test score report showing that the applicant received a score above the 40<sup>th</sup> percentile in either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). If the score falls below the minimum requirement, the applicant must submit an essay providing an explanation of why scores do not reflect potential.
- Applicants 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 or 550 on the paper-based TOEFL exam.

(Students taking classes in certain FSEHS International Clusters may be exempt from submitting MAT, GRE, and TOEFL scores. Please contact the FSEHS Admissions Team regarding requirements for your international cluster.)

## **Additional Program Requirements**

Students will be required to attend an on-campus Doctoral Studies Orientation (DSO) at the outset of their doctoral program. This one and one half (1-1/2) day seminar includes hands-on orientation to technology, distance/electronic library services, applied research workshops, orientation to concentrations and to student services including bookstore, financial aid, student ID's, etc.

Students will also be required to attend a one-week long, Fischler School of Education and Human Services (FSEHS) Summer Conference (Conference on Global Leadership, Learning, and Research) during the first summer in which they are enrolled in the doctoral programs. This one-week summer conference includes attendance in one of the required doctoral research courses and workshops for the applied dissertation benchmarks. Students are also afforded the opportunity to attend featured sessions and presentations given by faculty, adjuncts, applied dissertation committee chairs, and fellow students.

The required core seminars are offered in a blended, on-site, cluster-based format. For those students desiring only an online delivery format, the core seminars may also be taken online. All concentration and elective (non-research) courses are offered in an online format, only.

## **Proposed Education Major (Ed.D.)**

### Concentrations:

1. Educational Leadership
2. Healthcare Education
3. Higher Education
4. Human Services Administration
5. Instructional Leadership
6. Instructional Technology and Distance Education
7. Organizational Leadership
8. Special Education
9. Speech-Language Pathology

## **Proposed Education Major (Ed.D.)**

### Minors:

1. Adult Education
2. Autism
3. Conflict Resolution
4. Curriculum Development
5. Gerontology
6. Human Resource Development
7. Urban Education

## Description of Minors

### **Adult Education**

The minor in adult education examines adult education philosophies, current issues, challenges, and practices influencing leaders in the field of adult education. Doctoral students study the global context of adult learning including demographic, economic, ethical, political, and technological factors influencing the practice of adult education.

### **Autism**

The minor in autism provides students with doctoral level knowledge and skills to assess and to provide intervention and support to individuals with autism and to family members of those with autism. Current research, evidenced-based practice, and problem-based learning will be emphasized throughout the coursework in this area of study.

### **Conflict Resolution**

The minor in conflict resolution provides theory and opportunities for problem-based practice to doctoral students wishing to develop professional skills in the area of conflict and conflict resolution. It is designed to empower emerging leaders for the roles of mediator, facilitator, and negotiator.

### **Curriculum Development**

The minor in curriculum development provides one of the fundamental components of the teaching and learning process. The basis for this minor will be the development of curriculum based upon a variety of learning theories, the articulations of the K-12 curriculum, curriculum renewal, and the implications for teaching and the infusion of technology. The development of curriculum in an ever-changing society is essential to improving student learning.

### **Gerontology**

The minor in gerontology provides in-depth information about normal aging processes and their impact on individuals and families. Students will study the psychology, biology, physiology, and sociology of gerontologic processes and populations.

### **Human Resource Development**

The minor in human resource development provides content in human performance and workforce employment relations. Human resources research focuses on human performance gaps, the dynamics and interactions of people in organizations, and evaluation of training and development strategies to maximize organizational and employee potential. Regulatory compliance, employment policies, and compensation/benefits are also fundamental to the legal, ethical, and competencies dimensions for human resources professionals.

### **Urban Education**

The minor in urban education addresses one of the most important aspects of education in the United States. To improve American education system of our country we must strengthen educational reform in urban areas. Urban education focuses on culture, economics, politics, as well as teaching, learning, and curriculum from a historical and contemporary perspective.

## Proposed Education Major (Ed.D.) General Program Requirements

<b>Core Seminars</b>		<b>18 Cr</b>
EDD 9100	Leadership	6 Cr
EDD 9200	Trends and Issues	6 Cr
EDD 9300	Methods of Inquiry	6 Cr
<b>Research Elective</b> (select one of the following)		<b>3 Cr</b>
ARC 8912	Statistical Methods	3 Cr
ARC 8914	Measurement, Testing, and Assessment	3 Cr
ARC 8915	Survey Research	3 Cr
ARC 8916	Qualitative Research	3 Cr
ARC 8917	Advanced Program Evaluation	3 Cr
ARC 8918	Advanced Statistical Methods	3 Cr
ARC 8919	Single Subject Research	3 Cr
ARC 8920	Mixed Methods	3 Cr
<b>Applied Dissertation</b>		<b>12 Cr</b>
ARC 8966	Applied Dissertation Sem. 1: Concept Paper	2 Cr
ARC 8967	Applied Dissertation Sem. 2: Proposal	5 Cr
ARC 8968	Applied Dissertation Sem. 3: Report	5 Cr
<b>Concentration Area</b>	<b>(minimum)</b>	<b>18 Cr</b>
<b>Minor/Electives</b>	<b>(variable)</b>	<b>15 Cr</b>
Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.		
<b>Program Total</b>		<b>66 Cr</b>

## Course Descriptions: General Program Requirements

### *Core Seminars*

#### **EDD 9100 Leadership (6 Cr)**

This course focuses on strategic leadership and its influence for organizational effectiveness which occurs in the context of modern society by creating change and reaction to change. Participants will pursue theory and research focusing on the foundations for decision-making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. The course results in the creation action plans for restructuring organizations.

#### **EDD 9200 Trends and Issues (6 Cr)**

This course provides a study of the significant current trends and issues that provide paradigms of functionalism, conflict, and symbolic interaction. Emphasis is placed on critical review of issues of recent trends and developments affecting the interpretation of the (a) social process: culture socialization, and change, (b) institutions: political, economic, educational and religious, and (c) social structures: social stratification, ethnic race, relations, and environment. Students examine issues through research findings and case study analysis/results provide knowledge through a learner-designated development action plan leading toward a vision and mission of achieving success.

#### **EDD 9300 Methods of Inquiry (6 Cr)**

The purpose of this core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision making grounded in empirical research. Research design and methods, and program evaluation will constitute the major focal points. A theory-to-practice model will be utilized with an emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. Upon completion, students will be expected to demonstrate the ability to analyze, synthesize, and evaluate research in preparation for dissertation studies.

### *Research Electives*

#### **ARC 8912 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, hypotheses testing, and correlation.

#### **ARC 8914 Measurement, Testing, and Assessment (3 Cr)**

The purpose of the 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.

#### **ARC 8915 Survey Research (3 Cr)**

The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research.

**ARC 8916 Qualitative Research (3 Cr)**

The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate.

**ARC 8917 Advanced Program Evaluation (3 Cr)**

This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data collection procedures, including conventional (e.g., systematic surveys) and non-conventional (e.g., trained observer ratings), will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data and will provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation.

**ARC 8918 Advanced Statistical Methods (3 Cr)**

This course is designed to build on material reviewed in the Statistical Methods course and is developed to acquaint students with advanced statistical procedures. Areas that will be covered will include factorial analysis of variance (ANOVA), univariate ANOVA post hoc tests, analysis of covariance (ANCOVA), repeated measures analysis, multiple regression, and power analysis. In addition, the course will encompass a review of select multivariate statistical techniques. This course will emphasize the application of these statistical procedures to real world challenges that students may encounter in their research or work setting.

**ARC 8919 Single Subject Research (3 Cr)**

This course covers basic concepts and methods employed in single subject research. Participants will learn about single subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment designs. Important factors in designing and critically reviewing single subject research will be presented, along with options for analyzing data from single subject research studies. Ethical issues in single subject research will also be reviewed.

**ARC 8920 Mixed Methods (3 Cr)**

This course is designed to provide students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to education and human services.

***Applied Dissertation*****ARC 8966 Applied Dissertation Seminar 1: 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.

**ARC 8967 Applied Dissertation Seminar 2: Proposal (5 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.

**ARC 8968 Applied Dissertation Seminar 3: Report (5 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).

## **Concentration in: Educational Leadership**

### **Required Courses in Concentration Area**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
ARC 8914	Measurement, Testing, and Assessment	
	-or-	3
EDD 8410	Technological Literacy for Leaders	
EDD 8431	School Finance	3
EDD 8432	School Policy	3
EDD 8434	School Law	3
EDD 8442	Ethics and Social Responsibility	3
EDD 8472	Human Resource Development	3
EDD 8010	Curriculum and Program Development	3
	<b>Total Concentration Area Credits</b>	<b>21</b>

## Course Descriptions: Educational Leadership Concentration

### **ARC 8914 Measurement, Testing, and Assessment (3 Cr)**

The purpose of the 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.

### **EDD 8410 Technological Literacy for Leaders (3 Cr)**

In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes Internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology.

### **EDD 8431 School Finance (3 Cr)**

This course is devoted to the many financial aspects of the educational environment. A conceptual framework for understanding key concepts of revenue generation and distribution in school districts will be developed, and district and site-based budgeting will be practiced. Educational leaders must provide leadership in the debate about fiscal policies for education if American schools are to garner the financial support necessary to accomplish their stated missions. To succeed in offering the needed leadership, policymakers must possess sophisticated knowledge of the field and the capabilities to use this knowledge in shaping economic decisions in the public sector. The content in this course will include historical foundations of school finance; changes in policy and practices; major influential court decisions and current legal challenges; federal, state, and local funding practices; site-based budgeting; responsibilities of administrators in the funding and finance arena; budgeting cycles and influences; generation, distribution, and accountability issues, and other areas of current interest.

### **EDD 8432 School Policy (3 Cr)**

This course provides a framework for understanding the political and policy issues involved in socio-cultural changes in American schools and society. Also considered are historical and legal aspects of contemporary educational issues and relationships of school to society. This course is oriented toward educational policy and the political realities of contemporary education. It focuses on implications and challenges in gathering information, integrating various research methodologies (qualitative, quantitative, documentary, and historical), using new technology and learning for the purpose of managing information sources toward a greater understanding of educational policy. The course is designed as a learning environment within which students undertake ongoing projects. To that end, candidates use a variety of sources, including other candidates. Through teaching and learning, candidates move toward a greater understanding of their roles as educational leaders in the American political and policy arenas.

**EDD 8434 School Law (3 Cr)**

The field of school law is a rapidly expanding area. In the last twenty years, litigation has become the fuel of choice driving many policy decisions of the school. The landscape of education has changed dramatically, often leaving school personnel afraid to conduct the most mundane of daily school tasks. Major areas of litigation (such as sexual harassment, IDEA, 504, and discrimination) often do not bring resolution to the issues before the court, but rather result in decisions impossible for some schools to carry out, and other schools unwilling to conform to because results are not in the best interest of the education of children. In addition, it may be months before a school district informs leaders, let alone teachers, of the court's decisions and the resultant changes in policy affecting the school environment. With this in mind, it is imperative that school leaders have the requisite knowledge and skills to stay informed of school related law and policy issues on a daily basis, and equipped with substantial knowledge of the laws that affect the lives of the personnel for whom they are responsible. Leaders must know the current state and federal laws as they apply to the school district, school setting, personnel, and other entities. They must know how to react to situations and not be afraid to act within the confines of their positions.

**EDD 8442 Ethics and Social Responsibility (3 Cr)**

This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

**EDD 8472 Human Resource Development (3 Cr)**

Human Resources Development (HRD) is a fairly recent term in the lexicon of education and the message that it sends is an important one—to consider personnel in education as a resource and a most valuable one at that. Even a brief review of the No Child Left Behind (NCLB) Act brings to the fore the focus on quality teachers and leaders in education, as well as the certification expectations for attaining this level of proficiency in schools and classrooms across the nation. Hence, a sound HRD program encompasses many areas of personnel management including staffing, licensure, professional development, retention, evaluation, and dismissal. In other words, an effective HRD program does everything from hiring; to ensuring effective personnel are in place at the district, school, and classroom levels; to the dismissal of ineffective personnel for the advancement of student learning.

**EDD 8010 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curricula will be emphasized.



## **Concentration in: Healthcare Education**

### **Required Courses in Concentration Area**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8020	Continuing Education for the Health Care Professions	3
EDD 8021	Contemporary Theories in Healthcare Education and Promotion	3
EDD 8022	Trends in Health Care Policy	3
EDD 8023	Ethics and Professionalism in Healthcare	3
EDD 8024	Health Care Communications	3
EDD 8025	Legal Aspects of Health Care Education	3
	<b>Total Concentration Area Credits</b>	<b>18</b>

## Course Descriptions: Healthcare Education Concentration

### **EDD 8020 Continuing Education for the Health Care Professions (3 Cr)**

This course is based on the belief that an educated, trained, and motivated staff is the most important asset of a health care organization. To that end, the course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Fundamental principles of teaching and learning are covered, so that the health educator can learn to be effective while teaching colleagues in a continuing education setting, students in the classroom, and patients in clinical settings. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The purpose, benefits, and goals of health care education; the nature of the educational process; and the role of the health care practitioner as educator are examined.

### **EDD 8021 Contemporary Theories in Healthcare Education and Promotion (3 Cr)**

The course will link current theories of health education and promotion to current and evolving challenges in the field of health care education. It examines current issues and practices influencing leaders in the field of health care education. Topics include demographic, economic, ethical, and political factors influencing health care delivery and the practice of health education; the changing nature of health care delivery in the United States; leadership perspectives on health care education; evolving models and practices in health promotion and education; and health education for special populations. This course addresses internal and external forces currently shaping the profession and practice of health education and promotion, and focuses on the creative application of health education theory and practice to specific health related problems identified by learners in their own communities or workplaces.

### **EDD 8022 Trends in Health Care Policy (3 Cr)**

This course explores contemporary issues of health care organizations and institutions. The course will examine current trends and issues in health care and health care education. Students will be responsible for researching and presenting contemporary issues affecting today's health care and health care organizations. The course examines major trends in health care education and policy that determine the role and future of health care as well as health care educators. Topics include challenges in provision of health services, health care reform, managed health care systems, mortality trends, public health, political aspects of health care, elderly health care, long term health care, disease trends, mental health concerns, health behavior, economics of health care, reproductive health, health and the media, alternative medical therapies, and complementary medical approaches. Disease trends and determinants of health and illness will also be examined.

### **EDD 8023 Ethics and Professionalism in Health Care (3 Cr)**

This course is designed to provide an understanding of essential ethical considerations in health care occupations and will examine prominent bioethical issues that confront today's health care professionals. The course has an applied focus for health care educators and providers as well as a focus on organizational ethics in health care settings. This course focuses on social and ethical developments in health care. Topics include professional relationships among health professionals and patients, critical thinking and ethical decision making skills, basic principles of health care ethics, relevant information on social developments and ethical issues in health care, developments in standards of care and related emerging social and ethical trends in health care, legal and ethical issues affecting educators and students, professional ethics, organization ethics, and ethical climate in the health care organizations.

**EDD 8024 Health Care Communications (3 Cr)**

This course examines health communication, while identifying current issues and challenges facing health care. Learners will be exposed to multiculturalism in terms of thinking about health care education and how age, gender, race, and language influence health communication. The course addresses patient-caregiver communication, communication within health organizations, communication of risks, diagnoses, prognoses, and therapies, and how cultural factors influence health communication. Learners will also examine the Internet, telemedicine, health economics, and other factors that are changing the way health care educators and professionals are communicating, as well as health images in the media.

**EDD 8025 Legal Aspects of Health Care Education (3 Cr)**

This course investigates the legal aspects in health care that may affect the delivery of health care education. Practitioners of health care are legally obligated to perform their duties according to professional standards and to adhere to conditions of confidentiality, privacy, and ethical conduct. This course reviews the extent of such legal implications of working in health care settings, including such aspects as liability, negligence, malpractice, malfeasance, and others. Included will be legal issues of medical information management, health financing, and health care reform. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice.



## Concentration in: Higher Education

### Required Courses in Concentration Area

Course ID	Course Name	Credits
EDD 8002	Surviving Change: Politics, Power, Money, and the Law	3
EDD 8007	Governance and Management in Education	3
EDD 8010	Curriculum and Program Development	3
EDD 8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD 8442	Ethics and Social Responsibility	3
EDD 8510	Leading a Learning Organization	3
Choose one of the following courses		3
EDD 8031	Financing Institutions of Higher Learning	3
EDD 8034	Foundations, Sponsored Research, and Collaborations in Institutional Development	3
EDD 8061	Targeting our Students: The Dynamics of Student Services	3
EDD 8472	Human Resource Development	3
EDD 9310	Technological Literacy for Leaders	3
<b>Total Concentration Area Credits</b>		<b>21</b>

## Course Descriptions: Higher Education Concentration

### **EDD 8002 Surviving Change: Politics, Power, Money, and the Law (3 Cr)**

This course investigates the relationship between leadership roles and decision-making in the current and emerging contexts of politics, power, legal, and economic factors, and the results of creating change through effective policy development in education. The student will learn to apply techniques and theories of policy development and will engage in educational policy analysis. Local, state, and federal political systems are examined to determine the influence these systems have on current and future policies in education.

### **EDD 8007 Governance and Management in Education (3 Cr)**

This course emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

### **EDD 8010 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curricula will be emphasized.

### **EDD 8030 Moving Toward the Future: Successful Strategic Action Plans (3 Cr)**

This course studies strategic planning models, forecasting methods, trend analysis, and futuring. Participants will learn to understand how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned through this course.

### **EDD 8031 Financing Institutions of Higher Learning (3 Cr)**

This course is an introduction to institutional finance for academic administrators, health care professionals, military personnel, and/or college or university faculty members. Students participating in the course are introduced to the budget process as an outcome of their institution's strategic plans. Budget development at the student's respective institution plays a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, the development of "off-campus" budgets, facility and enrollment management, marketing, and financial reporting systems. Using problem-based learning, the students will develop a budget reduction plan that will maintain institutional quality while reducing income and expenses.

### **EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development (3 Cr)**

This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the varying areas of institutional advancement, such as alumni affairs, foundations, capital campaigns, and planned giving as well as the functions contained within each area. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that will be reviewed in their studies. The interdependence of institutional advancement and internal organizational functions will be analyzed and evaluated.

**EDD 8061 Targeting our Students: The Dynamics of Student Services (3 Cr)**

This course will introduce the student affairs component and how it operates within institutions of education. Student affairs can be comprised of the offices of admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to insure each student's sense of belonging and personal growth.

**EDD 8442 Ethics and Social Responsibility (3 Cr)**

This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

**EDD 8472 Human Resource Development (3 Cr)**

Human Resources Development (HRD) is a fairly recent term in the lexicon of education and the message that it sends is an important one—to consider personnel in education as a resource and a most valuable one at that. Even a brief review of the No Child Left Behind (NCLB) Act brings to the fore the focus on quality teachers and leaders in education, as well as the certification expectations for attaining this level of proficiency in schools and classrooms across the nation. Hence, a sound HRD program encompasses many areas of personnel management including staffing, licensure, professional development, retention, evaluation, and dismissal. In other words, an effective HRD program does everything from hiring; to ensuring effective personnel are in place at the district, school, and classroom levels; to the dismissal of ineffective personnel for the advancement of student learning.

**EDD 8510 Leading a Learning Organization (3 Cr)**

This course will explore characteristics of learning organizations and their organizational cultures. Participants will learn that learning organizations are very different from other enterprises. They are forward looking, nurturing, flexible, and safe. Leaders of such organizations have special traits and are usually servant leaders or transitional leaders. Creating a learning organization takes great effort on the part of all constituencies. It also takes a special kind of commitment, much energy, and various resources. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. A learning culture is one of the most desirable organizational environments. Creating it takes tolerance, understanding, and the support of everyone in the organization.

**EDD 9310 Technological Literacy for Leaders (3 Cr)**

In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes Internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology.



## **Concentration in: Human Services Administration**

### **Required Courses in Concentration Area**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8601	Human Services Leadership: Administration, Management, and Policy Development of Human Services Agencies and Programs	3
EDD 8602	Developing Human Services in the Context of the Family and the Community	3
EDD 8603	Human Resource Issues and Challenges	3
EDD 8604	Human Services and the Law	3
EDD 8605	Human Services Organizational Theory and Behavior	3
EDD 8606	Special Topics in Human Services	3
	<b>Total Concentration Area Credits</b>	<b>18</b>

## Course Descriptions: Human Services Administration Concentration

### **EDD 8601 Human Services Leadership: Administration, Management, and Policy Development of Human Services Agencies and Programs (3 Cr)**

This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations both at the community, state, national and international level with a view to assess just how well they support consumer (i.e. patient) and family participation. Study will include an overview of selected management systems and styles, models for leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community setting and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized.

### **EDD 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)**

The character and qualities of each human services organization are unique to the community in which it is place and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. Incorporating community members as human resources and community partnerships will be analyzed.

### **EDD 8603 Human Resource Issues and Challenges (3 Cr)**

This course focuses on examining qualities that foster positive relationships within the work setting. Strategies and legal parameters for recruiting, hiring, training, evaluating and conflict resolution are mandatory skills for a successful leader in human services and comprise the first portion of this course. The second half targets budgets, funding sources, fund-raising and good stewardship as well as effective grant-writing skills. Capital campaigns, donations, events and endowments are discussed.

### **EDD 8604 Human Services and the Law (3 Cr)**

A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice. (Pre-requisite: EDD 8603)

### **EDD 8605 Human Services Organizational Theory and Behavior (3 Cr)**

To be a successful leader, a sound understanding and mastery of organizational systems, organizational behavior and management must be mastered. This course delves into theories, concepts and models of organizational behavior. From developing an effective mission statement to practical implementation of a new program or service, knowing how and why people behave and respond is critical to success. Knowledge and theory, functional attitudes, and applicable mindsets, as well as best practices, will be synthesized while the student practices strategic leadership positioning as well as learning when to adapt and when to change.

**EDD 8606 Special Topics in Human Services (3 Cr)**

This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.



## **Concentration in: Instructional Leadership**

### **Required Courses in Concentration Area**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8110	Assessment Literacy	3
EDD 8111	Communities of Practice	3
EDD 8112	Curriculum and Technological Applications in Instruction	3
EDD 8113	Instructional Leadership	3
EDD 8114	Professional Development	3
EDD 8115	Understanding Change	3
	<b>Total Concentration Area Credits</b>	<b>18</b>

## Course Descriptions: Instructional Leadership Concentration

### EDD 8110 Assessment Literacy (3 Cr)

In this course the candidate will develop expertise in assessment design, implementation, and evaluation using technology that is useful at the classroom level. Reeves (2002) in *The Leader's Guide to Standards* notes that equity and excellence are keys to achieving high standards. Equity or fairness for all students is a key to the moral leadership for today's schools. Understanding assessment is a critical skill that all leaders need, and this course prepares leaders' assessment literacy.

### EDD 8111 Communities of Practice (3 Cr)

The purpose of this course will be to prepare leaders to design and develop communities of practice. In this setting, candidates will learn the keys to collaborative cultures. They will also experience tools for dialogue, assessment protocols, and open space technology. As a result of the experiences, the candidate will be expected to design a plan to build a community of practice.

### EDD 8112 Curriculum and Technological Applications in Instruction (3 Cr)

The purpose of this course is to prepare leaders to design, implement, and evaluate the curriculum. Candidates will be expected to demonstrate leadership by designing a standards based curriculum. They also will be expected to demonstrate that they can develop a plan to align that curriculum with state and federal standards, to assure equal opportunity for all students to master the established standards. Emphasis will also be placed on the Schlechty model of Quality Work and Designing Quality Work for all students.

### EDD 8113 Instructional Leadership (3 Cr)

The purpose of this course is to prepare the candidate to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Candidates will be expected to evaluate instructional practices to determine the effectiveness of the teaching. Candidates also will be expected to develop appropriate prescriptions for ineffective teaching. In essence, each candidate will know quality instruction, will be able to distinguish between highly effective instruction and less than effective instruction, and will be able to prescribe strategies for improving instruction using the latest technology applications. Candidates will be expected to value high quality instruction for all students.

### EDD 8114 Professional Development (3 Cr)

The purpose of this course is to prepare leaders to lead professional development. Candidates will experience quality professional development and will utilize the knowledge of adult learning, constructivism, and personalized learning to design and evaluate professional development. Candidates will be expected to demonstrate understanding of ages/stages literature by constructing professional development for entry-level professionals, mid-career professionals, and seasoned veterans as they prepare to exit the profession. Candidates will be expected to also design an assessment plan that assures quality professional development programs.

### EDD 8115 Understanding Change (3 Cr)

The purpose of this course is to equip the candidate with an understanding of the change process. This process will be examined from the individual and the organizational perspectives. Candidates will be expected to demonstrate that they can help individuals to change and lead the organization from initiation, implementation, and institutional phases of meaningful change. The work of Michael Fullan, particularly *The New Meaning of Educational Change (2001)* and Robert Quinn, particularly *Building the Bridge as You Walk on it (2004)* will be utilized.

## Concentration in: Instructional Technology and Distance Education

### Required Courses in Concentration Area

Course ID	Course Name	Credits
EDD 7005	Instructional Media	3
EDD 7007	Principles of Distance Education	3
EDD 8001	Instructional Design	3
EDD 8006	System Analysis and Design	3
EDD 8008	Principles of Instructional Technology	3
Choose any three courses below		9
EDD 8012	Managing and Evaluating Instructional Technology and Distance Education	3
EDD 8119	Contemporary Topics in ITDE	3
EDD 8120	Perspectives in ITDE	3
EDD 8121	Advanced Instructional Design	3
EDD 8122	Professional Practice in ITDE	3
EDD 8123	Advanced Applications in ITDE	3
EDD 8124	Theories of Learning	3
<b>Total Concentration Area Credits</b>		<b>24</b>

## Course Descriptions: Instructional Technology and Distance Education Concentration

### **EDD 7005 Instructional Media (3 Cr)**

An introduction to the effective use of instructional media. 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.

### **EDD 7007 Principles of Distance Education (3 Cr)**

An introduction to distance education. 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.

### **EDD 8001 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.

### **EDD 8006 System Analysis and Design (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.

### **EDD 8008 Principles of Instructional Technology (3 Cr)**

An introduction to instructional technology. 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.

### **EDD 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; principles of staff training; proposal development; and legal issues.

### **EDD 8119 Contemporary Topics in ITDE (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.

### **EDD 8120 Perspectives in ITDE (3 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; and refining the roles and responsibilities of the leader in the field.

### **EDD 8121 Advanced Instructional Design (3 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 integration of systems theory into pragmatic instructional design.

**EDD 8122 Professional Practice in ITDE (3 Cr)**

This course builds upon the concepts introduced in Foundations of Leadership. Topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision-making, and a synthesis of leadership development.

**EDD 8123 Advanced Applications in ITDE (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.

**EDD 8124 Theories of Learning (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.



## **Concentration in: Organizational Leadership**

### **Required Courses in Concentration Area**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD 8125	Leadership Development through Theory and Practice	3
EDD 8442	Ethics and Social Responsibility	3
EDD 8472	Human Resource Development	3
EDD 8510	Leading a Learning Organization	3
EDD 8511	Leading for Change	3
	<b>Total Concentration Area Credits</b>	<b>18</b>

## Course Descriptions: Organizational Leadership Concentration

### **EDD 8030 Moving Toward the Future: Successful Strategic Action Plans (3 Cr)**

This course studies strategic planning models, forecasting methods, trend analysis, and futuring. Participants will learn to understand how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned through this course.

### **EDD 8125 Leadership Development through Theory and Practice (3 Cr)**

This course examines the significant research and theory that provide the conceptual framework for organizational development from the leader's perspective. Strengths and weaknesses of various leadership models will be presented. Case studies related to both leadership and organizational cultures will be examined. Learners will reflect on the particular challenges and responsibilities encountered in shaping and creating successful organizations of the 21<sup>st</sup> century. Application of theory to practice will be stressed.

### **EDD 8442 Ethics and Social Responsibility (3 Cr)**

This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

### **EDD 8472 Human Resource Development (3 Cr)**

Human Resources Development (HRD) is a fairly recent term in the lexicon of education and the message that it sends is an important one—to consider personnel in education as a resource and a most valuable one at that. Even a brief review of the No Child Left Behind (NCLB) Act brings to the fore the focus on quality teachers and leaders in education, as well as the certification expectations for attaining this level of proficiency in schools and classrooms across the nation. Hence, a sound HRD program encompasses many areas of personnel management including staffing, licensure, professional development, retention, evaluation, and dismissal. In other words, an effective HRD program does everything from hiring; to ensuring effective personnel are in place at the district, school, and classroom levels; to the dismissal of ineffective personnel for the advancement of student learning.

### **EDD 8510 Leading a Learning Organization (3 Cr)**

This course will explore characteristics of learning organizations and their organizational cultures. Participants will learn that learning organizations are very different from other enterprises. They are forward looking, nurturing, flexible, and safe. Leaders of such organizations have special traits and are usually servant leaders or transitional leaders. Creating a learning organization takes great effort on the part of all constituencies. It also takes a special kind of commitment, much energy, and various resources. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. A learning culture is one of the most desirable organizational environments. Creating it takes tolerance, understanding, and the support of everyone in the organization.

### **EDD 8511 Leading for Change (3 Cr)**

This course emphasizes the need for leaders to understand that organizations are always changing. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include: decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress.

## Concentration in: Special Education

### Required Courses in Concentration Area

Course ID	Course Name	Credits
EDD 8010	Curriculum and Program Development	3
EDD 8401	Special Education Law and Policy	3
EDD 8405	Collaboration and Consultation	3
EDD 8407	Assessment and Evaluation of Special Needs: Cognitive Domains	
	-or-	3
EDD 8408	Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains	
EDD 8409	Multicultural Issues in Special Education	3
Choose any two courses below		6
EDD 7042	Advanced Applications 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
<b>Total Concentration Area Credits</b>		<b>21</b>

## Course Descriptions: Special Education Concentration

### **EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)**

This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, and application of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

### **EDD 8010 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curricula will be emphasized.

### **EDD 8124 Theories of Learning (3 Cr)**

This course will provide 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. An emphasis will be placed on analysis of the relevance of theory to K-12 curriculum, training, and distance education.

### **EDD 8401 Special Education Law and Policy (3 Cr)**

This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education.

### **EDD 8402 Families, the Law, and Exceptionalities (3 Cr)**

This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. We will look at the various models that inform our perceptions of individuals with disabilities and the relevance of said models on policy and service delivery. We will also look at disability policy and the core principles that comprise that policy. We will then explore various disability laws, particularly the ADA (Americans with Disabilities Act), and the case law interpreting such laws, and explore how such laws and cases support or fail to support the core principles of disability policy. We will then develop guideposts for analyzing disability policy. Finally, we will look at Self-determination and Self-advocacy and the impact these movements have had and are continuing to have on disability policy and the delivery of services to the disabled.

### **EDD 8403 Conferencing with Parents and Families of Individuals and Disabilities (3 Cr)**

The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations.

**EDD 8404 Organization and Administration of Special Education Programs (3 Cr)**

This course will address the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services. Particular emphasis will be placed on the development, implementation, and evaluation of effective program designs, and will include the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of recent and proposed legislation, including regulatory policies and procedures, on program development and implementation will be addressed.

**EDD 8405 Collaboration and Consultation (3 Cr)**

This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories and methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through course materials and related experiential activities. Additionally, this course is designed to teach students the theory and practice of collaborative consultation, increase pedagogical knowledge, and to prepare students to become reflective decision makers with the skills to facilitate and employ collaborative consultation in work and life settings. The instructor acts primarily as a facilitator providing discussion and related materials on the topic of collaborative consultation; otherwise, the course is student driven. The course is designed so that every aspect is collaborative, including selecting the activities in which to engage collaboratively with peers.

**EDD 8406 Transition, Career Development, and Independent Living (3 Cr)**

The course will focus on the strategies and methodologies professionals need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for post-secondary life. Students will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational abilities, and interpersonal skills.

**EDD 8407 Assessment and Evaluation of Special Needs: Cognitive Domains (3 Cr)**

This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of cognitive assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and educational instruments will be provided.

**EDD 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)**

This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development, and the abilities professional need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of behavioral and clinical assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placements, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and behavioral instruments will be provided.

**EDD 8409 Multicultural Issues in Special Education (3 Cr)**

In this course students will examine relationships among race, gender, culture, social class, and disability as well as fundamental information on individual, group, and societal responses to disability. Anthropological, social, and psychological theories about origins of cultural diversity will also be discussed. At no time in history has there been greater diversity in our population. Students entering the public, parochial, and private school system bring a wider array of culture, ethnicity, language, and ability than ever before.

Preparing teachers to work with this diversity, creating curricula to adequately represent this profile, and impacting the social, political, economic, and ideological conditions for a truly multicultural education demands a transformation of policy and practice at many levels. Students with special needs who bring non-majority backgrounds to school often face a double whammy—the very ethnic and/or language differences these students exhibit can both serve to mask or exacerbate underlying learning, social, and/or behavioral challenges. Thousands of students are misidentified, while thousands more are denied special education services.

**EDD 8411 Issues in Special Education Administration (3 Cr)**

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help students succeed in their schools

## Concentration in: Speech-Language Pathology

### Required Courses in Concentration Area

Course ID	Course Name	Credits
ARC 8917	Advanced Program Evaluation	3
EDD 7040	Clinical Supervision	3
EDD 7041	Administration and Supervision of Personnel	3
EDD 7042	Advanced Applications in Technology in Communication Sciences and Disorders	3
EDD 7043	Regulatory, Legislative, and Educational Trends in CSD	3
EDD 8025	Legal Aspects of Health Care Education	
	-or-	
EDD 8402	Families, the Law, and Exceptionalities	3
	-or-	
EDD 8615	Child Advocacy: Social Concerns in the Global Context	
EDD 8442	Ethics and Social Responsibility	3
EDD 8567	Theory and Practices: Management and Planning, Funding, and Budgeting	3
	<b>Total Concentration Area Credits</b>	<b>24</b>

## Course Descriptions: Speech-Language Pathology Concentration

### **ARC 8917 Advanced Program Evaluation (3 Cr)**

This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data collection procedures, including conventional (e.g., systematic surveys) and non-conventional (e.g., trained observer ratings) will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data, and will provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation.

### **EDD 7040 Clinical Supervision (3 Cr)**

The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics include planning and executing the supervisory conference, collecting data, and evaluating the supervisee. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

### **EDD 7041 Administration and Supervision of Personnel (3 Cr)**

This course will present resource management principles and techniques in the following areas: job performance, employee development, career management, discipline, employment law, sexual harassment, health issues in the workplace, management of a diverse workforce, and governmental regulations. Topics include skills needed for planning, organizing, staffing, directing, communicating, motivating, and decision-making.

### **EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)**

This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, and application of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

### **EDD 7043 Regulatory, Legislative, and Educational Trends in CSD (3 Cr)**

This course will discuss the historical, ethical, and legal issues and trends in speech-language pathology. This course will increase students' understanding of current professional issues pertaining to such matters as standards of practice, ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, licensure and certification, participation in professional organizations, and professional advocacy.

### **EDD 8025 Legal Aspects of Health Care Education (3 Cr)**

This course investigates the legal aspects in health care that may affect the delivery of health care education. Practitioners of health care are legally obligated to perform their duties according to professional standards and to adhere to conditions of confidentiality, privacy, and ethical conduct. This course reviews the extent of such legal implications of working in health care settings, including such aspects as liability, negligence, malpractice, malfeasance, and others. Included will be legal issues of medical information management, health financing, and health care reform. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice.

**EDD 8402 Families, the Law, and Exceptionalities (3 Cr)**

Students will analyze legislation and case law in the context of applied settings with particular emphasis on advocacy and self-determination training for individuals with disabilities, families, caretakers, and other professionals. Implementation strategies concerns related to legal principles (e.g., referral, placement, program [IEP] development, dismissal, and inclusion issues), and the impact of such on families, educators, and human services personnel will be addressed.

**EDD 8442 Ethics and Social Responsibility (3 Cr)**

This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

**EDD 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (3 Cr)**

This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

**EDD 8615 Child Advocacy: Social Concerns in the Global Context (3 Cr)**

This course will examine the role of child advocacy from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children.



**Minor in:  
Adult Education**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 7710	Principles and Theories of Adult Education	3
EDD 7711	History and Philosophy of Adult Education	3
EDD 7712	Contextual Issues Affecting Adult and Continuing Education	3
EDD 7713	Adult Development and Learning Styles	3
EDD 7714	Adult and Continuing Education Program Planning	3
	<b>Total Credits for Minor</b>	<b>15</b>

## Course Descriptions: Adult Education Minor

### **EDD 7710 Principles and Theories of Adult Education (3 Cr)**

This course examines the range of theoretical and practical approaches to the education of adults. Topics include adult motivation for learning; innovative instructional approaches for adults; the practice of andragogy and andragogical roots of the contemporary adult education movement; evolving opportunities in workplace learning, for-credit and non-credit learning options in universities and community colleges; and informal learning in adulthood.

### **EDD 7711 History and Philosophy of Adult Education (3 Cr)**

This course provides a broad foundation for the study of adult education based on the historical context and philosophical constructs that have influenced the practices of adult educators and the adult education movement in the past and continuing into the 21<sup>st</sup> century. The course examines adult education as a social movement in a historical context and explores the philosophical perspectives that have influenced and continue to develop current approaches to the education of adults.

### **EDD 7712 Contextual Issues Affecting Adult and Continuing Education (3 Cr)**

This course presents a comprehensive view of lifelong learning and its critical implications for learners and leaders in the field of adult and continuing education. The course addresses current contexts, emerging challenges, and evolving opportunities in the field of adult and continuing education from a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, prison education, and innovative higher education applications. In addition, participants will analyze emerging challenges including demographic, economic, political, ethical, and socio-cultural changes influencing the practice of adult education.

### **EDD 7713 Adult Development and Learning Styles (3 Cr)**

This course will examine the developmental nuances of adult learning, with specific emphasis on the relationship between life stages and challenges and their influence on adult learning. Additional topics include current and evolving theories of adult cognition and learning, including learning styles; learning modalities and multiple intelligences; adult learners with physical and/or mental disabilities; and practical approaches to integrating technology into the instruction of adults.

### **EDD 7714 Adult and Continuing Education Program Planning (3 Cr)**

This course examines adult education program planning, curricular and administrative opportunities and challenges, and innovative instructional techniques designed to promote access to adult learning. Topics include participation research, innovative approaches, and techniques to marketing adult educational programs, and distance learning technologies as well as program planning for adults in a variety of settings.

**Minor in:  
Autism**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
Choose any five of the following courses		
EDD 8801	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders	3
EDD 8802	Seminar in the Nature of Students with Autism Spectrum Disorders	3
EDD 8803	Advanced Topics in Assessment of Students with Autism Spectrum Disorders	3
EDD 8804	Advanced Topics in Interventions for Students with Autism Spectrum Disorders	3
EDD 8805	Seminar in Professional Issues in Leading Programs for Students with Autism	3
EDD 8806	Special Topics Across the Life Span for Individuals with Autism	3
<b>Total Credits for Minor</b>		<b>15</b>

## Course Descriptions: Autism

### **EDD 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders (3 Cr)**

This course will include the use of actual assessment tools to perform a functional analysis of behavior upon which hypotheses regarding the function of challenging behaviors will be made. Intervention techniques, which focus on the development of functional communication will be researched and implemented. Applied behavior analysis will form the basis of assessment and intervention strategies for individuals with autism and other developmental disabilities.

### **EDD 8802 Seminar in the Nature of Students with Autism Spectrum Disorders (3 Cr)**

This course will include an in-depth coverage of the multiple etiological factors of autism and the current research in the bio-medical field. Literature that links theory with research and practice in the areas of symptomatology, interventions, and outcomes will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature.

### **EDD 8803 Advanced Topics in Assessment of Students with Autism Spectrum Disorders (3 Cr)**

This course will focus on diagnostic frameworks, the instruments and tests, which form the basis of diagnosing children with autism spectrum disorders. The diagnostic process in older adolescents and adults will also be covered. The use of assessment in program planning will be covered through both discipline specific and transdisciplinary procedures. The research behind the development of instruments specific to autism will be discussed.

### **EDD 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorders (3 Cr)**

The number of interventions used with individuals with autism spectrum disorders continues to increase. The theoretical foundation and research base behind the interventions will be covered in-depth. The literature that links assessment to intervention will be used to form the base of intervention planning for individuals with autism. Helping families make decisions based upon their child's symptom presentation will be a focus of this course.

### **EDD 8805 Seminar in Professional Issues in Leading Programs for Students with Autism (3 Cr)**

This course is designed to prepare individuals in leadership positions of programs for students with autism. Topical content will include essential elements for educational programs, planning and implementing professional development activities, strategic planning for school districts and agencies, legal issues in the education of students with autism, dealing with resistant staff, and resolving conflicts with parents.

### **EDD 8806 Special Topics Across the Life Span for Individuals with Autism (3 Cr)**

This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included.

**Minor in:  
Conflict Resolution**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 7810	The Nature of Conflict in Society	3
EDD 7811	Theories and Principles of Conflict Resolution	3
EDD 7812	Strategies and Models of Mediation and Negotiation	3
EDD 7813	Managing Organizational Conflict	3
EDD 7814	Special Topics in Conflict Resolution	3
	<b>Total Credits for Minor</b>	<b>15</b>

## Course Descriptions: Conflict Resolution Minor

### **EDD 7810 The Nature of Conflict in Society (3 Cr)**

This course identifies the origins and nature of various conflicts that exist in today's society. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. Various categories of conflict ranging from political terrorism to family conflict will be explored through pragmatic as well as theoretical paradigms that focus on the process of conflict, its stages, analysis, and conflict management.

### **EDD 7811 Theories and Principles of Conflict Resolution (3 Cr)**

This course presents the major theories and contexts of conflict resolution. Students will examine levels of interventions and processes in the field of conflict resolution. This course is designed to present a variety of theories used to mediate conflict at various social and psychological levels. Students will learn basic conflict management techniques and ways to assess conflict situations from a cross-cultural perspective.

### **EDD 7812 Strategies and Models of Mediation and Negotiation (3 Cr)**

This course examines conflict intervention from the perspective of the disputant/negotiator. The major theme of study includes the overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching settlement. Students will explore negotiation tactics that focus on people, interests, opinions, and criteria. The course develops negotiator skills and knowledge leading to collaborative based actions and solutions.

### **EDD 7813 Managing Organizational Conflict (3 Cr)**

This course examines the nature and varieties of organizational conflict. The causes, manifestations of organizational conflict, and intervention techniques will be presented. Students will learn to apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders. Issues such as the facilitator's role in helping groups resolve issues and meet organizational as well as effective group intervention skills will be practiced.

### **EDD 7814 Special Topics in Conflict Resolution (3 Cr)**

This course provided the students with an opportunity to study in depth an area of conflict or violence. Included in the range of study topics are violence in the schools, family violence, violence in the work place, divorce and custody conflicts, cultural terrorism, victim-offender conflicts, etc. Violence intervention and prevention strategies developed for interpersonal, group and societal levels will be examined.

**Minor in:  
Curriculum Development**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 7912	Curriculum Articulation	3
EDD 7913	Curriculum Renewal	3
EDD 7914	Curriculum Teaching and Technology	3
EDD 8010	Curriculum and Program Development	3
EDD 8124	Theories of Learning	3
	<b>Total Credits for Minor</b>	<b>15</b>

## Course Descriptions: Curriculum Development Minor

### **EDD 7912 Curriculum Articulation (3 Cr)**

This course will introduce students to collaboratively and systematically weigh key factors, such as: the mandates of national, state and local educational standards, professional licensing requirements, educational benchmarks, grade-level expectations, and course content when making decisions about curriculum and instruction across grade-level progression. The relationships between these factors will be discussed in order to demonstrate the significance of a well-designed articulation process that educational institutions must implement in order to assure the successful progression of students across their academic coursework. The course will focus on developing a practical approach to policy development in curriculum and instruction based on an integrated system that aligns curriculum, instruction, standards, assessment, content, and accountability across time. Topics such as grade-level content specifications, promotion requirements, and interdisciplinary approaches will be discussed.

### **EDD 7913 Curriculum Renewal (3 Cr)**

The course will provide the foundation for decisions regarding curriculum renewal and student achievement. Various sources of input will be stressed as the basis for curricular decision making, the need to renew various aspects of the curriculum based upon student achievement of the goals and objectives of the curriculum, the articulation of the curriculum, and the instruction strategies employed, and the stakeholders in the curriculum development process. A practical approach will emphasize drawing accurate inferences about what students know and are able to do as the basis for curriculum renewal and the scope and sequence of the curriculum in an educational program.

### **EDD 7914 Curriculum Teaching and Technology (3 Cr)**

This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with instructional technology; instructional design; distance education; course design and online teaching; lesson planning using media; production of media for teaching.

### **EDD 8124 Theories of Learning (3 Cr)**

This course will provide 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. An emphasis will be placed on analysis of the relevance of theory to K-12 curriculum, training, and distance education.

### **EDD 8010 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what is knowledge and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curricular will be emphasized.

## **Minor in: Gerontology**

### **Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>		<b>Credits</b>
Choose any five of the following courses			15
EDD 7607	Concepts and Controversies in Aging	3	
EDD 7608	Humanities and Aging: An Exploration of Human Potential for Late Life Development	3	
EDD 7609	The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory	3	
EDD 7610	Social Gerontology: The Sociology of Aging	3	
EDD 7611	Aging and Ethnicity	3	
EDD 7612	Biology of Human Aging	3	
<b>Total Credits for Minor</b>			<b>15</b>

## Course Descriptions: Human Resource Development Minor

### **EDD 7607 Concepts and Controversies in Aging (3 Cr)**

This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. We will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Some of the controversies will include such topics as health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning.

### **EDD 7608 Humanities and Aging: An Exploration of Human Potential for Late Life Development (3cr)**

This course will develop a greater sensitivity to and understanding of aging through a sampling of Humanities subjects, i.e. literature, history, and world religion, that pertains to the process of aging. From this perspective, the student will gain the special perspective on being human that study of the humanities develops. In addition to readings in the humanities, we will make use of autobiography and narrative descriptions of famous and ordinary older adults, as well as explore the growing use of reminiscence and life review in research and practice with the elderly. The course will also call upon each participant to do some narrative and autobiographical writing of his/her own.

### **EDD 7609 The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory (3cr)**

This course will focus on the human development theories that provide the underpinning for a humanistic approach to aging. The humanistic approach is closely associated with the term 'conscious aging', which implies that in addition to the nature of aging as a biological and sociological phenomenon, there is a developmental path that includes the psychological and the spiritual. Students will engage in exploring this holistic perspective that includes learning the theoretical frameworks associated with Abraham Maslow, Carl Rogers, Roberto Assagioli, Harry Moody, and Ken Wilber, as well as life-span theory.

### **EDD 7610 Social Gerontology: The Sociology of Aging (3cr)**

This course will provide a sociological perspective on the aging process. We will examine the impact of social and cultural conditions on older adults as individuals and as groups (cohorts). We will focus particularly on social policy through the lens of race, gender, and class. This course will seek to provide the learner with an ability to critically analyze the institutions that provide care and services to older adults, i.e. long term care facilities, hospitals, senior centers, etc. In addition, learners will gain insight and analysis of the major social policies affecting older adults, with emphasis on social security.

### **EDD 7611 Aging and Ethnicity (3cr)**

While all human beings age, human beings age differently. The field of ethno-gerontology further illuminates the diversity in the aging process by developing cultural competence through cultural knowledge in providing services to older adults. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach learners how aging and ethnicity affects how we serve older adults. The course will also help learners become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities.

**EDD 7612 Biology of Human Aging (3cr)**

This course will provide fundamental knowledge about the biology of human aging for those with little or no background in biology. While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging.



**Minor in:  
Human Resource Development**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8570	Principles and Theories of Organizational Development	3
EDD 8571	Principles and Theories of Training and Development	3
EDD 8572	Principles of Organizational Synergy in Human Resource Development	3
EDD 8573	Special Topics in Human Resource Development	3
EDD 8574	Strategies and Practices for Organization Outcomes Evaluation	3
	<b>Total Credits for Minor</b>	<b>15</b>

## Course Descriptions: Human Resource Development Minor

### **EDD 8570 Principles and Theories of Organizational Development (3 Cr)**

This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention.

### **EDD 8571 Principles and Theories of Training and Development (3 Cr)**

This course addresses the training theories and models necessary to develop an effective organizational workforce of the 21<sup>st</sup> century. Participants will examine principles and techniques needed to create effective employee training and development practices. Topics include analysis of performance deficiencies, approaches to employee performance enhancement, and approaches to evaluation of training and development strategies.

### **EDD 8572 Principles of Organizational Synergy in Human Resource Development (3 Cr)**

This course examines the role of organizational leaders in promoting strategic human resource development based on organizational mission, vision, and values. Course participants will examine linkages between organizational mission strategies and organizational practices in employee training and organizational development and recommend strategic improvements to strengthen and enhance organizational synergy. Participants will conduct a leadership audit of HRD practices in a specific organization and recommend improvements based on current and emerging leadership practices in HRD.

### **EDD 8573 Special Topics in Human Resource Development (HRD) (3 Cr)**

This seminar course includes a menu of topics and issues in HRD that participants will select for further study, contingent upon faculty approval. Participants are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration include, but are not limited to, the following: HRD and OD strategies related to workforce diversity; training and development in unionized and other regulated environments, on-demand training and emerging technologies for delivery of such training; appreciative inquiry and its role in OD enhancement; career development strategies and practices; and the effects of out-sourcing and off-shoring on organizational productivity and performance.

### **EDD 8574 Strategies and Practices for Organization Outcomes Evaluation (3 Cr)**

This course provides an in-depth examination of organizational return on investment in employee training and development. Participants will evaluate organizational training practices and calculate the extent to which HRD practices used by the organization have been effective in enhancing organizational performance. Participants will also create enhanced training plans based on determination and analysis of objective criteria related to organizational return on the training investment. Participants will design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development.

**Minor in:  
Urban Education**

**Required Courses in Minor**

<b>Course ID</b>	<b>Course Name</b>	<b>Credits</b>
EDD 8490	Culture of Urban Schools	3
EDD 8491	Economics of Urban Education	3
EDD 8492	Educational Policy and the Politics of Urban Education	3
EDD 8493	Historical Context of Contemporary Urban Schools	3
EDD 8494	Teaching, Learning, and Curriculum in Urban Contexts	3
	<b>Total Credits for Minor</b>	<b>15</b>

## Course Descriptions: Urban Education Minor

### **EDD 8490 Culture of Urban Schools (3 Cr)**

This course would analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students would study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education.

### **EDD 8491 Economics of Urban Education (3 Cr)**

This course will focus on the theories and principles of the economics of education; the economy in urban settings; and models, practices, and theories for developing partnerships between schools, universities, community based groups and agencies, and neighborhoods. The focus will be upon the analysis and underpinnings of the community and regional economic structure and development. Students would study administrative policies and planning related to the economics of urban education.

### **EDD 8492 Educational Policy and the Politics of Urban Education (3 Cr)**

This course would focus on theories and empirical research about the social structure and political dynamics of urban areas. Students would study educational policies and politics and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, economic, and ethical. Within the context of each issue, potential policy alternatives would be identified and actual policy and implementation decisions studied.

### **EDD 8493 Historical Context of Contemporary Urban Schools (3 Cr)**

This course would utilize the leading thinkers and milestones as the basis for an analysis of urban development and urban life. Students would explore the emergence and transformation of urban educational institutions—public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. The history of the impact of federal, state, local government policies, changing economic conditions, and judicial decisions that have shaped urban education in the post-Brown era in America on these relationships will be discussed.

### **EDD 8494 Teaching, Learning, and Curriculum in Urban Contexts (3 Cr)**

This course would examine the relationships through which knowledge is constructed and communicated in urban schools. It would focus on pedagogy as a set of relationships among teachers and students mediated by culture, history, learning theories, assumptions about childhood and adulthood, and assumptions about knowledge and ignorance as they relate to urban education.

## Additional Electives

Course ID	Course Name	Credits
EDD 8443	Leadership Communication	3
EDD 8460	The Principalship	3
EDD 8461	The Superintendent of Schools	3

## Course Descriptions: Additional Electives

### **EDD 8443 Leadership Communication—Theory & Practice (LCTP) (Online only) (3 Cr)**

Leadership and effective communication are more than directly correlated; they are inseparable. Using the advantages of Web-based instruction, students will be expected to participate in a virtual learning community, where they can interact with course materials in flexible ways, share questions and discoveries with others, and contribute to the community's learning through interactive sessions and posting case study materials.

### **EDD 8460 The Principalship (3 Cr)**

This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators as leaders in developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

### **EDD 8461 The Superintendent of Schools (New – To be Developed) (3 Cr)**

This course will focus on individuals who are planning to enter the field of school administration at the central office of a district. The perspective of superintendents as leaders in developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout a district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal and cultural context of society. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.



**FSEHS**

**Current Doctoral  
Programs**



# **Current Program: Child, Youth, and Human Services**

## **Doctoral Studies Orientation**

DSO 8000 - Doctoral Studies Orientation Seminar (0 credits)

The two-day doctoral studies orientation seminar, conducted at the North Miami Beach and Davie campuses, provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library services, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FSEHS. Students should register for DSO 8000 prior to beginning their first doctoral course. If attendance is not possible prior to the first doctoral course, you may register for a seminar no later than 4 months after beginning your first doctoral course.

## **Research Courses**

ARO 8811 - Research Design and Methods (3 credits)

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 8812 - Statistical Methods (3 credits)

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, hypotheses testing, and correlation.

ARO 8513 - Program Evaluation & Policy Analysis (3 credits)

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.

## **Research Elective Courses (Pick Only One)**

ARO 8814 - Measurement, Testing, and Assessment (3 credits)

The purpose of the 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.

ARO 8815 - Survey Research (3 credits)

The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research.

ARO 8816 - Qualitative Research (3 credits)

The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate.

## **Doctoral Applied Dissertation**

ARO 8866 - Applied Dissertation Seminar 1 - Concept Paper (2 credits)

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 8867 - Applied Dissertation Seminar 2 - Proposal (5 credits)

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 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.

ARO 8868 - Applied Dissertation Seminar 3 - Dissertation (5 credits)

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). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8869 - Continuing Dissertation Services (0 credits)

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.

## **Program Core Courses**

LDRC 8429 - Leadership to Shape the Future (6 credits)

Students will explore the catalytic role of shaping learning 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.

CYSC 8001 - Leadership for Systemic Changes in Child, Youth and Human Services (3 credits)

This course is designed to provide child, youth and human service professionals with the knowledge and skills to become leaders for change in their work places and other organizations. Emphasis is placed on using process, content, and context of change to develop and enhance learning communities

CYSC 8002 - Political Processes and Social Issues (3 credits)

This study area is designed to assist students in developing the theoretical and practical skills necessary to analyze political systems and processes at the local, state, national and global levels. Needs of children, youth and families are related to political processes and procedures. Students identify responsibilities of professionals, understanding of the field and practice more effective leadership skills in the legislative process. This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, national and global systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

#### CYSC 8003 - Human Behavior in the Social Environment (3 credits)

This course provides a foundation in the development of children and youth with a focus on critical issues that affect children, youth, families, society and the education, health and human service systems that serve them. Within this course, students apply the vast literature on theory and research in child/and or adolescent development to the practice issues rooted in today's society. This course concentrates on research, theories and human development and covers developmental theories; research; the characteristics and capabilities of children and youth in **physical**, cognitive, social, affective, and language domains; and both normative and atypical courses of development. Students will elect a concentration in prenatal/infancy, early childhood, middle childhood or adolescence.

#### CYSC 8004 - Current Issues in Human Development (3 credits)

This course emphasizes both analysis and synthesis approaches to the study of development. Students are provided an opportunity to apply social systems to environments in which people live and work with particular emphasis on understanding the social system impact on those who differ on the bases of age, disability, ethnicity, gender, political belief, race, sexual orientation, and/or their social or physical characteristics. The course emphasis both analysis and synthesis as important approaches to the study of development and current issues as well as cultural determinants of human behavior at the micro, mezzo, and macro levels.

#### CYSC 8005 - Ethical Issues for Leadership in Child, Youth and Human Services (3 credits)

Leaders are called upon to make ethical judgments related to all aspects of work with children, youth and human services. This course will focus on the roles, tasks, and responsibilities of leaders as ethical role models, decision-makers and practitioners. The course will provide participants with an overview of current ethical issues for learning communities.

### **Program Core Courses Electives (Pick Only One)**

#### CYSC 8006 - Computer Literacy (3 Credits)

This computer literacy course is designed for students who have prior experience with computing machinery but wish to expand their knowledge. Educational applications of technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

#### FSSC 8701 - Family Development & Family System (3 Credits)

This course examines micro and macro level theory and research on various ranges of family functioning levels. Analysis of micro-level family communication including decision making, and problem solving processes are examined. Macro-level aspects of family development and function such as adaptation to transitions and crises through the family life-cycle are also studied. The interaction between family systems and external systems such as schools, places of employment, and community service and civic organizations are analyzed.

#### FSSC 8702 - Family Diversity (3 Credits)

This course addresses unique historical, socio-cultural, and economic factors that influence the structure and functioning of diverse families, and the strategy employed for family intervention as well as program planning, and evaluation.

### **Concentration Courses**

#### **Curriculum Development (18 credits)**

##### CDS 8501 Curriculum Reform—Design, Trends, and Best Practices (3 credits)

Following an examination of curriculum design fundamentals, students will analyze current curriculum issues and trends. This course focuses on answering two critical questions. "What do we want children to learn?" and "How do we want to teach them?"

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

The relationship between curriculum improvement and whole school restructuring is investigated. Students research the political forces that have impact on curriculum decision making within a systems perspective.

##### CDS 8578 Educational Reform—Theory into Practice (3 credits)

Students examine current educational theories, policies, and practices affecting systemic, school-based reform movements in the public and private sectors. Change processes are viewed from educational, sociological, and political perspectives. Their impact on student achievement and educational accountability is evaluated.

CDS 8579 New Schools and Programs for a New Century—A Systemic Approach (3 credits)

Following an analysis of current theories and systemic change strategies, students develop a conceptual framework and proposals appropriate for their work settings. Recommendations are designed to demonstrate innovative approaches to systemic education reform. Grant-writing and fund-raising skills relevant to change processes are presented.

CDAE 8105 Assessment and Evaluation as Learning (3 credits)

This course is designed to address the need for child, youth and human services professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding.

CDAE 8106 Assessment Center Curriculum Design (3 credits)

Leaders are called upon to make ethical judgments related to all aspects of work with children, youth and human services. This course will focus on the roles, tasks and responsibilities of leaders as ethical role models, decision-makers and practitioners. The course will provide participants with an overview of current ethical issues for learning communities. (Pre-requisite: CDAE 8105)

**Human Services Administration (18 credits)**

MCY 8561 Development and Management of Programs for Children and Youths (3 credits)

This course will focus on the analysis and assessment of programs for children and youths from the manager/leader perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader in a world of cultural diversity and socioeconomic differences, will be emphasized.

MCY 8564 Developing Human Relations Skills in the Management of Programs for Children and Youths (3 credits)

This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion.

MCY 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (3 credits)

This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

MCY 8565 Organizational Theory and Practices—A Synthesis (3 credits)

This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of people with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.

HSAC 8803 Human Resource Issues & Challenges for Management of Programs (3 credits)

This course provides the management specialty student with the operational knowledge of human resources as well as the strategic HRM approach needed to manage within today's organizations. Students will explore the legal framework of equal opportunity, sexual harassment, constitutional rights, and unfair labor practices. The strategic implications of effectively managing recruitment, compensation, performance management, training and development, and discipline procedures will be explored. Current HR issues will be identified including telework, diversity, and workplace violence.

HSAC 8804 Advanced Selected Topic in Managing (3 credits)

This course provides an integrating experience for students who are completing their management specialty. Specifically, it affords the opportunity to take an in-depth look at several current or emerging management issues. The issues will change with time and entail current readings, cases, and student debate on the subjects. Issues for the 2003-2004 courses will include leadership ethics, value driven management and strategic planning for professional and career development. Note: The precise selected topics will be reviewed on an annual basis and are expected to change over time. These topics will represent "hot issues" in management.

**Special Ed/SPED Administration (18 credits)**

SPEC 8401 Special Education Law and Policy (3 Credits)

This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. The American legal system, the constitutional and statutory provisions of federal and state law, and the judicial decisions interpreting laws (case law) are reviewed. Students will examine equal protection, procedural due process, and substantive due process doctrines provided under IDEA, ADA, and related legislation. In addition, students will examine the six principles of IDEA and similar principles in state legislation with particular emphasis on school practices in special education.

SPEC 8402 Families, the Law and Exceptionalities (3 Credits)

Students will analyze legislation and case law in the context of applied settings with particular emphasis on advocacy and self-determination training for individuals with disabilities, families, caretakers, and other professionals. Implementation strategies concerns related to legal principles (e.g., referral, placement, program [IEP] development, dismissal, and inclusion issues), and the impact of such on families, educators, and human services personnel will be addressed.

SPEC 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Credits)

Students will analyze legislation and case law in the context of applied settings with particular emphasis on advocacy and self-determination training for individuals with disabilities, families, caretakers, and other professionals. Implementation strategies concerns related to legal principles (e.g., referral, placement, program [IEP] development, dismissal, and inclusion issues), and the impact of such on families, educators, and human services personnel will be addressed.

SPEC 8404 Organization and Administration of Special Education Programs (3 Credits)

This course will address the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services. Particular emphasis will be placed on the development, implementation, and evaluation of effective program designs, and will include the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of recent and proposed legislation, including regulatory policies and procedures, on program development and implementation will be addressed.

SPEC 8405 Collaboration and Consultation (3 Credits)

This course is designed to provide the student with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from schools and agencies, parents and families, and individuals with disabilities. Methods and techniques for collaborative problem solving, program planning, shared decision-making will be examined through course materials and related experiential activities.

SPS 8580 Intervention Strategies for the Development of Social Competency (3 credits)

This course is designed to identify the effective needs and social competencies of exceptional children and youth. Behavioral and coping strategies to enhance social skills are investigated. The impact and consequences of varying management practices on special services professional and their clients are assessed.

SPS 8579 Families, the Law, and Exceptionalities (3 credits)

Students analyze legislation governing exceptional populations and its impact on families, educators, and social services personnel. Topics such as due process, family involvement, referral processes, and advocacy procedures are examined within a case management framework.

SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youth (3 credits)

Current practices in the assessment and identification of exceptional children and youth are examined. Academic and/or training programs that reflect the student's professional goals and responsibilities are designed and evaluated.

SPS 8581 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youth (3 credits)  
Students investigate current issues confronting exceptional children and youth. Problems such as drug and alcohol dependency, AIDS counseling, sex education, medical support systems, divorce, single family parenting, and the influence of these problems on exceptional children and youth are studied. Educational and social policy directions for the 21st century are explored.

EDL 8301 Issues in Special Education Administration (3 credits)

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

### **Early Childhood (18 credits)**

ECEC 8601 Best Practices in Programs for Young Children: Educational Applications (3 credits)

This course will focus on current policies and practices for children from birth to age 8. Criteria for and issues on quality in early childhood services are examined from the perspective of local and international programs. Theoretical foundations for program development, curriculum, assessment, and individual interventions are discussed. Students engage in reviewing program policies and practices. Field experiences are integrated into the course.

ECEC 8602 Critical Issues in Early Childhood Education in the Global Village (3 credits)

This course examines current issues and trends impacting behavior, health and the development of children and youth within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, special needs, families and services. Field experiences are integrated into this course.

ECEC 8603 Families, Children, and Communities in a Multicultural and Diverse Society (3 credits)

This course focuses on the role of families on child development from the perspective of multiculturalism. Role of culture and how it shapes families' views on child rearing practices are investigated. Students will examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated.

ECEC 8604 Current Trends and Issues in Curricular Theory in Early Childhood Education (3 credits)

This course will examine recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Field experiences are integrated into this course.

ECEC 8605 Child Advocacy: Social Concerns in the Global Context (3 credits)

This course will examine the role of child advocacy from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children.

ECEC 8606 Cultural Perspectives and Influences on Child Development (3 credits)

This course examines the role and influence of cross-cultural characteristics on the development of young children. The influence of diversity during the early childhood years as well as influences from families, adults, and communities will be studied as it affects young children. Field experiences are integrated into this course.

# **Current Program: Educational Leadership**

## **Doctoral Studies Orientation**

DSO 8000 - Doctoral Studies Orientation

The two-day doctoral studies orientation seminar, conducted at the North Miami Beach and Davie campuses, provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library services, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FSEHS. Students should register for DSO 8000 prior to beginning their first doctoral course. If attendance is not possible prior to the first doctoral course, you may register for a seminar no later than 4 months after beginning your first doctoral course.

## **Research Core Courses (9 credits total)**

ARO 8411 - Research Design and Methods (3 credits)

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 8412 - Statistical Methods (3 credits)

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, hypotheses testing, and correlation.

ARO 8413 - Program Evaluation & Policy Analysis (3 credits)

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.

## **Research Elective Courses (3 credits total)**

ARO 8414 - Measurement, Testing, and Assessment (3 credits)

The purpose of the 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.

ARO 8415 - Survey Research (3 credits)

The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research.

ARO 8416 - Qualitative Research (3 credits)

The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate.

## Core Courses

### EDL 8431 School Finance (2 credits)

This course provides an overview of practical principles and functions involved in the generation and distribution of revenue within an educational environment. Course content focuses on resource-based decisions for the financial, political, demographic, governmental, and other influences in making educational judgments. Also considered are the potential financial implications of curricula, personnel, accreditation, accountability, and other similarly complex issues.

### EDL 8432 School Policy (2 credits)

This course is an advanced survey of the development, implementation, and definitions applied to education-based policy. Course content addresses the design, intent, analysis, function, and effect of policy within an educational environment. The roles of political forces, various levels of stakeholders, political organizations, and other entities involved in policy development and implementation will be considered.

### EDL 8434 School Law (2 credits)

This course is a study of constitutional, statutory and judicial law and current legal issues affecting school personnel. Course content focuses on the legal principles and seminal case law that provide guidance to personnel in the educational area. Special consideration is given to topics of currency such as search and seizure, religion, speech, disabilities, due process and equal protection under the law.

### EDL 8441 Leadership and Change (3 credits)

This course recognizes the need to know oneself, to appreciate leadership theory, and to apply leadership principles to influence educational decisions. Students will be required to distinguish between problems and solutions, between preferences and principles, and between fads and researched strategies. Students will gain an understanding of the complexity of educational environments and the conditions that motivate individuals to contribute their best.

### EDL 8442 Ethics and Social Responsibility (3 credits)

This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

### EDL 8443 Leadership Communication: Theory and Practice (3 credits)

Leadership and effective communication are more than directly correlated; they are inseparable. Using the advantages of Web-based instruction, students will be expected to participate in a virtual learning community where they can interact with course materials in flexible ways, share questions and discoveries with others, and contribute to the community's learning through interactive sessions and posting case study materials.

### EDL 8472 Human Resource Development (3 credits)

This course provides students with an opportunity to transfer their knowledge of best practices in personnel evaluation and professional development to improvements of those systems within their own organizations. Students assess their organization's personnel evaluation system, develop a plan for improvement based on their findings, analyze their personnel based on developmental needs, and structure a model for the enhanced professional development of staff. The course will use multimedia materials and will be interactive, mediated by facilitators on the World Wide Web.

### EDL 8481 Leadership Appraisal (3 credits)

The focus of this course is on procedures for the observation and depiction of leadership behavior in terms of its principle dimensions. The purposes here are to encourage students to monitor their own leadership behavior. From these perspectives, students will systematically observe and categorize leadership behavior; apply this process to develop a detailed self-assessment; and generate a personal agenda for continual professional growth.

### EDL 9472 Professional Learning Communities (3 credits)

This course is based on the premise that professional development is ultimately personal development. The learning conditions that should exist for students must also exist for educators. And it is educational leaders who set the tone for achieving these conditions. Thus, students must understand learning theory as it meets the unique needs and motivators of both K-12 students and the adults who work with them.

#### EDL 9480 Reflection and Vision Portfolio (6 credits)

Students will produce an in-depth and integrated analysis of their leadership activities and growth throughout the program. Based upon their course experiences, their leadership experiences on the job, the National Board for Professional Teaching Standards (NBPTS), and the standards of the Educational Leadership Constituent Council (ELCC), this course will document how workplace activity compares with research about leadership and change. The reflection and vision portfolio will be a comprehensive and developmental project during all phases of the program that will conclude with a personal vision for the future of education, a mission statement, future career plans, and a personal plan for improvement.

### **Specialization Courses**

Specialization courses are in development and are subject to change and minimum enrollments.

#### EDL 8301 Issues in Special Education Administration (6 credits)

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

#### EDL 8302 School Law (6 credits)

This course will provide a comprehensive review of the federal and state constitutions, court decisions, and laws governing K-12 public school education. The course will focus on the analysis of legal concepts, procedures, and implications of U.S. Supreme Court and lower federal court decisions on all aspects of public schools. The federal role in exceptional student education will be examined in depth as it affects public schools. Collective Bargaining concepts will be studied as they apply to public schools. Recent federal legislation will be studied as it has ramifications for all levels of public schools. Three different textbooks will be used to present the information in the three major course areas: law, collective bargaining, and special education. Students will also use the internet to research relevant class material. The course has been designed to develop the learning skills and body of knowledge of public school education law which will inform public school administrators of their legal responsibilities, rights, and obligations to meet the requirements of federal and state laws. The students will be required to find, read, and brief court decisions at the federal and state level. Additional course assignments will be designed to develop student knowledge in specific aspects of the legal system. Students will be expected to submit a weekly response to each class lecture. Each online chat session will provide students with the opportunity to apply their knowledge to legal questions confronting a school administrator. There will be objective assessments of student learning in the course.

#### EDL 8304 Technology Trends and Issues (6 credits)

This course addresses leadership issues related to planning and integrating technology for effective utilization and personnel delineation. Topics will include current and emerging trends and issues evolving from an information technology rich organization such as safety, acceptable use policies, ethics copyright regulations, data privacy, confidentiality, and purchasing timelines as well as the impact of the use of information technology on schools which results in changes in work execution, work roles, and management issues unique to an educational organization. The development of standard operating procedures that insure effective and efficient technology utilization will be accomplished. Techniques for assessing the need for technology, involving all stakeholders in the design process will be explored. Human resource issues including hiring, funding, and personnel delineation related to the implementation design will be integrated in the planning and evaluation process.

#### EDL 8307 Leading and Managing Systems (6 credits)

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, politics and accountability, power and influence, decision-making, and conflict resolution.

#### EDL 8308 Leading a Learning Organization (6 credits)

Developing a learning-based culture is essential for today's educational organization. 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 of how 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 Seminars and Benchmarks**

### **ARO 8466 - Applied Dissertation Seminar 1 - Concept Paper (2 credits)**

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 8467 - Applied Dissertation Seminar 2 - Proposal (5 credits)**

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 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.

### **ARO 8468 - Applied Dissertation Seminar 3 - Dissertation (5 credits)**

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). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

### **ARO 8469 - Continuing Dissertation Services (0 credits)**

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.

# Current Program: Higher Education Leadership

## Core Courses

Each core course carries three semester hours of graduate credit.

### ECD 8003 - Curriculum (3 credits)

This course is designed to familiarize the student with the various theories, principles, and practices related to curriculum and program planning. It includes the study of curricular and instructional design foundations; instructional design models; learning theory; the implementation, management, and evaluation of instruction; and a consideration of significant issues and trends.

### ECD 8007 - Governance and Management (3 credits)

This course emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trend in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

### ECD 8008 - Human Resources Development (3 credits)

This HRD course discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated knowledge worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as (a) needs assessment, (b) design of HRD interventions, (c) implementation of action plans, and (d) the evaluation of HRD programs.

### ECD 8009 - Leadership (3 credits)

This course examines the significant research and theory that provide the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated leadership development action plans (LDAPs), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as communicating a vision and goals, inspiring and motivating others, embracing and nurturing diversity, building and facilitating teams and coalitions, processing and analyzing information, anticipating and incorporating alternative futures, assessing and ensuring quality in processes and outcomes, and stimulating and stabilizing change.

### ECD 8031 - Finance in Higher Education Leadership (3 credits)

This course is an introduction to institutional finance for academic administrators, health care professionals, military personnel and/or college or university faculty members. Students participating in the course are introduced to the budget process as an outcome to their institutions' strategic plans. As such, budget development at their own institutions play a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, the development of "off-campus" budgets, facility management, marketing, enrollment management and financial reporting systems.

### ECD 8032 - Ethical Leadership in Higher Education (3 credits)

This is a three credit course which explores the leader and the organization's ethical foundations, expression, and accountability in the public and private realm. An examination of leadership and ethics will be conducted; learners and faculty will reflect on their individual and public roles as ethical leaders. Challenges to a moral model are expected, and demagoguery will be repudiated in its many forms. Paraphrasing Henry Stimpson, we set the foundation of the course: 'There are three challenges expected from an educated man or woman-that she questions everything as a critical observer and practitioner, that she is literate in the language of the dominant culture, and that she meets the challenges of the age in which she lives.' Students, then, are expected to examine a fundamental challenge to the age in which they are presently living-by imposing the measurement and inquiry into ethics and ethical models of leadership on organizations and their leaders. To frame this inquiry the fundamentals of philosophical ethics and

ethical decision-making and problem solving will be used. Our expectations are that students will be able to operationalize what they have learned by exhibiting the knowledge, skills and abilities of ethical leadership (i.e., demonstrate competencies), by demonstrating ethical decision making and problem-solving around ethical dilemmas, by understanding the moral grounds of teaching and learning and by examining individual and organizational responses to ethical leadership. Moreover, participants in the course will live up to Stimpson's two remaining signs of an educated leader: They are expected to be critical thinkers and clear writers.

#### ECD 8033 - Contemporary Issues in Leadership (3 credits)

The focus of this course is on the application of leadership skills and potential strategies to address contemporary issues for higher education. The course emphasizes developing an increased awareness and understanding of the nature of the issues that challenge higher education leaders, as well as exploring leadership strategies that can be implemented to address these issues within organizational contexts. Environmental scanning to explore interdependent societal forces that represent threats and opportunities, as well as analysis of organizational characteristics and resources (strengths and weaknesses), are crucial to the identification and exploration of contemporary issues. The course of study includes a focus on concepts, approaches, and techniques, such as analysis of issues and trends, forecasting and futuring processes, planning strategies and approaches, change theory, and change agency that can be utilized to address contemporary issues.

#### ECD 8034 - Institutional Advancement in Higher Education (3 credits)

This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the functions contained within institutional advancement. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that they will review in their studies. The linkage of institutional advancement to internal organizational functions will be studied. Participants will develop a personal and professional set of assumptions to guide them in their work experiences. Learners will continue to expand and evolve the set of leadership principles and generalizations they began to develop in earlier courses. Learners will continue to expand their intellectual discussion and professional achievement in leadership theory and research. In this course, as in previous and subsequent classes, leadership is the central theme.

### **Research Courses**

Students complete four research courses that are worth three credits each. These courses are designed to familiarize students with various aspects of research and statistical analysis in educational settings, which will prepare them for the applied dissertation process.

#### ARO 8311 - Research Design and Methods (3 credits)

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 8312 - Statistical Methods (3 credits)

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, hypotheses testing, and correlation.

#### ARO 8313 - Program Evaluation and Policy Analysis (3 credits)

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.

#### ARO 8314 - Measurement, Testing, and Assessment (3 credits)

The purpose of the 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.

### **Concentration Courses**

Students complete the three specialization courses appropriate to their chosen specialization. Six semester hours of graduate credit are awarded for successful completion of each course.

#### **Adult Education**

##### EAD 9010 - Contemporary Challenges in Adult Education Leadership (3 credits)

This course examines adult education philosophies, current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global context of adult learning; demographic, economic, ethical, political, and technological factors influencing the practice of adult education; adult development research as a basis for practice; current and evolving theories of adult cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or re-design of adult learning experiences.

##### EAD 9020 - Leadership in Adult Education through Effective Program Planning (3 credits)

This course examines adult education program planning, including why adults participate, how adults learn, and innovative instructional techniques. Topics include participation and motivation research; current and evolving theories of adult cognition and learning, including learning styles, learning modalities and multiple intelligences; innovative approaches, techniques, and emerging learning technologies as well as program planning for adults in a variety of settings.

##### EAD 9030 - Lifelong Learning in a Changing Society: Emerging Issues and Innovative Practices (3 credits)

This course presents a comprehensive view of the concept of lifelong learning and its critical implications for learners and leaders in the field of adult and continuing education. The course addresses current contexts, emerging challenges, and evolving opportunities in the field of adult and continuing education for a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, workplace training, prison education, and higher education. In addition, participants will analyze emerging challenges including economic, political, ethical, and socio-cultural changes influencing the practice of adult education. Further, participants will investigate evolving opportunities including workforce mentoring, career transitions and retraining, certification and credentialing initiatives, and credit-bearing and non-credit lifelong learning.

#### **Health Care Education**

##### HCE 9910 - Contemporary Challenges in Health Care Education Leadership (3 credits)

This course examines current issues, challenges, and practices influencing leaders in the field of health care education. Topics include leadership perspectives on health care education and promotion; the changing nature of health care delivery in the United States; demographic, economic, ethical, and political factors influencing the practice of health education; evolving models and practices in community health education; health education for special populations including women, adolescents, and the elderly; workplace health promotion; the influence of alternative medicine on health education; and self-care and burnout prevention strategies for health care education practitioners.

##### HCE 9920 - Ethics and Professionalism in Health Care (3 credits)

This course focuses on social and ethical developments in health care. Topics include, but are not limited to, professional relationships among health professionals and patients; critical thinking and ethical decision making skills; basic principles of health care ethics; relevant information on social developments and ethical issues in health care; developments in standards of care and related emerging social and ethical trends in health care; legal and ethical issues affecting educators and students; professional ethics; organization ethics; and ethical climate in the health care organizations.

HCE 9930 Current Trends and Issues in Health Care (3 credits)

This course examines major trends and issues in health care education and policy that determine the role and future of health care as well as health care educators. Topics include, but are not limited to, major health care issues and challenges; provision of health services; health care reform; managed health care systems; mortality trends; public health; political aspects of health care; elderly health care; long term health care; disease trends; mental health concerns; health behavior; economics of health care; reproductive health; patient-caregiver communication; communication in health organizations; health and the media; alternative medical therapies; and complementary medical approaches.

### ***Higher Education***

EHD 9810 - Contemporary Challenges in Higher Education Leadership (3 credits)

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, and the challenges and opportunities of distance education.

EHD 9820 - Legal and Ethical Issues in Higher Education Leadership (3 credits)

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.

EHD 9830 - Innovative Leadership Strategies in Higher Education (3 credits)

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 the new approaches, and the exploration of leadership initiatives and strategies. Participants will conduct an action research project that produces or evaluates an innovative approach.

### ***Organizational Leadership***

OLR 8520 - Creating and Leading an Intentional Organization (3 credits)

This course explores the role of leaders within the organization. An examination of the theory and research related to both leadership and organizational culture will be examined. Learners will reflect on the particular challenges and responsibilities the leader encounters in shaping and creating meaning and developing mission and values within the organization. Learners will analyze leader-related skills and styles such as enabling and valuing diversity, inspiring and motivating others, building teams, making ethical decisions, and providing for personal and organizational change. The major themes of study are Mission, Vision, Leadership Styles (an examination of the leader's role in shaping organizational direction); Ethics and Professional Leadership (an exploration of ethical models in institutional settings); Managing and Valuing Diversity (an investigation of strategies for embracing diversity in the workplace); and Knowledge and Meaning Making (an analysis of how leaders sustain and encourage meaning and direction).

OLR 8540 - Leading and Managing Systems (3 credits)

This course explores how to be an organizational leader and 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. Participants will explore various organizational systems such as information and communication, politics and accountability, power and influence, finance, budget and stewardship, decision-making and conflict resolution.

OLR 8550 - Leading a Learning Organization (3 credits)

Students will explore how leaders develop and promote leadership within organizations. Leadership is different from management but complementary. The leadership challenge of building a learning organization is to understand the complex, systemic issues confronting the organization. This course will explore the types of leaders found in learning organizations, and how a culture of learning centered on learning and practicing leadership is created. Every organization is unique because of its culture, with each organization having its own set of beliefs, values, behaviors,

and rules. But, what makes every organization similar is constant change, which when done correctly results in organizational growth. Keeping within the theme of this course, students will then explore how to foster growth, creativity, risk-taking and "intrapreneurship" within their organization. A leader must be able to anticipate changing strategic demands and create systematically different streams of innovation. Within this course, students will develop their own understanding of the difference between management and leadership and how it impacts the dynamics of change. The last theme of this course focuses on strategic planning, forecasting and futuring. Strategic leaders create direction and purpose, formulate and implement strategy within their organization. The process of how leaders vision and plan, communicate that vision, and enlist others to embrace that future vision will be explored.

### **Applied Dissertation (12 credit hours)**

Students should visit the Applied Research Office (ARO) website at <http://www.fgse.nova.edu/aro> for more information about procedures, resources, and guidelines offered by the Applied Research Office.

#### **ARO 8366 - Applied Dissertation Seminar 1 - Concept Paper (2 credits)**

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 8367 - Applied Dissertation Seminar 2 - Proposal (5 credits)**

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 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.

#### **ARO 8368 - Applied Dissertation Seminar 3 - Dissertation (5 credits)**

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). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

#### **ARO 8369 - Continuing Dissertation Services (0 credits)**

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.



## **Current Program: Instructional Technology and Distance Education**

### **Doctoral Studies Orientation**

DSO 8000 - Doctoral Studies Orientation

The two-day doctoral studies orientation seminar, conducted at the North Miami Beach and Davie campuses, provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library services, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FSEHS. Students should register for DSO 8000 prior to beginning their first doctoral course. If attendance is not possible prior to the first doctoral course, you may register for a seminar no later than 4 months after beginning your first doctoral course.

### **Leadership and Distance Education**

ITDE 7001- Foundations of Leadership (3 credits)

An introduction to past and present models of leadership. Topics include the current context for leadership, personal leadership styles, leadership in the workplace, the learning organization, and leadership in practice.

ITDE 7007 - Foundations of Distance Education (3 credits)

An introduction to distance education. 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 credits)

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 & Policy Analysis (3 credits)

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.

### **Research and Evaluation II**

ARO 8612 - Statistical Methods (3 credits)

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, hypotheses testing, and correlation.

ARO 8614 - Measurement, Testing and Assessment (3 credits)

The purpose of the 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.

## **Media and Technology**

ITDE 7005 - Instructional Media (3 credits)

An introduction to the effective use of instructional media. 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.

ITDE 7006 - Foundations of Instructional Technology - 4 credits

An introduction to instructional technology. 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.

## **Instructional Design**

ITDE 8001 - Introduction to Instructional Design (3 credits)

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.

ITDE 8002 - Instructional Development and Delivery - 2 credits

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.

## **Systems Design**

ITDE 8005 - Introduction to Instructional Systems - 4 credits

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.

ITDE 8006 - Systems Analysis and Design (3 credits)

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.

## **Management and Applications**

ITDE 8012 - Managing and Evaluating ITDE (3 credits)

Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education; managing in educational and corporate settings; principles of staff training; proposal development; and legal issues.

ITDE 8013 - Applications of Distance Education Technologies - 2 credits

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.

## **Technology Trends and Issues**

ITDE 8009 - Instructional Technology and Distance Education Trends - 4 credits

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; and performance technology.

ITDE 8010 - Instructional Technology and Distance Education Issues (3 credits)

Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, change management, advisory groups, peer mentoring, performance support systems, strategies for encouraging corporate and foundation support, and grant writing.

## **Applied Leadership**

ITDE 8011 - Leadership and Empowerment (3 credits)

This course builds upon the concepts introduced in Foundations of Leadership. Topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision-making, and a synthesis of leadership development.

## **Doctoral Applied Dissertation**

ARO 8666 - Applied Dissertation Seminar 1 - Concept Paper (2 credits)

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 8667 - Applied Dissertation Seminar 2 - Proposal (5 credits)

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 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.

ARO 8668 - Applied Dissertation Seminar 3 - Dissertation (5 credits)

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). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8669 - Continuing Dissertation Services (0 credits)

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.



# **Current Program: Organizational Leadership**

## **Doctoral Studies Orientation**

DSO 8000 - Doctoral Studies Orientation

The two-day doctoral studies orientation seminar, conducted at the North Miami Beach and Davie campuses, provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library services, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FSEHS. Students should register for DSO 8000 prior to beginning their first doctoral course. If attendance is not possible prior to the first doctoral course, you may register for a seminar no later than 4 months after beginning your first doctoral course.

## **Core Leadership Concepts and Practices Courses (30 credits)**

The Leadership Concepts and Practices domain consists of five sequential courses. Each course listed below serves as a prerequisite for the subsequent course.

LDR 8510 - Leadership to Shape the Future (6 credits)

Students explore and examine the role of leadership in shaping learning organizations in the 21st century. Leadership is examined as the capacity of individuals and groups to generate and sustain significant organizational purposes and processes needed to shape the organization's future. Leadership is presented as a multifaceted discipline of diverse roles and responsibilities. The major themes of study are: Theoretical frames of Organizational Leadership, Personal frames of Leadership Learning, and the Futuristic Frames of Organizational Leadership.

LDR 8520 - Creating and Leading an Intentional Organization (6 credits)

Participants explore the development of organizations with a purpose from the leader's perspective. An examination of various leadership theories and research related to both leadership and organizational cultures will be examined. Learners will reflect on the particular challenges and responsibilities encountered in shaping and creating an intentional organization. Major topics of study include leadership theories; leader-related skills and styles including team building; the role of ethics and ethical decision making in organizational settings; and managing organizational diversity.

LDR 8530 - Developing the Organization's Human Capital (6 credits)

In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Participants will identify their own perceptions, motives, attitudes, values and mental models and understand 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, consulting and professional renewal.

LDR 8540 - Leading for Change (6 credits)

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. Participants will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, decision-making, and conflict resolution.

LDR 8550 - Leading a Learning Organization (6 credits)

Developing a learning-based culture is essential for today's organization. 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. Participants will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity and risk-taking while managing innovation, change and future planning.

## **Research Activities (9 credits)**

ARO 8511 - Research Design and Methods (3 credits)

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 8512 - Statistical Methods (3 credits)

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, hypotheses testing, and correlation.

ARO 8513 - Program Evaluation & Policy Analysis (3 credits)

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.

## **Doctoral Applied Dissertation (9 credits)**

LDR 8566 - Applied Dissertation Seminar 1 - Concept Paper (2 credits)

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.

LDR 8567 - Applied Dissertation Seminar 2 - Proposal (4 credits)

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 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.

LDR 8568 - Applied Dissertation Seminar 3 - Dissertation (3 credits)

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). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

LDR 8569 - Continuing Dissertation Services (0 credits)

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.

## **Concentration Courses (18 credits)**

Students may choose one concentration and the three courses associated with it. Click on your concentration of choice to view the course descriptions for that concentration.

## ***Conflict Resolution***

LDR 9610 - Introduction to Conflict Resolution (6 credits)

This course introduces students to concepts of conflict and conflict resolution. This course is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Participants will be introduced to various concepts, such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies, such as mediation, negotiation, and facilitation. Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include an overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will also be examined. Participants will explore various negotiation tactics focusing on people, interests, opinions, and criteria. Students will also survey negotiation literature dealing with culture and gender.

LDR 9620 - Mediation and Negotiation Strategies (6 credits)

Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, and overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will be examined. Participants will explore various negotiation tactics focusing on people, interest, options and criteria. Students will also survey negotiation literature dealing with culture, race and gender.

LDR 9630 - Special Topics in Conflict Resolution (6 credits)

This course allows students to explore different aspects of the body of knowledge of conflict resolution where human aggression is the cause of conflict. Students will select the topic they want to examine throughout the course. Some possible topics include; the causes of social violence, violence in the workplace, violence in schools, school mediation, family mediation, and victim-offender mediation.

## ***Educational Leadership***

The Educational Leadership concentration may not lead to certification. It is the student's responsibility to determine if this program will satisfy current course requirements for professional development.

LDR 9110 - The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System (6 credits)

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 Education Leaders (6 credits)

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 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 Education System (6 credits) The course explores basic theories of leadership, the change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, 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), decision making and power structures (all aspects of decision making will be explored), and the change process (ways to implement change will be explored).

### ***Human Resource Development***

LDR 9410 - Principles and Theories of Organizational Engineering in Human Resource Development (6 credits)  
Organizational engineering is a domain of knowledge that deals with understanding, measuring, and predicting and guiding the behavior of groups and individuals that produce positive results and achieve desired goals.

LDR 9420 - The Strategic HRD Leader: Developing Global Competence (6 Credit)

The HRD leader is ideally positioned to assume the strategic, operational, and tactical leadership critical for success in the 21st century. This course provides an overview of HRD management concepts and strategies necessary for competence. This includes learning about major trends that will affect our workplaces well into the future, e.g., globalization, developing and retaining knowledge capital, team building, cross-cultural competence, managing change, systems thinking and accountability.

LDR 9430 - Advanced Study: Ideas, Issues, and Practices in HRD

This is a seminar course that includes a menu of topics and issues in HRD that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration: cross cultural diversity, on-demand training, creativity and innovation, ethics and values.

### ***Instructional Technology***

LDR 9310 - Technological Literacy for Organizational Leaders (6 credits)

In this course, participants 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 Credits)

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, "Information Management for Organizational Leaders."

LDR 9330 - Technology Planning for Organizational Leaders (6 Credits)

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 included course, "Trends and Issues in Leadership with Technology" will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

### ***Not-for-Profit Sector***

LDR 9510 - Resource Allocation in Not for Profit Organizations (6 credits)

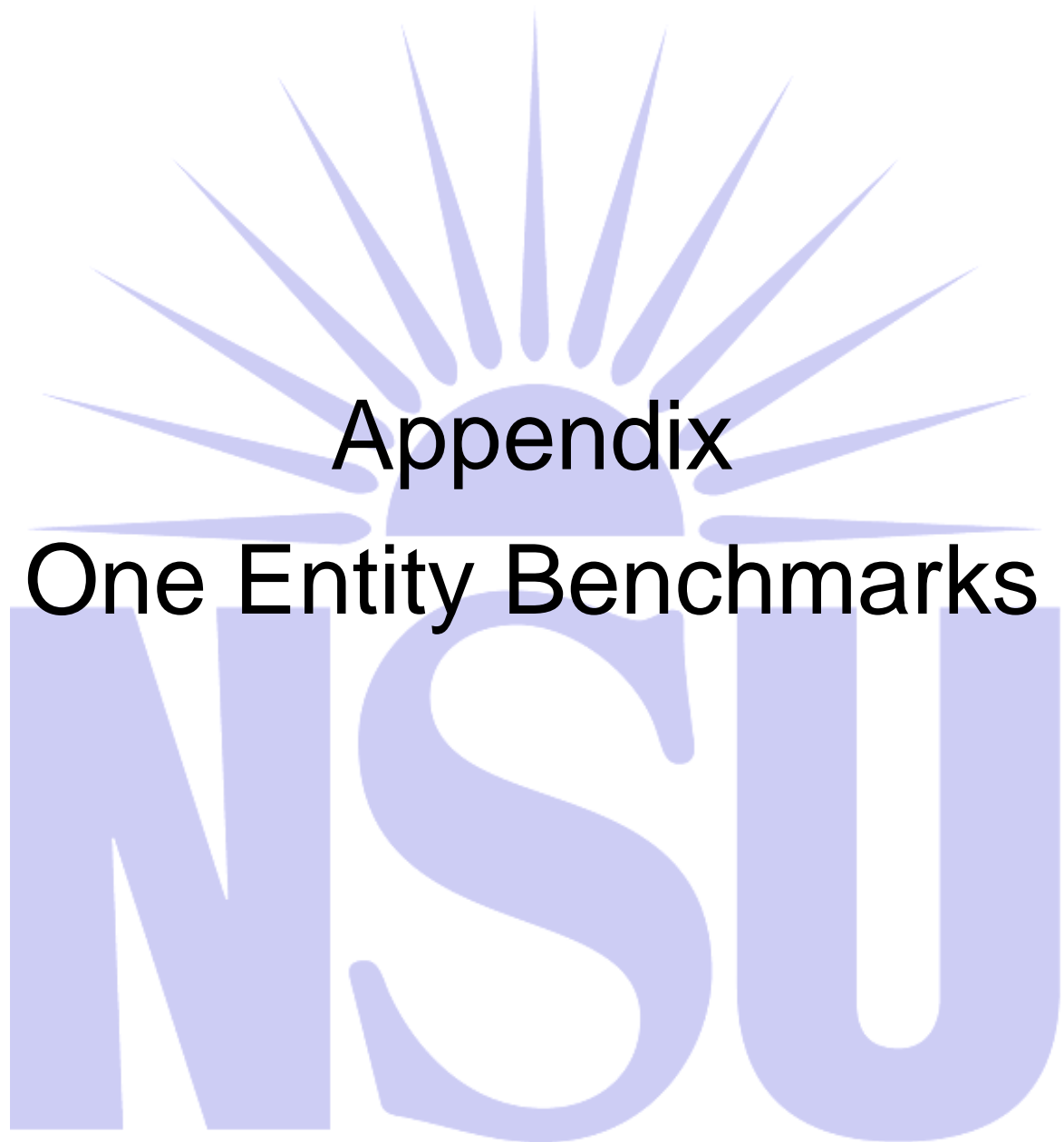
The evolution of a not for profit sector is paramount to the foundation of services. The leader, CEO, has evolved as the chief fund-raiser, financial planner, and resource overseer as well as operational manager. The concepts of marketing, planned giving, identifying benefactors, and grant writing have become the operational tools of a fiscally responsible leader that stabilizes the balance sheet of a successful not for profit organization.

LDR 9520 - Effective Strategies for Leaders of Not for Profit Organizations (6 credits)

The not for profit leader wears many hats - from being an organizational master, a mentor, a role model, an advocate for services and a team player. The complexity of these roles begins with the chief executive offices working side by side with a board of directors, hired staff, various communities organizations, clients and customers. The leader must be "all things to all people" while moving the organization in the direction of a quality service provider.

LDR 9530 - The Leader's Role in Building Legally, Ethically, and Financially Responsible Not for Profit Orgs (6 credits)

Leaders in the not for profit sector demonstrate best practices, by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework. Understanding the legal domains and the ethical aspects of the not for profit organization, affords the leader the opportunity to forecast and promote the strategic agenda for the organization.



# Appendix

## One Entity Benchmarks

<b>Year</b>	<b>One Entity Benchmarks (Select Highlights)</b>
1997	<ul style="list-style-type: none"> <li>6 Distinct Programs Collected Under FCAE</li> <li>Conversation Group: Cross-Program Communication – One Entity</li> <li>Marketing Centralized</li> <li>First Site Administrators' Meeting</li> <li>Relocation to North Miami Beach (NMB)</li> <li>First Partnerships: (i.e., NASSP, Skylight)</li> <li>Hispanic Advisory Board Formed</li> </ul>
1998	<ul style="list-style-type: none"> <li>International Development Initiated</li> <li>First International Conference on Early Childhood (Argentina)</li> <li>Institutional Development</li> <li>NSU Trustees Visit NMB</li> <li>FCAE Becomes FGSEHS</li> <li>International Conference on Distance Education</li> <li>ITDE Clusters in Venezuela</li> <li>First FGSEHS Online Degrees</li> <li>"Crayons to Computers" Teachers' Store</li> </ul>
1999	<ul style="list-style-type: none"> <li>Off-campus NSU Sites Upgraded</li> <li>Consolidation of FGSEHS Student Services</li> <li>First Blue Ribbon Schools Conference</li> <li>Family Care Council Partnership</li> </ul>
2000	<ul style="list-style-type: none"> <li>First Unified FGSEHS Catalog</li> <li>Consolidated Budget Process Implemented</li> <li>Doctoral Programs Meet on NMB Campus</li> <li>Call Center Begins Operation</li> <li>Summer Instruction Held on NMB Campus</li> </ul>
2001	<ul style="list-style-type: none"> <li>Reorganization into Four Academic Units</li> <li>Child Legacy Campaign</li> <li>Education Building Renovations Completed</li> <li>Cross-Program Offerings for FGSEHS Students</li> <li>Jamaica M.S. Clusters</li> <li>Establishment of Applied Research Office</li> </ul>
2002	<ul style="list-style-type: none"> <li>New Partnerships (i.e., USDLA, NAESP, PC Teach-it)</li> <li>NSU Early Childhood Consortium</li> <li>Third and Fourth Floor Renovations Completed</li> <li>FGSEHS Tops 10,000 Students</li> <li>Dominican Republic Doctoral Programs</li> </ul>
2003	<ul style="list-style-type: none"> <li>NMB Campus Beautification Plan Approved</li> <li>New Partnerships (i.e., PLATO Learning; Daegu Cyber University, S. Korea)</li> <li>FGSEHS Tops 12, 000 Students</li> <li>Office of Internal Communications Established</li> <li>Office of Diversity and Community Affairs Created</li> <li>Doctoral degrees merged</li> <li>Masters degrees merged</li> </ul>
2004	<ul style="list-style-type: none"> <li>Establishment of Applied Research Center (formerly Applied Research Office)</li> <li>Centralized School-wide Academic/Term Schedules</li> <li>Academic Affairs Office—Centralized Program Administration</li> <li>Development of The Education Major</li> </ul>

