

1991

Ed.D. Programs in Child and Youth Studies 1991-1992

Nova University


Follow this and additional works at: https://nsuworks.nova.edu/abe_pgcoursecatalogs

 Part of the [Education Commons](#)

NSUWorks Citation

Nova University, "Ed.D. Programs in Child and Youth Studies 1991-1992" (1991). *Fischler Postgraduate Course Catalogs*. 27.
https://nsuworks.nova.edu/abe_pgcoursecatalogs/27

This Program Overview is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in Fischler Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.



**Ed.D.
PROGRAMS
IN CHILD
AND YOUTH
STUDIES
1991-1992**

 **NOVA**UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION

CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

**Amendment to refund policy:
In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.**

INDIANA DISCLOSURE

**"This institution is regulated by:
The Indiana Commission on Proprietary Education
32 East Washington Street, Suite 804
Indianapolis, Indiana 46204."**

**In-State Toll-Free Number (800) 227-5695
or (317) 232-1320.**

Ed.D. PROGRAMS IN CHILD AND YOUTH STUDIES 1991-1992

Policies and programs set forth in this catalog are effective through June 30, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program / center catalogs, bulletins, and handbooks must carry this information.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.



*Abraham S. Fischler, Ed.D.
President*

President's Message

Since Nova University was chartered in 1964, it has distinguished itself by its innovative outlook, its diverse educational programs that provide both traditional and nontraditional choices, its research in numerous fields, and its service to the community. Throughout the years, Nova has been responsive to the needs of society--adding and changing programs, offering greater accessibility to students, and incorporating the latest in modern technology. Our presence is visible throughout the country and beyond, as our alumni "make their mark" in education and in numerous other fields.

The University continues to grow, with a current enrollment of more than 10,000 students. Committed to the idea that education should not be timebound or placebound, Nova University is truly positioned as a major institution for the 21st century.

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

Nova University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Come to our campus offices or call toll-free for program information:

8:30 A.M. - 5:00 P.M., Monday-Friday

Broward County, Florida 475-7440

Dade County, Florida 940-6447, Ext. 7440

All other areas (800) 541-6682,
Ext. 7440



*Richard Goldman, Ph.D.
Dean*

Dean's Message

A colleague mentioned to me a few years ago that when child, youth, and family issues move from the life section of the newspaper to the front page and business page, persons employed in these fields will finally be recognized as important professionals in society. *The Wall Street Journal*, *Time*, and *The New York Times* recognize the importance of your role in the future of our society. Articles appear on a daily basis in those publications and others that indicate that our society's economic and social survival is based in large part on the expertise of those who work with children and youth.

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child and Youth Care Administrators. Our newest program, the Ed.D. Programs in Child and Youth Studies, matches the needs of a broad array of professionals who work with children from birth through age 18. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada.

I suggest that you study this catalog. If you feel that a match exists between your academic and career aspirations and this program, contact our program staff with your suggestions. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova's child and youth programs for you.

Good luck with your career.

The Center for the Advancement of Education

The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

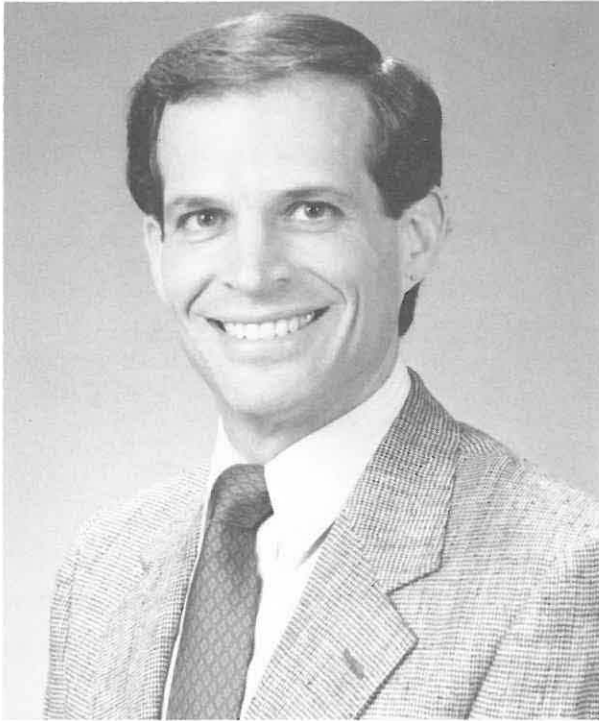
The Center for the Advancement of Education offers:

At the doctoral level--

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Educational Leadership
Ed.D. in Higher Education
Ed.D. in Vocational, Technical,
Occupational Education

At the master's or educational specialist level--

M.S. in Child Care Administration
M.S. in Child and Youth Care
Administration
M.S. in Family Support Studies
M.S. in Speech-Language
Pathology
The GEM Programs, M.S. and
Ed.S. in 20 majors



*Abbey Manburg, Ed.D.
Director*

Director's Message

Many nations of the world are experiencing the turbulence produced by a structural shift from an industrial economy based on the physical production of material goods to a technological economy based on the exchange of ideas, knowledge, and information. This structural shift is having a profound effect upon our institutions--family, education, religion, business, and government. The scope and rate of change are unprecedented, and the effects are cultural, psychological, social, and economic. The central question before us is how this shift will affect society and whether specific segments of society, such as children and youth, will adapt to the pressures, problems, and opportunities of the technological economy.

Although many issues will be important in the years ahead, none will be more important than the development of the critical mass of intellectual capital required to shape our future. What is needed is a new type of leadership, demonstrated by individuals who can develop visions of the future that serve as a conceptual framework to guide policy making at the national, state, and local levels.

The primary goal of the Programs in Child and Youth Studies is to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children and youth.

Program Administration



Mary Ellen Sapp
Director of Practicum



Diana Marcus
Director of Program
Development



Lois Ann Hesser
Program Professor of
Education



Robert Hogan
Program Professor
of Education



Vera Flight
Coordinator of Graduate
Student Development



Robert K. Greene
Practicum Associate



Sue Fassanella
Assistant to the
Director



Christine Stenback
Administrative Assistant



Elizabeth Kennedy
Program Secretary



Isabel Perez
Program Secretary



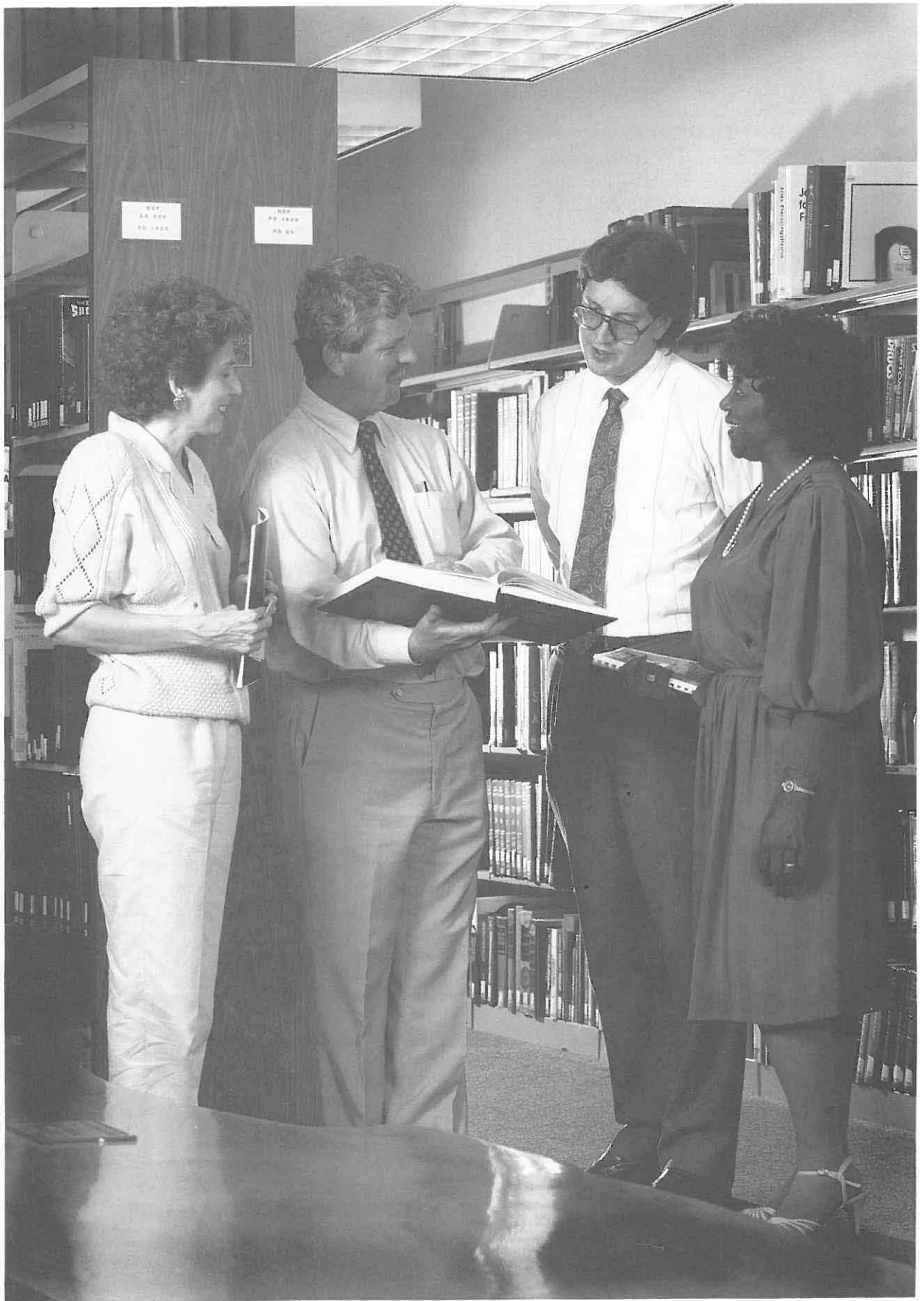
Tania Morales
Program Secretary



Contents

PRESIDENT'S MESSAGE	ii
THE UNIVERSITY	iii
DEAN'S MESSAGE	iv
THE CENTER FOR THE ADVANCEMENT OF EDUCATION	v
DIRECTOR'S MESSAGE	vi
PROGRAM ADMINISTRATION	vii
THE Ed.D. PROGRAMS IN CHILD AND YOUTH STUDIES	1
The Cluster Concept	1
Study Areas	2
Areas of Specialization	2
Summer Institutes	2
Practicums	2
Admission Requirements	3
Acceptance to Program	3
Credits and Certification	3
Grading System	3
Progress Report	3
Program Timelines	4
Counseling Services	4
Faculty and Guest Lecturers	4
Program Costs	4
Other Fees	4
Other Program Expenses	4
Late Fees and Reinstatement Fees	5
Refunds	5
Degree Requirements	5
Course Descriptions	6
Faculty and Staff	10
NOVA UNIVERSITY POLICIES GOVERNING STUDENT RELATIONS	13
STUDENT RIGHTS AND RESPONSIBILITIES	14
NOVA UNIVERSITY LEARNING RESOURCES	26
CENTER FOR THE ADVANCEMENT OF EDUCATION, FACULTY AND ADMINISTRATIVE STAFF	27
NOVA UNIVERSITY BOARD OF TRUSTEES AND ADMINISTRATION	30
NOVA UNIVERSITY DEGREE OFFERINGS	31
APPLICATION PACKET	33

Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.



The Ed.D. Programs in Child and Youth Studies

The mission of the Ed.D. Programs is to improve the lives of children and youth by improving the leadership skills and behaviors of educators and other child and youth professionals whose work affects the quality of life of children between the ages of birth and 18 years. The admission criteria and the doctoral curriculum are derived from this mission. As the programs are designed to improve the delivery of services by modifying attributes of school, social services, and child and youth care program personnel, only men and women who are actively engaged in appropriate positions are admitted. The curriculum, designed to promote the programs' mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the programs' mission, leadership requires action in the areas of education or social service for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem-solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the programs is reflected in the titles of the core curriculum areas: Leadership; Research and Evaluation; Human Development; and Political Processes and Social Issues. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education and social services for children and families also requires a problem-solving orientation on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the programs emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support services needs of children and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that participants should assume a national perspective on child and youth related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and enhancing their problem-solving capabilities, the programs focus on the relationship of theory to practice. Their aim, the improvement of professional skills for their application to educational, health, or social service settings, can be observed in the pervasive application of learning to the students' personal work settings. Practicum requirements for the development of substantive professional improvement projects further exemplify the programs' philosophy and the means for the realization of this objective.

In keeping with the goals of accessibility, the programs are offered in approved locations throughout the United States. The full-day Saturday class session structure permits participation by qualified students who otherwise would be denied access to graduate education.

The Cluster Concept

The Ed.D. Programs in Child and Youth Studies are field-based. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components (study areas, specialization areas, practicums, and summer institutes) together.

The cluster is intended to serve as both an administrative and educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups that meet between seminars to discuss assignments. Program funds are available for arranging for guest lecturers, for hosting special educational events, for initiating community-related activities, and for other educational activities designed by the cluster.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Study Areas

Each study area is designed to involve students in three to nine months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; evaluation procedures; coordination of national guest lecturers' presentations; and commentary on the student's performance. Study guides and books of readings interrelate the study area material. Students meet one Saturday each month for a full day of instruction. Attendance is required at all meetings.

When a cluster completes the three-year period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

The four core study areas are:

- Leadership
- Human Development
- Research and Evaluation
- Political Processes and Social Issues

Areas of Specialization

The choice of specialization offers students the opportunity for intensive study in one of three areas of professional activity and interest.

1. School Management and Instructional Leadership
 - For teachers, teacher trainers, curriculum developers, and resource center personnel
2. Management of Programs for Children and Youth
 - For administrators, supervisors, and coordinators of programs
3. Special Services for Children and Youth/Exceptional Education
 - For special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, and social workers.

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the Ed.D. Program Office.

After reviewing video and audio tapes, study and activity materials, and texts, participants begin preparation for their formal

instructional experience that occurs four days prior to or after the summer institute in the first two years of the program. Faculty-student contact is maintained throughout the preparation period by scheduled telephone and mail communications and through the interaction of faculty and cluster coordinators.

Summer Institutes

The event in the program that brings students together from all clusters is the annual summer institute. This weeklong academic experience provides an opportunity for interaction among students from across North America, with study area and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each institute is planned to reflect a theme that enhances study area and practicum work and provides for a broad perspective concerning issues relevant to the study of children and youth. Students receive preliminary materials to prepare for their active participation in the summer institute events. Experts on the selected theme are present for formal presentations, small group sessions, workshops, informal meetings, and visits to exemplary programs. Students serve as group leaders and facilitators. Field trips provide direct interaction with leaders in their particular work settings.

Each doctoral student must attend two summer institutes. Students are responsible for their travel, room, and meal costs, as well as tuition and materials fees. Students must register and reside in the hotel or site selected for the summer institute. Students must attend the summer institute in years one and two or years two and three.

Practicums

Practicums in the Ed.D. Programs in Child and Youth Studies are creative, problem-solving projects designed to improve a situation, program, or product. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept of the practicum stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Practicums require identification of a significant problem, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their work settings. Instruction in the practicum component is organized into two, daylong cluster sessions. One of these sessions occurs five months after the cluster begins the program; the second occurs halfway through the program.

Students are assigned practicum advisers who provide guidance during the practicum experience.

Admission Requirements

The Ed.D. Programs in Child and Youth Studies seeks competent, experienced professionals actively involved in the field. They serve practitioners who demonstrate leadership abilities and academic competencies and who are committed to improving the quality of life of children and families. Specific requirements for admission to the program include:

- A master's degree in education, child development, child care, or a related field from a regionally accredited institution
- Evidence that the applicant has the academic background to be successful in the program. This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.
- Applicants must occupy a position that requires or allows them to work independently and to have a direct or indirect impact on children and/or youth.
- Three years of work experience with children who are between the ages of birth and 18 years.

Acceptance to Program

Students receive a formal letter of acceptance from the program director upon satisfactory completion of all admissions requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

Credits and Certification

Credits are awarded for work upon satisfactory completion of all requirements.

Leadership I	3	credits
Research and Evaluation I	4	credits
Specialization Session I	6	credits
Summer Institute I	1	credit
Practicum Orientation I	6	credits
Practicum Report I	3	credits
Human Development	12	credits
Specialization Session II	6	credits
Summer Institute II	1	credit
Practicum Orientation II	6	credits
Research and Evaluation II	5	credits
Political Processes and Social Issues	4	credits
Leadership II	3	credits
Practicum Report II	6	credits

TOTAL 66 CREDITS

Because the Nova program differs in many fundamental ways from traditional programs, there is no equivalent course work for which credit could be transferred. Transfer and life work experience credits are, therefore, not accepted in fulfillment of the Ed.D. requirements.

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Grading System

The grading system for the Ed.D. Programs in Child and Youth Studies is as follows:

Grade		Quality Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Progress Report

Students will receive grade reports following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Timelines

The life of the program is 36 months. Students who do not complete requirements within the three years may be granted a fourth year of study by submitting a written request to the program director. However, they must have an approved proposal for Practicum II by the end of 36 months in order to be granted the fourth year. Students may also petition the director of student affairs for a six-month extension beyond the fourth year.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cluster. Students are not guaranteed that there will be a cluster location convenient to them at the time of reentry.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point.

Counseling Services

Administrators, faculty, and staff provide academic counseling before students enter and throughout the doctoral program. Cluster coordinators are available to cluster members for the entire program life.

Faculty and Guest Lecturers

The Ed.D. Programs in Child and Youth Studies is directed by Abbey Manburg. Mary Ellen Sapp is director of practicums, Diana Marcus is director of program development, Lois Ann Hesser is program professor of education, Robert Hogan is program professor of education, and Vera Flight is coordinator of graduate student development. As part of the Center for the Advancement of Education, which is under the direction of Dean Richard Goldman, the program seeks to promote maximum student-faculty interaction.

The following educators serve as senior faculty members for the study and specialization areas: Don Adcock, Anne Berens, Thomas Curtis, Victoria Dimidjian, Charlestine Fairley, Richard Fairley, Vincent Feudo, Warren Groff, Dominic Gullo, William Gunnell, Barton Herrscher, Irvin Howard, Sylvia Jones, Paul Kleine, Susan Lopez, Al P. Mizell, Peggy

Moreno, Clifford Ouder, Polly Peterson, Marilyn Segal, Gerald Sroufe, Denise Stewart, Kenneth Tewel, Jethro Toomer, and Karen VanderVen.

The following serve as practicum advising faculty: William Anderson, Paul Borthwick, Roberta Wong Bouverat, Jerlean Daniel, June Delano, Victoria Dimidjian, Allen Fisher, Richard Goldman, Joseph Gonzalez, Robert Heppler, Georgianna Lowen, Muriel Lundy, Joan Mignerey, Polly Peterson, James A. Poteet, Roberta Schomburg, JoEllen Salce-Rogers, Wanda Slayton, and Mary Staggs. Among the outstanding national lecturers who provide instructional resources for the study areas are: Nicholas Anastasiow, Richard Fairley, Allen Fisher, Adrienne Garcia, Alice Honig, Paul Kleine, Larry Krafft, and Michael Scriven. These prominent, distinguished lecturers have excellent qualifications and bring expertise in a variety of areas related to the broad field of child and youth studies.

Program Costs

Tuition for the Ed.D. Programs in Child and Youth Studies is paid at the rate of \$5,300 per year. Tuition payments are based on \$362 per credit for 43 credits of course work due upon registration. Although each student will take a total of 66 credits, tuition payments are not required for the two practicums (9 and 12 credits) and for the two summer institutes (1 credit each).

Other Fees

A one-time, nonrefundable application fee of \$30 is required and must accompany the completed application. A \$30 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. A materials fee of \$225 will be charged for each summer institute. Other materials fees will be charged as necessary.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dropped from the program. Reinstatement following withdrawal or as a result of being dropped for nonpayment of tuition and fees must be discussed with the program director. A \$250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. Students who are dropped from the program for academic reasons may not reenter the program at a later time.

Refunds

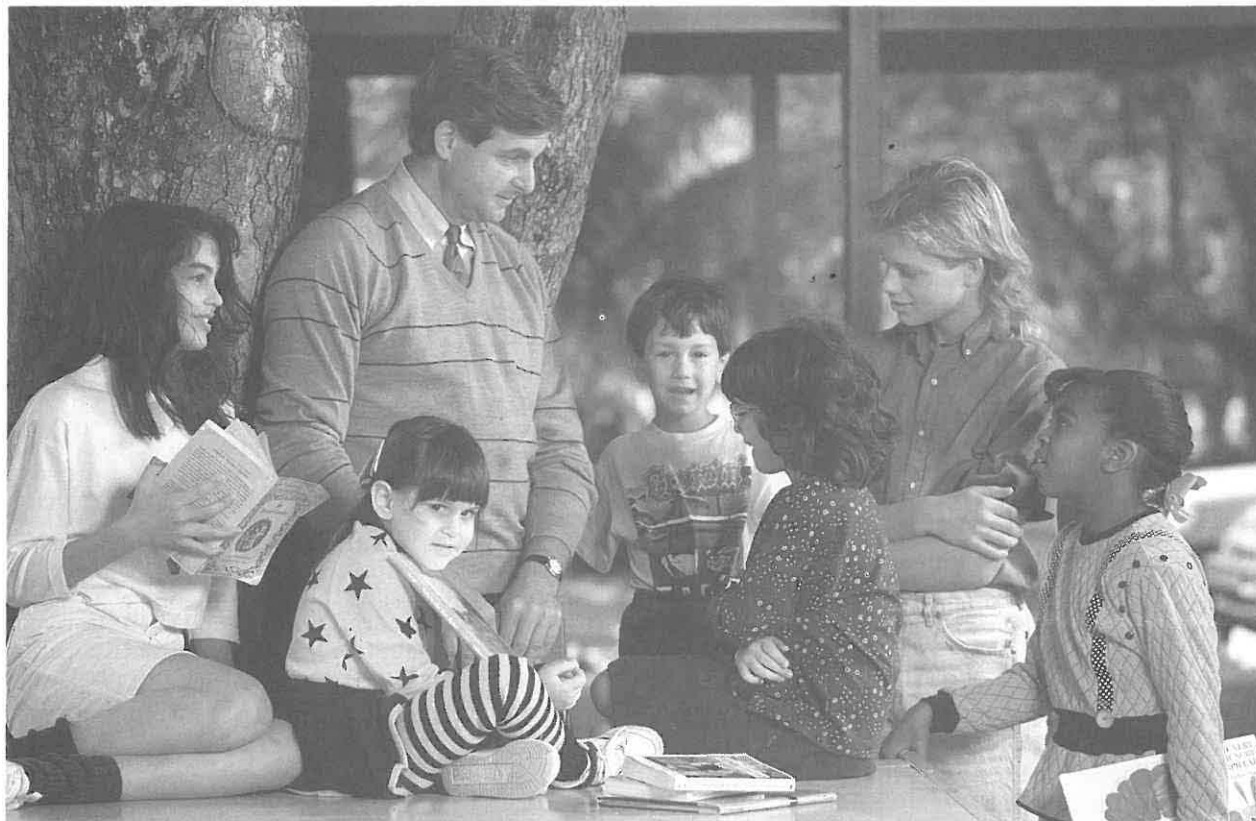
Students who inform the program office, in writing, of their intention to withdraw may be entitled to a refund. Refunds and liabilities are calculated from the date of receipt of written word of the student's intention. The following schedule will be used to determine the percentage of refund: withdrawal after the first session, but prior to the second, 50 percent refund; withdrawal after the second session, but prior to the third session, 15 percent refund.

Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- Completion of all admission requirements;
- Completion of all study area, specialization area, practicum, and summer institute requirements;
- Current status in payments for tuition, fees, materials, and texts; and
- Submission of follow-up questionnaire.

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the Board of Trustees. The Board of Trustees officially confers the degree of doctor of education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in University commencement exercises, held annually in June.



Course Descriptions

The Study Areas

Leadership I Study Area

LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY 3 credits

This course is designed to help students understand (1) macro transitions that are occurring in society; (2) personal and group human resource development; and (3) contemporary social problems as they relate to the development of the potential educational leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

Depending on their areas of professional responsibility, students in Leadership I select from one of the following:
LDR 8421 - LDR 8427

Leadership II Study Area

LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY 3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of education based on a critical analysis of variables affecting educational professionals, (3) demonstrate proactive participation in developing educational programs and policy for the next decade, and (4) develop the skills necessary for becoming a committed transformational leader.

Depending on their area of professional responsibility, students in Leadership II select from one of the following:
LDR 8431 - LDR 8437

Human Development Study Area

HUD 8441 Child and Adolescent Development 3 credits

Theories of cognitive, social, linguistic, and perceptual development of children and adolescents are examined. Information presented is based on current research. Terminology,

current theoretical positions, and educational practices stemming from these positions are stressed.

HUD 8442 Observation and Assessment of Children and Youth 3 credits

This course familiarizes students with the expected characteristics and capabilities of children and adolescents and with instruments and techniques that are used to measure and record normal physical, linguistic, perceptual, intellectual, social, and emotional development. Discussion of appropriate and inappropriate uses of evaluation and assessment techniques will be stressed.

HUD 8443 The Child and Adolescent In Contemporary Society 3 credits

This course focuses on current issues confronting children and youth within society--family, community, and culture. Major emphasis is placed on a study of the changes that are taking place in American families and within the society and the impact of these changes on children and youth.

HUD 8444 Issues In Exceptional Child Development and Education 3 credits

Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children and youth. A sociobiological emphasis in determining the etiology of handicapping conditions is a particular focus of this course. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment, and discrepancies among developmental capabilities of special needs children and adolescents.

Research and Evaluation Study Area

RES 8431 Research and Evaluation I 3 credits

This course provides educational and social service professionals with the skills required to interpret research and assess evaluation procedures. An applications orientation is offered to the understanding and use of statistical tools and research and to the evaluation of paradigms. Essential for today's practitioners, the goal of the course is to equip students to analyze, comprehend, synthesize, and evaluate the research literature.

RES 8432 Tests and Measurements
1 credit

Measurement is a critical ingredient in research and evaluation, as well as in the areas of education, management, and the social services. This course is devoted to an understanding of major problems encountered in establishing the validity and reliability of procedures in research, evaluation, and educational assessment. The focus is upon the selection and interpretation of educational tests.

RES 8433 Research and Evaluation II
3 credits

This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasiexperimental, (3) casual-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 Practicum Research For Professionals
2 credits

Researchers and evaluators have developed the interest and skill to engage in qualitative methods that have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.

Political Processes and Social Issues Study Area

PSI 8451 The Politics of Children's Issues
1 credit

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

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

This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

Areas of Specialization

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods of working with specific audiences, program development and evaluation, legal and ethical issues concerned with the area of specialization, and the personal and political impact of professionals on the children, youth, and families with whom they work. Preparation for the instructional sessions begins three to four months preceding instruction. Students complete readings, activities, and assignments prior to summer instruction. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of the leadership role, and the ability to investigate areas of professional activity.

Specializations

School Management and Instructional Leadership

Curriculum/Program Design and Evaluation
3 credits

Students will explore curriculum development and curriculum design as background for the creation of instructional units from objectives to evaluation to revision. This unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

Depending on their area of professional responsibility, students select from one of the following:

SML 8480 - 8490; SML 8497 - 8499

SML 8495 School-Based Management: Practices and Policy Development
3 credits

The principles for the operation of a school using local control practices and policies are examined. Students then analyze and plan for the operation of a school using school-based management techniques. Funding sources will be explored and a formal grant application will be developed in the area of the student's expertise.

CED 8494 Computer Literacy For Teachers and Administrators
3 credits

An introduction to current technology and its impact on instruction of children and youth. Computer assisted instruction and telecommunications are introduced. Students communicate electronically with fellow students and faculty.

CED 8495 Computer Education: Technology For Teachers and Administrators
3 credits

Students will examine the role of technology in the instruction of children and youth. Computer hardware and software will be demonstrated and assessed for their instructional and cost effectiveness. Hands-on experience is provided.

Special Services for Children and Youth/Exceptional Education

SPS 8471 Individual Differences: Assessment Practices and Curriculum Development
3 credits

Following an in-depth examination of the research on individual differences, the tools and best practices strategies for the identification of developmental discrepancies are reviewed. Techniques designed to improve academic and social competence, as well as functional abilities are demonstrated. Model programs and behavioral change techniques are examined from individual and collaborative team approaches.

SPS 8472 Intervention Strategies and Remedial Services For Exceptional Children and Youth
3 credits

The focus of this course is on the development of intervention strategies and remedial services required by children and youth with exceptionalities. Students assess the educational needs of exceptional populations from a case management perspective. Curriculum models are analyzed and new curriculum, appropriate for specific exceptional populations, is designed and evaluated.

SPS 8473 Ethical, Moral, and Legal Issues Impacting Exceptional Children and Youth
3 credits

This course examines major legislative and judicial decisions affecting the provision of services to exceptional children and youth. Moral development of children with individual needs is traced and ethical considerations are examined. The impact of legal and social concerns such as labeling, peer group affiliations, and parental rights are considered, and federal and selected state guidelines are analyzed.

SPS 8475 Computer Literacy In Exceptional Education
3 credits

An introduction to the use of technology and its impact on exceptional education programs. Students are familiarized with computer assisted instruction and telecommunications. Students will conduct online information searches with commercial databases and will communicate with fellow students and faculty.

Management of Programs for Children and Youth

MCY 8461 Development and Management of Programs For Children and Youth
3 credits

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

MCY 8462 Supervision, Evaluation, and Human Relations Skills In The Workplace
3 credits

This course will provide in-depth study of the human relations skills and interpersonal competencies required for successful management of programs for children and youth. Dimensions necessary for the selection, supervision, and evaluation of personnel and for human relations development and team building will be considered. Questions concerning sexism, racism, and conflict resolution, as well as legal and cross-cultural issues, will be addressed.

MCY 8463 Budgeting and Funding Processes
3 credits

This course provides an overview of the basic concepts and procedures of budgeting, funding processes, and grant writing. Major focus will be on budgeting models and techniques appropriate to various private and public education and social service programs. The relationship of budgeting, goal setting, and planning is also emphasized. Students will develop grants appropriate to their professional positions.

**MCY 8464 Computer Technology:
Applications In The Management of
Programs For Children and Youth
3 credits**

This course investigates current technology and innovative applications to the management of programs for children and youth. Students will seek ways to apply these technological developments to the improvements of administrative processes. Special attention will be given to the requirements of the leader/program manager. Participants will communicate electronically with fellow students and faculty and will conduct online information searches of commercial databases.

Practicums

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

**PCY 8491 Practicum I Orientation
6 credits**

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

**PCY 8492 Practicum I Report
3 credits**

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

**PCY 8493 Practicum II Orientation
6 credits**

Skills related to problem solving are reviewed in light of experiences encountered during the first practicum. Students select major practicum problems within their specialty

areas and appropriate for their instructional levels or professional roles. Completion of this course requires an approved proposal for Practicum II.

**PCY 8494 Practicum Report
6 credits**

A problem of major significance in child and youth studies is identified and documented within the student's area of specialization and appropriate to the instructional level or professional role of the student. After approval of a written proposal by practicum faculty, the student implements a solution and evaluates its effectiveness. A written report documents the entire procedure.

Summer Institute

Summer Institute: A weeklong academic experience that provides for interaction among student, faculty, coordinators, and national guest lecturers from across North America. Each institute is planned to reflect a theme that enhances study area and practicum work and provides for a broad perspective concerning issues relevant to the study of children and youth.

**SED 7522 Leadership and Management
1 credit**

This weeklong seminar, held in Fort Lauderdale, Florida, focuses on issues in leadership, management, administration, and supervision of programs for children and youth. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance the student's knowledge and ability in the areas of leadership and management.

**SED 7523 The Professional As Child and Youth Advocate
1 credit**

This weeklong institute, held in Washington, D.C., provides direct experience in developing and practicing advocacy skills. Students meet with legislators and representatives of advocacy groups for children and youth, visit embassies, and take field trips to model programs. Students make a commitment to advocacy projects in their communities.

Continuing Services

EDU 8501 FOURTH YEAR

**EDU 8502 SIX-MONTH EXTENSION
(Beyond Fourth Year)**

Faculty and Staff

DONALD ADCOCK
Senior Faculty Member
B.A. Colorado College
Ph.D. Nova University

WILLIAM W. ANDERSON
Practicum Adviser
A.B. Asbury College
M.S. University of Virginia
Ed.D. University of Virginia

CAROLE BENEDICT
Coordinator of Marketing

ANNE BERENS
Senior Faculty Member
B.A. University of Colorado
M.A. University of Hawaii
Ph.D. York University

PAUL B. BORTHWICK, JR.
Practicum Adviser
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

ROBERTA WONG BOUVERAT
Practicum Adviser
B.A. Western Washington University
M.Ed. Western Washington University
Ph.D. Ohio State University

THOMAS CURTIS
Senior Faculty Member
B.S. Butler University
M.A. State College of Iowa
Ph.D. Southern Illinois University

JERLEAN DANIEL
Practicum Adviser
B.A. University of Pittsburgh
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

JUNE S. DELANO
Practicum Adviser
B.S. Southern Connecticut State College
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

VICTORIA DIMIDJIAN
Senior Faculty Member and Practicum Adviser
B.A. Harpur College
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

CHARLESTINE FAIRLEY
Senior Faculty Member
B.A. Delaware State College
M.Ed. South Carolina State College
Ph.D. University of South Carolina

RICHARD FAIRLEY
Senior Faculty Member and Guest Lecturer
B.A. Dartmouth College
M.A. Stanford University
Ed.D. University of Massachusetts

SUE FASSANELLA
Assistant to the Director

VINCENT FEUDO
Senior Faculty Member
B.A. Marquette University
M.Ed. Boston State College
M.Ed. University of Hawaii
Ph.D. University of North Carolina

ALLEN FISHER
Practicum Adviser
B.S. Florida A & M University
M.Ed. Florida A & M University
Ph.D. University of Connecticut

VERA FLIGHT
Coordinator of Graduate Student Development
B.S. Eastern Connecticut State University
M.S. Nova University

RICHARD GOLDMAN
Center Dean and Practicum Adviser
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

JOSEPH GONZALEZ
Practicum Adviser
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE
Practicum Associate
B.A. Florida Atlantic University

WARREN GROFF
Senior Faculty Member
B.Ed. Millersville State College
M.Ed. Pennsylvania State University
Ed.D. Temple University

DOMINIC GULLO
Senior Faculty Member
B.S. University of Wisconsin
M.S. University of Wisconsin
Ph.D. Indiana University

WILLIAM GUNNELL
Cluster Coordinator and
Senior Faculty Member
B.A. University of Mississippi
M.Ed. Southeastern Louisiana University
Ed.D. East Texas State University

ANTOINETTE HEPPLER
Director, Instructional Resources Center
B.S. Nova University
M.S. Nova University

ROBERT HEPPLER
Practicum Adviser
B.S. St. Joseph's University
M.A. St. Joseph's University
Ph.D. Pennsylvania State University

BARTON HERRSCHER
Senior Faculty Member
A.A. Harris Junior College
B.A. Harris Teachers College
M.Ed. Southern Methodist University
Ed.D. University of California

LOIS ANN HESSER
Program Professor of Education
B.S. State University of New York
at Potsdam
M.S. State University of New York
at Potsdam
Ed.D. State University of New York at Albany

ROBERT HOGAN
Program Professor of Education
B.A. New York University
M.S. New York University
Ed.D. University of Central Florida

IRVIN HOWARD
Senior Faculty Member
B.S. Illinois State University
M.S. Illinois State University
Ed.D. Illinois State University

SYLVIA JONES
Senior Faculty Member
B.A. University of North Carolina
M.S. University of Michigan
Ph.D. University of Michigan

ELIZABETH KENNEDY
Program Secretary

PAUL KLEINE
Senior Faculty Member
B.S. Concordia Teachers College
M.A. Washington University
Ph.D. Washington University

SUSAN LOPEZ
Senior Faculty Member
B.A. Texas Christian University
M.A. Gallaudet College
Ph.D. University of Virginia

GEORGIANNA LOWEN
Practicum Adviser
B.A. Wellesley College
M.S. Florida State University
Ed.D. University of Southern Mississippi

MURIEL LUNDY
Practicum Adviser
B.Ed. Kent State University
M.Ed. Boston University
Ed.D. University of North Carolina

ABBEY MANBURG
Program Director
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY
Practicum Adviser
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

AL P. MIZELL
Senior Faculty Member
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

TANIA MORALES
Program Secretary

PEGGY MORENO
Senior Faculty Member and Practicum Adviser
B.A. University of Florida
M.Ed. University of Florida
Ed.D. University of Florida

CLIFFORD OUDER
Senior Faculty Member
B.A. Southeastern Louisiana University
M.Ed. Southeastern Louisiana University
Ed.D. University of New Orleans

ISABEL PEREZ
Program Secretary

POLLY PETERSON
Senior Faculty Member and Practicum Adviser
B.S. University of Michigan
M.A. Michigan State University
Ph.D. Michigan State University

ELIZABETH A. POLINER
Director of Information Retrieval Services
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

JAMES A. POTEET
Practicum Adviser
B.A. Michigan State University
M.A. Michigan State University
Ph.D. Purdue University

JOELLEN SALCE-ROGERS
Practicum Adviser
B.A. Florida State University
M.S. Florida International University
Ph.D. Florida State University

MARY ELLEN SAPP
Director of Practicums
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

ROBERTA McNAUGHTON SCHOMBURG
Practicum Adviser
B.A. Macalester College
M.Ed. Salem State College
Ph.D. University of Pittsburgh

MARILYN SEGAL
Senior Faculty Member
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

STEPHEN SIPLET
Director of Student Affairs and Admissions
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

WANDA SLAYTON
Practicum Adviser
B.A. Florida Atlantic University
M.S. Florida International University
Ph.D. University of Miami

GERALD SROUFE
Senior Faculty Member
A.B. North Central College
Ph.D. The University of Chicago

MARY STAGGS
Practicum Adviser
B.S. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Florida Atlantic University

CHRISTINE STENBACK
Administrative Assistant
Practicums Department

DENISE STEWART
Senior Faculty Member
B.S. Temple University
M.A. University of Minnesota
Ed.D. Temple University

KENNETH TEWEL
Senior Faculty Member
B.A. Queens College
Ph.D. Union Institute

JETHRO TOOMER, JR.
Senior Faculty Member
B.A. Morehouse College
M.Ed. Temple University
Ph.D. Temple University

KAREN VANDERVEN
Senior Faculty Member
A.B. Vassar College
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

Nova University Policies Governing Student Relations

General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

I. Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others; and
- j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie 475-7070
Lauderhill 486-3663
Coral Springs 753-7020

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative
Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony

and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

Federal Trafficking Penalties

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY	
	2nd Offense	1st Offense				1st Offense	2nd Offense
I and II	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
	500-4,999 gm mixture	COCAINE	5 kg or more mixture				
	5-49 gm mixture	COCAINE BASE	50 gm or more mixture				
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			1-10 gm mixture	LSD	10 gm or more mixture		
	40-399 gm mixture	FENTANYL	400 gm or more mixture				
	10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture				

Drug	Quantity	First Offense	Second Offense
Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES	TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME	
			Physical	Psychological							
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16 ¹	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine ¹	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy anti-nauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

¹ Designated a narcotic under the CSA

² Not designated a narcotic under the CSA

Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below *must* be designated as nonsmoking areas:

Classrooms
Restrooms
Water fountain areas
Elevators
Libraries
Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

Private offices
Lounges
Private conference and meeting rooms
Open work areas--if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a

fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts

and off-site coordinators, but shall not include the following persons:

- a. Members of the Board of Trustees
- b. Guest lecturers
- c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement

to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.

4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted

requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
 - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
 - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
 3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
 4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
 5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing

others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

- B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
 2. Submission to or rejection of such conduct affects academic decisions; or
 3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
 4. Unwelcome patting, pinching, or touching;
 5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information:

a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7410.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1991-92 academic year are April 1, 1991, and May 1, 1992.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, toll-free: (800) 541-6682, Ext. 5695. All others, call (305) 370-5695.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veteran's Training, Florida Department of Veteran's Affairs. Eligible veterans and veterans' dependents should contact the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, or telephone (305) 370-5685.

Veterans' Benefits for Off-Campus Graduate Programs

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 (or grade of B) each evaluation period (e.g., term, semester, quarter). He or she also must meet any skill or technical requirements of his or her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the Bureau of State Approval for Veteran's Training, Florida Department of Veteran's Affairs. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next

evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Nova University Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. The media center for pre-kindergarten through middle school students is located in the University School building, and for high school students it is located in the Sonken Building. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 920-1909.

The LAW LIBRARY is in the Leo Goodwin, Sr., Law Building at 3100 SW 9th Avenue, Fort Lauderdale. The library collection, now more than 250,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for the United Nations' documents. The Law Center also houses a majority of the U.S. Government documents that are deposited with Nova University.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

STUDENT IDENTIFICATION: students are

required to have a student I.D. card for library use. The student I.D. is issued in the registrar's office on the third floor of the Parker Building.

Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the laboratory provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

The Center houses a growing library of instructional materials such as 16 mm films, videotapes, filmstrips, slide/tape presentations, audio tapes, and kits for students and faculty use. Full A/V equipment services are also available through the department.

Computing Facilities

The University's Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed more than 100,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 350 databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 200 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.

Center for the Advancement of Education, Faculty and Administrative Staff

THELMA ALBRITTON

Associate Director, Master's Program in
Speech-Language Pathology
A.B. Greensboro College
M.Ed. University of Oregon

CAROLE BENEDICT

Coordinator of Marketing
Center for the Advancement of Education

PAUL B. BORTHWICK, JR.

Assistant Director, GEM Programs
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

ADA CHRISTIE

Assistant to the Director
Ed.D. Programs for Higher Education

CLAYTON CONDIT

Recruiting Assistant
Western Programs
B.S. University of San Francisco

JOANN CONDIT

Assistant Coordinator of
Western Programs

MARA CONWAY

Student Adviser
GEM Programs
B.A. University of Kentucky

CARMEN E. DUMAS

Director of Practicums
GEM Programs
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

LLOYD A. DUVALL

Director, National Ed.D.
Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

CHARLES L. FAIRES

Associate Director
National Ed.D. Program for
Educational Leaders
B.S. Northern Arizona University
M.S. The University of Georgia
Ph.D. Kent State University

SUE FASSANELLA

Assistant to the Director
Ed.D. Programs in Child and Youth Studies

NANCY FIRPO

Speech Pathologist
Communication Disorders Center
B.S. University of Miami
M.S. Nova University

DAVID S. FLIGHT

Program Professor/Practicum Adviser
National Ed.D. Program for Educational
Leaders
A.B. University of Pennsylvania
M.A. Teachers College,
Columbia University
Ph.D. The University of Chicago

VERA FLIGHT

Coordinator of Graduate Student Development
Ed.D. Programs in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova University

ELANE FRIEDEL

Audiologist
Communication Disorders Center
B.S. Emory University
M.S. Emory University

FRAN FRIEDMAN

Speech Pathologist
Communication Disorders Center
B.A. Herbert H. Lehman College
M.A. Herbert H. Lehman College

RICHARD GOLDMAN

Dean, Center for the Advancement
of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

JOSEPH GONZALEZ

Coordinator of Curriculum and Research
Master's Program in Speech-Language
Pathology
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE

Practicum Associate
Ed.D. Programs in Child and Youth Studies
B.A. Florida Atlantic University

MARILYN K. GRISH

Broward County School Board Liaison
B.S. Eastern Michigan University
M.A. Eastern Michigan University
Ed.D. Nova University

EDIE R. HAPNER

Speech Pathologist
Communication Disorders Center
B.S. University of Missouri
M.S. Fontbonne College

TONI HEPPLER

Director, Center for Media and Technology
B.S. Nova University
M.S. Nova University

LOIS ANN HESSER
Program Professor
Ed.D. Programs in Child and Youth Studies
B.S. State University of New York at Potsdam
M.S. State University of New York at Potsdam
Ed.D. State University of New York
at Albany

RONALD K. HIRST
Program Professor
GEM Programs
B.A. University of Central Florida
M.Ed. University of Central Florida
Ed.D. University of Central Florida

ROBERT P. HOGAN
Program Professor
Ed.D. Programs in Child and Youth Studies
B.A. New York University
M.S. New York University
Ed.D. University of Central Florida

RALPH HOGGES
Program Professor
Master's Programs for Child Care, Youth Care,
and Family Support
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova University

JOAN D. HORN
Coordinator of Practicums, GEM Programs
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova University

MARY KREUTZER
Student Adviser
GEM Programs
B.S. Trenton State College

SIDI LAKHDAR
Program Professor
GEM Programs
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

ABBEY MANBURG
Director, Ed.D. Programs in Child and Youth
Studies
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development
Ed.D. Programs in Child and Youth Studies
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY
Program Professor/Practicum Adviser
National Ed.D. Program for Educational
Leaders
B.S. The Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

ROBERT C. MILES
Director of Licensure and State Relations
B.S. University of Oklahoma
B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

JACK MILLS
Director, Master's Program in Speech-
Language Pathology
B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

PETER K. MILLS
Associate Director, Ed.D. Programs for
Higher Education
B.A. Saint Peter's College
Ed.M. Rutgers University
Ed.D. Rutgers University

AL P. MIZELL
Director of Technology
Center for the Advancement of Education
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

JEFFREY A. MORGEN
Program Professor
GEM Programs
B.A. Northern Michigan University
M.S. St. John's University
Ed.S. Western Illinois University
Ph.D. University of Oregon

ROSS E. MORETON
Director, Ed.D. Programs for Higher Education
B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. The University of Mississippi

DEO NELLIS
Director, Western Programs
B.A. State University of New York at Buffalo
M.S. Nova University
Ed.D. Nova University

RON NEWELL
Program Professor/Practicum Adviser
National Ed.D. Program for
Educational Leaders
B.S. Southern Illinois University
M.S. Southern Illinois University
Ed.D. University of Arizona

GAIL NEWMAN
Speech Pathologist
Master's Program in Speech-
Language Pathology
B.A. Temple University
M.A. Temple University

BARBARA PACKER
Coordinator of Audiology and Aural
Rehabilitation
Master's Program in Speech-
Language Pathology
B.A. Rutgers University
M.S. Columbia University

MARTIN B. PARKS
Program Professor, Ed.D. Programs for
Higher Education
B.A. East Washington University
B.A. East Washington University
Ph.D. The Ohio State University

JOHANNE PECK
Director, GEM Programs
B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

ELIZABETH A. POLINER
Director, Information Retrieval Service
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

NORMAN W. POWELL, JR.
Director, Master's Programs for Child Care,
Youth Care, and Family Support
B.A. American University
M.Ed. American University
Ed.D. American University

SYLVIA PRANT
Assistant to the Director
Master's Programs for Child Care, Youth Care,
and Family Support
B.S. Nova University

JORGE R. PUJOLS
PC Specialist/Network Administrator
Center for the Advancement of Education
B.S. Florida Atlantic University

THOMAS H. QUINLAN
Program Professor, Ed.D. Programs for
Higher Education
B.S.Ed. Miami University
M.A. University of Michigan
Ed.D. Virginia Polytechnic Institute and State
University

PAM RAYNOR
Assistant to the Director
GEM Programs

NANCY RIBBLER
Coordinator of Internships
M.S. Program in Speech-
Language Pathology
B.A. University of Michigan
M.A. California State University, Fresno

WILMA J. ROBLES-MARTINEZ
Program Professor
GEM Programs
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid,
Spain

KAREN ROCKEY
Assistant to the Director
National Ed.D. Program for Educational
Leaders

MARY ELLEN SAPP
Director of Practicums
Ed.D. Programs in Child and Youth Studies
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

MARILYN SEGAL
Dean, The Family and School Center; Senior
Faculty Member, Ed.D. Programs in Child and
Youth Studies
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SELDINE
Student Adviser
GEM Programs
B.A. University of South Florida
M. Ed. Florida Atlantic University

THRISHA G. SHIVER
Director of Academic Services
National Ed.D. Program for Educational
Leaders
B.S. Howard University
M.S. Florida International University
Ph.D. The Pennsylvania State University

STEPHEN I. SIPLET
Director, Student Affairs and Admissions
Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

J. DONALD STANIER
Assistant Dean for Research and Program
Development, Center for the Advancement
of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS
Operations Manager
Center for the Advancement of Education

SHELLEY VICTOR
Coordinator of Communication
Disorders Center
Master's Program in Speech-Language
Pathology
B.A. State University of New York at
Stony Brook
M.A. University of Miami

Nova University Board of Trustees

Ray Ferrero, Jr.
Chairman
Abraham S. Fischler
President
W. Tinsley Ellis
Secretary
Theodore K. Friedt
Harry A. Gampel
Linda L. Gill
William D. Horvitz
Jack L. LaBonte

Marshall B. Lytle II
Mary R. McCahill
Chairman Emeritus
August C. Paoli
Gabriel A. Rosica
David H. Rush
Harry L. Smith
Robert A. Steele
Howard P. Swanson
Michael J. Velsmid

Ex Officio:

Joseph R. Millsaps
Kenneth J. Weil

Current president, Alumni Association-International

James Farquhar
Chairman Emeritus (retired)

Honorary Trustees

Robert O. Barber
George W. English
Hamilton Forman

Louis W. Parker
Myron I. Segal, M.D.
J. Wallace Wrightson

Nova University Administration

ABRAHAM S. FISCHLER, *President*
STEPHEN L. GOLDSTEIN, *Vice-President for Corporate and
Foundation Relations*
HELEN F. GRAHAM, *Director of Human Resources*
JAMES G. GUERDON, *Vice-President for Administration
and Finance*
OVID C. LEWIS, *Vice-President for Academic and Student Affairs*
RICHARD G. MILLER, *Vice-President for University Relations
and Development*
JOHN A. SCIGLIANO, *Vice-President for Computer and Information
Technology*

Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

Business Administration (D.B.A.)
Human Resource Management
(D.B.A./H.R.M.)
International Management
(D.B.A./I.M.)

Doctor of Education (Ed.D.) in:

Adult Education
Child and Youth Studies
Computer Education
Educational Leadership
Higher Education
Vocational, Technical,
Occupational Education

Doctor of International Business

Administration (D.I.B.A.) in:
International Business Administration

Doctor of Science (Sc.D.) in:

Computer Science
Information Science
Information Systems
Training and Learning

Doctor of Philosophy (Ph.D.) in:

Clinical Psychology
Family Therapy
Oceanography

Doctor of Psychology (Psy.D.) in:

Clinical Psychology

Doctor of Public Administration

(D.P.A.) in:
Public Administration

Juris Doctor (J.D.) in:

Law

Specialist Degrees

Educational Specialist (Ed.S.) in:

Computer Education
Computer-Based Learning
Education (20 majors)

Master's Degrees

Executive Master of Business Administration in Banking (M.B.A./Ex.) in:

Business Administration

Executive Master of Business Administration in Real Estate Development and Management (M.B.A./R.E.) in:

Business Administration

Master of Accounting (M.Acc.) in:

Accounting

Master of Business Administration (M.B.A.) in:

Business Administration

Master of International Business Administration (M.I.B.A.) in:

International Business Administration

Master of Public Administration (M.P.A.) in:

Public Administration

Master of Science (M.S.) in:

Child and Youth Care
Administration
Child Care Administration
Coastal Zone Management
Computer-Based Learning
Computer Education
Computer Information Systems
Computer Science
Education (20 majors)
Family Support Studies
Family Therapy
Gerontology
Health Services Administration
Human Resource Management
Human Services
Information Systems
Information Technology and Resource
Management
Marine Biology
Mental Health Counseling
School Guidance
Speech-Language Pathology
Training and Learning

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting
Administrative Studies
Applied Professional Studies
Business Administration
Community Psychology
Computer Engineering
Computer Information Systems
Computer Science
Computer Systems
Elementary Education
Exceptional Education
General Psychology
General Studies
Hospitality Management
Legal Studies (pre-law)
Life Sciences (pre-med)
Ocean Studies
Professional Management
Secondary Education

Bachelor of Arts (B.A.) in:

Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the student; except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of Human Resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under Federal Law to enroll nonimmigrant alien students.

The Nova University general policies on Student Relations are on file in the Office of the University Registrar.

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.

Application Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Ed.D. Programs in Child and Youth Studies. Included here are:

- A graduate admissions application
- Supplementary application and narrative section
- Three admissions recommendation forms
- Two transcript request forms
- Personal application record.



NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
Ed.D. Programs in Child and Youth Studies
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031 or (800) 541-6682, Ext. 7031

Cluster Code	_____
Major Code	827
Degree Objective	EDY
S - PR	_____
AC - GST	_____
AA - X	_____
AT - GRM	_____

Official Use Only

Graduate Admissions Application Ed.D. Programs in Child and Youth Studies

To the applicant: We welcome your application. If at any point you are uncertain about the application process, you are encouraged to write or call the Program Office.

Please send this completed form and your \$30.00 check (application fee) payable to Nova University.
Receipt of these two items establishes your personal file.

NOTE: All application material must be mailed directly to:
Director
Ed.D. Programs in Child and Youth Studies
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Expected starting date _____ / _____ / _____ Cluster Location _____
Mo. Day Year City State
 Soc. Sec.# _____ / _____ / _____ Sex: () Male () Female Date of birth _____ / _____ / _____
Mo. Day Year

 Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number _____ () _____ () _____
 City State Zip Home Telephone Business Telephone/Ext.

Mailing Address While Attending Nova (local if applicable) City State Zip

Emergency Contact:

 Name Street and Number _____ () _____ () _____
 City State Zip Home Telephone Business Telephone/Extension

Academic Goal: Ed.D. Programs in Child and Youth Studies

Please list all colleges and universities attended. **An official copy of your master's transcript is required.**

Send it to: Director
Ed.D. Programs in Child and Youth Studies
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314:

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree (B.S., M.S., Ed.S.)	G.P.A.

Citizenship Status:

U.S. citizen Do you require an I-20? Yes _____ No _____
 Non resident alien If you have a visa, indicate status code _____
 Resident alien Country of citizenship _____
 Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office (305) 370-5695

Ethnic Origin Data (this information is requested for reporting purposes only):

Check one of the following: Hispanic origin
 White (not of Hispanic origin) Asian or Pacific Islander
 Black (not of Hispanic origin) American Indian or Native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? Yes No If NO, in what program were you enrolled? _____

Financial Aid:

Have you applied for Financial Aid? Yes No
 Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? Yes No
 If yes, when was the F.A.F. sent to Princeton, New Jersey? _____
 Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant's Signature

Date



CENTER FOR THE ADVANCEMENT OF EDUCATION
 Ed.D. Programs in Child and Youth Studies
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7031 or (800) 541-6682, Ext. 7031

Supplementary Application Ed.D. Programs in Child and Youth Studies

Name _____ Cluster Location _____

Address _____

Street

City

State

Zip

Home Telephone (____) _____

Employer _____

Business Address _____

Street and Number

City

State

Zip

Business Telephone (____) _____

Professional Information

1. Present Position (Job Title) _____

Please attach a copy of your teaching or administrative certificate, if applicable.

Job Responsibilities (include specific function and level)

2. Area of Specialization

Indicate the area of specialization that is appropriate for you. Your current position determines the area of specialization, the focus of the practicums, and may determine reimbursement policies dictated by your employer.

_____ **Management of Programs for Children and Youth**
 Appropriate for administrators, supervisors, coordinators, department heads.

_____ **School Management and Instructional Leadership**
 Appropriate for teachers, teacher trainers, curriculum developers.

_____ **Special Services/Exceptional Education**
 Appropriate for special educators, counselors, school psychologists, social workers, residential and youth care workers, nurses.

3. Previous Positions. Please list previous employment in chronological order beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

4. Recommendations:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor. Please use the enclosed forms when requesting recommendations.

1. _____ (____) _____
Name Title Telephone

2. _____ (____) _____
Name Title Telephone

3. _____ (____) _____
Name Title Telephone

5. List any additional professional and/or career related experiences you have had:
(e.g., workshop leader, adjunct faculty, conference leader, keynoter, etc.)
Please attach resume.

6. List below the titles of any professional writing you may have done in the past. Please include undergraduate honors theses, master's thesis, publications, work related projects, grants, etc.

Narrative Section

7. Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet or sheets of paper. Answers to these questions will be assessed for content, organization, and critical thinking and writing skills, and as an indication of your potential to perform successfully in this program. **Submit all four responses with the supplementary application cover sheet.**
- a. The attached article, "A Leadership Challenge" by Hy Resnick, presents the argument that positive change in organizations is not haphazard, but the result of careful, detailed planning. Although Resnick is discussing one domain of working with children, his thesis has important implications for other fields as well. Discuss the ideas presented and apply them to your own work setting.
 - b. People in leadership positions must assume the role of change agent. Reflect on your own work setting. Describe a situation that needs improvement and discuss what you visualize yourself doing to effect positive change.
 - c. The fields of education and human service are undergoing rapid change. From your area of specialization, discuss current trends and their implication for the future of services to children and families. Substantiate your responses with references to current literature.
Please include citations.
 - d. Describe the professional experience that was personally most rewarding to you.
8. A telephone conference with a member of the Admissions Committee is required of each applicant. Please indicate below the best day and time for this conference.

Day of the Week _____

Time of Day _____

Telephone Number (____) _____

Acknowledgement of Program Requirements:

I understand that the broad requirements for the program include passing each of the study areas, successfully performing and reporting upon a sequence of practicums, and attending two summer instruction sessions and two summer institutes.

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Signature _____ Date _____

Mail completed application to:

Director
Ed.D. Programs in Child and Youth Studies
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

A Leadership Challenge

Hy Resnick, Ph.D.

Managing Organizational Change in Youth Care Agencies

Managers are fond of saying that change is the only constant in their work. Either we manage change or we are managed by change (Oppenheimer, 1955). Managers of youth care organizations today face a demand for change in their organiza-

tions if only because change is so pervasive in the world around them.

Managing change means planning and organizing a sequence of activities (staff meetings, informal conferences, memos, retreats, etc.) that promotes administrative and staff team-

work towards desirable changes in policies, programs, organizational culture, physical environment, procedures, or relationships. Such change in a youth care organization may lead to improved services, more efficient and cost-effective operations, or better morale (Bennis, Bennis, & Chin, 1975; Brager & Holloway, 1978). Some examples follow:

- Changing the physical environment, e.g., eliminating a physical barrier in the dining room of a group home so young residents can interact more with each other (or erecting one so they can interact less).
- Changes in word or data processing activities to upgrade clerical functions, improve their morale, and speed the work.
- Reducing, increasing, or eliminating a program because of cost, quality, duplication, or change in need.
- Introducing a training program for board members to enhance their knowledge of board policies or to improve their skill in group decision-making, public speaking, or fund raising.

All of these organizational changes should be managed according to a set of principles of change. This paper will focus on and offer some preliminary answers to the following questions:

- What are some of the *erroneous assumptions* youth care managers make about people and change?
- What *preconditions for change*

continues



“One assumption often made by youth care managers is that staff resist change . . . people do not necessarily resist change, but resist BEING CHANGED.”

are desirable before a manager begins a change project?

— What basic *dimensions of change* should managers be aware of?

— What *principles of successful change* should guide the design and implementation of a manager's program for organizational change?

— What is *resistance to change* and where does it come from?

Erroneous Assumptions

One assumption often made by youth care managers is that staff resist change. Mogeson, an industrial psychologist, clarified the limitations of this notion by noting that people do not necessarily resist change, but resist **being changed** (Myers, 1978). Low and middle echelon staff often have useful ideas about what needs changing in their work place, but they rarely are given the opportunity to suggest or make changes themselves (Patti & Resnick, 1972). Instead, changes often are "done" to them. When this occurs there is a tendency to resist these changes — to resist being changed. If staff were asked more often about what changes they wish, this assumption about staff resistance might wither away in the face of their innovative and practical ideas for change (Kantor, 1983).

A second assumption is that the **planning** of a change in one's department or organization can be kept separate from the **implementation** of that change (Weatherley & Lipsky, 1977). Managers often assume that the planning of an organizational change is best done by management and implementation of a change is best performed by staff. Unfortunately, many have learned the painful lesson that the staff who implement a change have sufficient resistive power to block the best of management's planned changes. This is especially true when it upsets the established work equilibrium. Managers of youth care organizations must learn how to make the staff *partners* in the change process. Staff needs to be brought in *prior* to the implementation of a change. It is preferable to get the staff involved as *early* as pos-

sible in the planning phase (Patti & Resnick, 1984).

A third common assumption is that any change can be managed effectively regardless of its context within the organization (Weissman, Epstein, & Savage, 1983; Snyder, 1982). For example, if a youth service agency's recent history includes many changes, then staff, management, or both may be experiencing overload. No matter how sound or important the new change might be, those affected will find it difficult to support the change. If there is a climate of fear or distress in the organization, ideas for change may be met with resistance, indifference, or both. Such problems in an agency must be dealt with directly and openly before a change project can be launched. Change projects that are perfectly sound may be resisted because of these contextual problems.

Probably no other factor so powerfully and so adversely affects the management of change as a lack of trust between youth care staff and management (Kennedy, 1981). Most workers want to help the young people they work with get the best out of life. If these youth care workers see that their supervisors and executives also are trying to achieve this goal, an open and trusting climate can be established in the organization. Unfortunately, *trust tends to be unstable whereas distrust is more unstable*. This means staff and management have to put more energy in trusting each other than into distrusting each other.

4. Funds and the necessary expertise are available to implement changes. At a minimum, three kinds of expertise are needed: (a) skills on the part of management to persuade, motivate, and lead staff groups in-

“A second assumption is that the planning of a change in one's department or organization can be kept separate from the implementation of the change.”

Preconditions for Change

Five preconditions for change are cast here in ideal terms. It is unrealistic to expect that all of these preconditions will be fully met.

1. A widespread agreement exists that a particular problem needs to be solved. For a change to be accepted and implemented, many levels of the organization need to agree that the change is necessary. Otherwise, managers may be pushing for a change that the staff will resist.

2. A top administrator supports the change in the belief that it will be of both personal and organizational benefit.

3. Administration and staff trust one another. Trust may be difficult to maintain in youth service organizations, but it is essential to do so.

involved in a change process; (b) knowledge of the dynamics of organizations and how they work during periods of change; and (c) a special knowledge of informal groups and networks in order to assess their potential as positive or negative forces in change. Money also needs to be available to pay for everything from staff retraining courses to new equipment.

5. A positive history of change exists in the organization. Frequent and excessive change can lead to exhaustion, even if the change is perceived positively by the staff. If there have been too many inflated promises about what change can bring, cynicism about change should result. Both exhaustion and cynicism in an or-

ganization are forces that often prevent staff from supporting further change efforts.

Dimensions of Change

Once the preconditions for change are met, a working familiarity with the following dimensions of the change process can positively influence a change effort (Zaltman, Duncan, & Holbek, 1973).

Five dimensions of special import:

1. Relative advantage of the posed change.

This relative advantage can take the form of

— Greater efficiency. For example, a change project might introduce a new procedure that is easier or quicker to perform than before.

— Reduced conflict between departments or between the financial manager and the program director.

— Increased job satisfaction. For example, if the social work staff shifted from doing group orientation interviews, their group work skills should improve, thereby increasing their sense of job satisfaction.

Or if staff are told to change jobs, they may resist simply because the change requires a move from a comfortable set of peer relationships to an unknown set of peer relationships!

3. Divisibility.

Divisibility refers to how limited in scale an organizational change can be. If changes can be implemented on a limited scale, the likelihood of acceptance becomes much greater. This is a desirable characteristic to have in a change project because extensive organizational changes, regardless of merit, have difficulty gaining acceptance. Understandably, the very magnitude of some changes may rule out their acceptance.

4. Reversibility.

Sometimes even carefully designed change projects do not have the effect desired. Reversibility refers to how easy it is to back out of a change project once it has gotten started. The easier it is the better. In fact, change projects that are easy to reverse are more likely to be approved in the first place.

5. Complexity.

Complex change projects are not

system to backslide.

Principle #1

To change a unit or some aspect of a unit, relevant aspects of that unit's environment in the organization must also be changed (Monane, 1967). An example from industry may serve to illustrate this point:

In a doll factory a number of years ago, a group of workers on a mass assembly line suggested a change to their supervisors. They suggested that the speed of the assembly line be increased in the morning and decreased in the afternoon. Because they were fresh in the morning, they felt they could handle a higher speed than in the afternoon, when they felt more fatigued. The supervisor, who was new to his job, made the changes. To his surprise, not only did productivity improve, but so did absentee rates, turnover rates, and lateness rates. One would expect such a beneficial change to be diffused throughout the organization, but surprisingly it wasn't. When other workers in other sections of the factory requested similar changes, their supervisors (mostly old-timers) refused. In fact, the older supervisors attacked their new colleague, saying that he was weak and a trouble-maker who caused all kinds of problems. Because of the furor created, the works manager finally vetoed the change and returned the production to a uniform line speed. The innovative supervisor quit, as did many of his workers. Productivity fell back to the old lower rate.

The key principle to recognize here is that a prerequisite for change in one area of an organization may be lateral change throughout the organization.

Principle #2

The second principle of change is related to the first. *To change behavior at any one level of an organization, it often is necessary to achieve complementary or reinforcing change in the organizational levels above and below* (Chin, 1976).

For example, consider what might happen when an organization

“A third assumption is that any change can be managed effectively regardless of its context within the organization.”

2. Impact on social relationships within the organization.

This important dimension of organizational change is not well discussed in the literature. Many beneficial changes planned by youth care administrators may be strongly resisted by staff, not because of the change idea itself, but because of the powerful impact these changes would have on the social or professional relationships. For example, establishing a clerical pool for word processing may be cost effective, but if as a result secretaries lose favorable and prestigious relationships with administrators, then this might be resisted.

likely to be adopted. Change projects that are easy to understand, implement, and utilize stand a better chance of being accepted and receiving support.

Principles of Successful Change

One of the most difficult and painful realities of change in organizations — and in all social systems — is a tendency to “backslide” after pressures for change have been relaxed. There is a tendency to revert to previous levels or models of functioning (Lewin, 1947). The following principles, if successfully implemented, should reduce the tendency of a

changes from using private secretaries to using a clerical pool. The private secretaries might resist the change because of the loss of prestigious personal relationships with both supervisors and managers. Managers and supervisors may resist, too. On the one hand they might support such a move for the sake of efficiency. On the other hand, they might resist the loss of their valuable private secretary. In this case, the change agent needs to convince both the secretaries and the bosses.

A number of years ago, top military officials tried to change the role of the sergeant from a tough-driving, autocratic leader to a more supportive and understanding leader. The top brass had good reasons for making the change. Research showed that they were attracting a more highly educated recruit than they had in the past. It was likely that the new recruits would resist the traditional-styled sergeant and his demand for unquestioning obedience. However, when attempts were made to change the sergeant's role, it was discovered that the second lieutenant's role at the next higher level also had to be altered. Now the second lieutenant could not use the authority of chain command as before. Just as the sergeant could no longer count on unquestioning obedience from his subordinates, neither could the second lieutenant. It was soon realized that if the new role of the sergeant was to work, then the role of the second lieutenant would have to be revised as well.

The principle is clear. If a significant change in one level of an organization is to be successful, a corresponding change at other levels above and below may be necessary.

Principle #3

The third principle of change is familiar to many managers. *Both the formal and the informal organization of an institution must be considered in the planning of any process of change.*

Besides the formal structure, every social system has a network of cliques and informal groups. These informal associations often exert strong restraining influences on institutional

changes. Unless their power can be harnessed in support of a change, no enduring change is likely to occur. The informal groupings often have a strong influence on a staff member's rate and quality of work, too. Sometimes their influence is stronger than that of the supervisor. Any worker who violates the group's norms invites ostracism. This is a consequence few workers dare to face. The approval of a peer group often is more important to the staff than the approval of supervisors. Involving these informal groups in the planning of changes requires ingenuity, sensitivity, and flexibility on the part of administration.

change is where some stress and strain currently exist in the system. The time to begin change is when the stress and strain cause dissatisfaction with the status quo. This principle recognizes that the manager has a choice concerning what to change in his or her unit or organization. For example, if staff complains that not enough information is passed from day shift to night shift, then management can provide the leadership necessary to confront the problem. Because staff has a stake in reducing their own stress and strain, management can expect staff not only to accept and support the change, but also to participate in the change process.

“To change a unit or some aspect of a unit, relevant aspects of that unit's environment in the organization must also be changed.”

Principle #4

Members from all levels of an organization ought to be involved in responding to the following questions.

1. What is the situation needing change?
2. What will the situation look like after the change?
3. What mechanism or process should be used to make the change?
4. How should the implementation plan be designed so as to ensure that the change is successful?

When staff are involved in all four major decisions of the planning process, their commitment and trust will be good. This bodes well for the successful implementation of the proposed change.

Principle #5

Select an aspect of the organization for change where there is dissatisfaction with the status quo among the staff, and/or clients, or both.

Managers must not focus a change in an area if only the managers think it needs fixing. The place to begin

Management's payoff for responding to the staff's complaints is the creation of a climate conducive to further change. Perhaps the next change made will satisfy management's needs.

Resistance to Change

The issue of resistance to change is a constant concern of administrators seeking to manage change. Much has been written about it in the literature dealing with change. Many behaviors can be construed as resistance to change. They will have in common an attitude of fear or discomfort toward the change being planned. The actions could come from an individual or a group and be conscious or unconscious, planned or unplanned (Klein, 1985). The major sources of resistance can be understood both as a function of personality and as a function of organization (Watson, 1967).

Personality

Four variables explain resistance to change from a personality perspective:

1. Personal equilibrium. Staff in youth-serving agencies develop a personal equilibrium that serves to integrate the often conflicting demands of youthful clients, supervisors, administrators, and personal needs. This equilibrium, when reinforced by the staff and agency infrastructure, can become quite a significant force against change if individual staff members view the change as upsetting to their personal equilibrium.

change requires giving up something of the past.

Organizational

Another four variables explain resistance from an organizational perspective:

1. Territory. Organizational members spend considerable time and energy developing territories in their organization. These territories may take the form of formal departments, informal friendship groupings, or

rank and file. "Shaking their tree" should be done only with caution or not at all.

4. Resources. As a result of the informal networks that proliferate in organizations, some organizational members control (or have special access to) a wide range of resources. These may include special agreements with top management, access to word processing, or janitorial services. Managers who advocate changes that affect that member's control of these informal networks may encounter reduced access to the resources needed to implement the change.

These and other organizational variables, when added to the personality variables identified in the previous section, explain why organizational resistance so readily emerges when efforts occur to improve or change the organization.

Change-oriented managers can deal with staff resistance by making use of these concepts:

— Provide staff with sufficient time to digest the details of the suggested change.

— Offer opportunities for small groups (as well as large groups) to discuss, critique, and perhaps modify organizational change items put forth by management.

— Involve the staff *early* in the planning phase of an organizational change.

— Share hidden agendas with the staff about the proposed change.

— Make explicit the kind and amount of resources available for a given change project.

Such behaviors and opportunities can go a long way toward neutralizing staff's general resistance to change.

Conclusion

Increasingly, managers of human service organizations are called upon to modify their agencies in response to changing environmental factors. The management of these changes can be guided by principles developed by management science re-

“Members from all levels of an organization ought to be involved in the decision making surrounding basic issues; multilevel involvement is tied directly to the overall effectiveness of change.”

2. Primariness. The way an individual first successfully copes with a situation sometimes sets a pattern that is unusually persistent. For example, some faculty continue using the same didactic teaching methods with graduate-level students that first were successful with undergraduate students. Some faculty do not take the advice of studies showing that case study and experimental learning are more effective methods to use with adult students.

3. Dependence. Over time, some staff become dependent upon the old ways of doing things. They find it psychologically frightening to try new ways of working with residents, subordinates, or managers. Staff members may not be conscious of their fear, but its existence usually is evident in their arguments against the change ideas.

4. Glorification of the past. Another way to look at resistance is from a psychological point of view. Both managers and staff have a tendency to romanticize the past. Glorification of the past can prove to be a major obstacle to change because

other bits of "property" that are developed in organizations. When changes threaten (i.e., appear to reduce the size, group composition, integrity, resource base, or physical environment of their territory), holders of this territory typically resist in a variety of ways in order to maintain their prerogatives.

2. Social grouping. Over time, organizational members who work closely with their colleagues build strong bonds with each other. The bonds and the social groupings that emerge may become powerful forces for workers whose job satisfaction may otherwise be low. Changes that have the effect of severing these bonds may be resisted mightily, despite their potential for good in the individual department or organization as a whole.

3. Social power. Organizational members sometimes achieve a great deal of informal social power in their work groups. These "influentials" may wield enormous power in organizations and the capacity to lock and unlock the energies and high quality standards adhered to by the

A Leadership Challenge — continued

searchers and management practitioners. These principles help the child care manager not only to increase the effectiveness of given change efforts, but also to create a climate in the agency that is receptive to change.

Hy Resnick, Ph.D., is professor of social work, School of Social Work, University of Washington, Seattle, Washington.

REFERENCES

- Brager, G. & Holloway, S. (1978) *Changing human service organizations*. New York: Free Press.
- Chin, R. (1975). The utility of models of environment of systems for practitioners. In *The planning of change* (3rd ed., pp. 110-112). New York: Holt, Rinehart, & Winston.
- Kantor, R.M. (1983). *The change masters*. New York: Simon & Schuster.
- Kennedy, A. (1983). Ruminations on change: The incredible value of human beings in getting thing done. In *The Planning of Change* (4th ed., p. 327). New York: Holt, Rinehart, & Winston.
- Klein, E. (1985). Some notes on the dynamics of resistance to change. In W. Bennis, E. Benne, & R. Chin (Eds.), *The planning of change* (4th ed.) New York: Holt, Rinehart, & Winston.
- Lewin, K. (1947). Group decision and social change. In T. Newcomb & E. Hartly (Eds.) *Readings in social psychology*. New York: Holt, Rinehart, & Winston.
- Monane, J. (1967). *A sociology of human systems*. New York: Appleton - Century - Crofts.
- Myers, M.S. (1978). *Managing with unions*. Reading: Addison - Wesley.
- Oppenheimer, R. (1955). Prospects with arts and sciences. *Perspectives USA*, pp. 10-11.
- Patti, R. & Resnick, H. (1972). Changing the agency from within. *Social Work*, 7 (4), 48-57.
-



NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
Ed.D. Programs in Child and Youth Studies
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031 or (800) 541-6682, Ext. 7031

Recommendation Form Ed.D. Programs in Child and Youth Studies

Name of Applicant: _____ Cluster Location _____

Address of Applicant: _____
Street and Number

City State Zip

Telephone Number of Applicant: (____) _____

(The above is to be filled in by the applicant.)

The above named person is seeking admission to a field-based doctoral program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the profession; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring personal initiative. (continue statement on reverse, if necessary)

Please send to:

Director
Ed.D. Programs in Child and Youth Studies
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031

Signature _____

Name (type or print) _____

Position _____

Address _____

street and number

city

state

zip

Phone (____) _____

Date _____

Information Waiver to be completed by applicant *before* giving it to source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,

I DO _____ I DO NOT _____ waive the right to inspect and review this completed recommendation.

Social Security Number

Applicant's Signature



CENTER FOR THE ADVANCEMENT OF EDUCATION
 Ed.D. Programs in Child and Youth Studies
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7031 or (800) 541-6682, Ext. 7031

Recommendation Form Ed.D. Programs in Child and Youth Studies

Name of Applicant: _____ Cluster Location _____

Address of Applicant: _____
Street and Number

City State Zip

Telephone Number of Applicant: (____) _____

(The above is to be filled in by the applicant.)

The above named person is seeking admission to a field-based doctoral program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the profession; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring personal initiative. (continue statement on reverse, if necessary)

Please send to:

Director
 Ed.D. Programs in Child and Youth Studies
 Nova University
 Center for the Advancement of Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7031

Signature _____

Name (type or print) _____

Position _____

Address _____
street and number

city state zip

Phone (____) _____

Date _____

Information Waiver to be completed by applicant *before* giving it to source of reference.
 Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
 I DO _____ I DO NOT _____ waive the right to inspect and review this completed recommendation.

 Social Security Number

 Applicant's Signature



NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
Ed.D. Programs in Child and Youth Studies
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031 or (800) 541-6682, Ext. 7031

Recommendation Form Ed.D. Programs in Child and Youth Studies

Name of Applicant: _____ Cluster Location _____

Address of Applicant: _____

Street and Number

City

State

Zip

Telephone Number of Applicant: (____) _____

(The above is to be filled in by the applicant.)

The above named person is seeking admission to a field-based doctoral program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the profession; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring personal initiative. (continue statement on reverse, if necessary)

Please send to:

Director
Ed.D. Programs in Child and Youth Studies
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031

Signature _____

Name (type or print) _____

Position _____

Address _____

street and number

city

state

zip

Phone (____) _____

Date _____

Information Waiver to be completed by applicant *before* giving it to source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,

I DO _____ I DO NOT _____ waive the right to inspect and review this completed recommendation.

Social Security Number

Applicant's Signature



CENTER FOR THE ADVANCEMENT OF EDUCATION
 Ed.D. Programs in Child and Youth Studies
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7031 or (800) 541-6682, Ext. 7031

Master's Degree Transcript Request and Transmittal Form Ed.D. Programs in Child and Youth Studies

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in *both* sections on this form.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution. Please return the transmittal form along with my official transcripts.

A. I attended your school from _____ to _____.

B. While in attendance, my name on your records was

Last

First

Middle/Maiden

C. My student identification number was _____.

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

Master's Degree Transcript Transmittal Form

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT TO:

Director
 Ed.D. Programs in Child and Youth Studies
 Nova University
 Center for the Advancement of Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314

Name _____

Last

First

Middle/Maiden

Address _____

Street and Number

City

State

Zip

Cluster Location _____

Social Security No. _____ / _____ / _____ Date _____

Indicate Program Applied for _____



CENTER FOR THE ADVANCEMENT OF EDUCATION
 Ed.D. Programs in Child and Youth Studies
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7031 or (800) 541-6682, Ext. 7031

Master's Degree Transcript Request and Transmittal Form Ed.D. Programs in Child and Youth Studies

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in *both* sections on this form.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution. Please return the transmittal form along with my official transcripts.

A. I attended your school from _____ to _____.

B. While in attendance, my name on your records was

Last

First

Middle/Maiden

C. My student identification number was _____.

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

Master's Degree Transcript Transmittal Form

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT TO:

Director
 Ed.D. Programs in Child and Youth Studies
 Nova University
 Center for the Advancement of Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314

Name _____

Last

First

Middle/Maiden

Address _____

Street and Number

City

State

Zip

Cluster Location _____

Social Security No. _____ / _____ / _____ Date _____

Indicate Program Applied for _____

Personal Application Record

Item

Date

Application/Fee

Supplementary/Narrative Responses

Master's Transcript Request

Recommendation #1

Recommendation #2

Recommendation #3

Teaching/Administrative Certificate
(if applicable)

Resume

Oral Interview Completed

Official Status Letter Received

Cluster Opening Letter Received

Start Date



CENTER FOR THE ADVANCEMENT OF EDUCATION
Ed.D. Programs in Child and Youth Studies
3301 College Avenue
Fort Lauderdale, Florida 33314