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1992

Ed.D. Programs in Child and Youth Studies 1992-1993 Catalog

Nova University

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✦ **NOVA**UNIVERSITY

Ed.D. PROGRAMS
IN CHILD AND
YOUTH STUDIES

1992-1993 Catalog

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
302 West Washington Street, Room 201
Indianapolis, Indiana 46204."

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

Ed.D. PROGRAMS IN CHILD AND YOUTH STUDIES

1992-1993 Catalog

President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.

Stephen Feldman, Ph.D.
President
Nova University

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. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center 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 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	475-7031
Dade County, Florida	940-6447, Ext. 7031
United States	(800) 541-6682, Ext. 7031
Canada and Bahamas	(800) 554-6682, Ext. 7031

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. Our newest program, the Ed.D. Program 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.

Richard Goldman, Ph.D.
Dean
Abraham S. Fischler Center
for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler 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 Abraham S. Fischler 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 Elder Care Administration
    M.S. in Family Support Studies
    M.S. in Speech-Language Pathology
    The GEM Program, M.S. and Ed.S. in 18 majors

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.

Abbey Manburg, Ed.D.
Director
Ed.D. Programs in Child and Youth Studies

Program Administration

Diana Marcus
Director of Program
Development

Mary Ellen Sapp
Director of Practicums

Sue Fassanella
Assistant to the
Director

Lois Ann Hesser
Program Professor of
Education

Maryellen Maher
Program Professor of
Education

Noreen Webber
Program Professor of
Education

Vera Flight
Director of Student
Development and
Admissions

Robert K. Greene
Practicum Associate

Christine Stenback
Administrative Assistant

Amy Grachow
Administrative Assistant

Elizabeth Kennedy
Program Secretary

Isabel Perez
Program Secretary
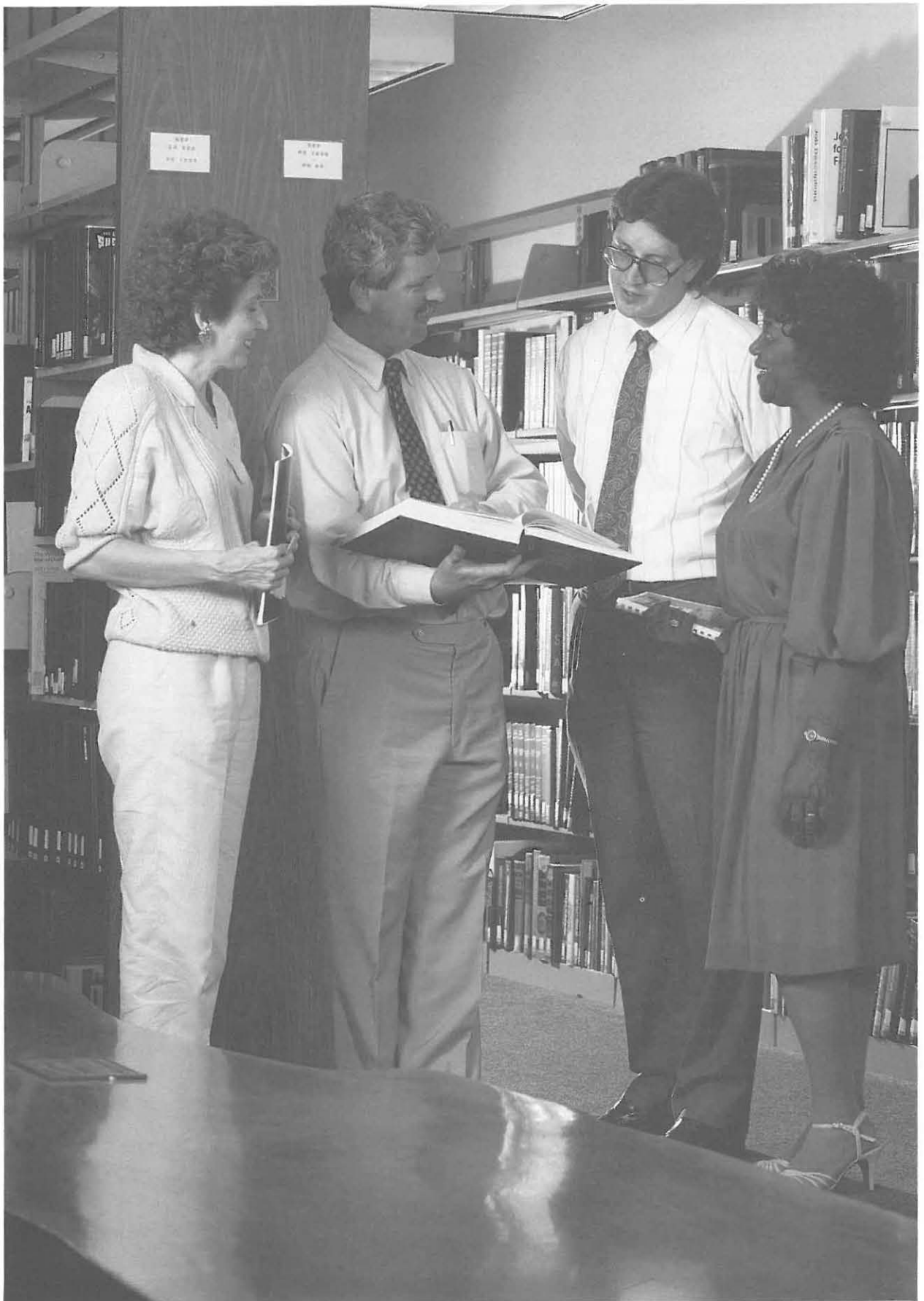
Tania Morales
Program Secretary

Catherine Spencer
Practicum Secretary

Contents

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; Technology; 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.

The National Cluster Concept

Professionals who live at a considerable distance from developing cluster sites may select an innovative approach to doctoral studies. The National Cluster was designed to provide an alternative delivery format for the Ed.D. Programs in Child and Youth Studies.

National Cluster instruction is accomplished through:

- Ongoing electronic communications and technology using electronic mail (e-mail), the electronic classroom, and a Nova-sponsored bulletin board

- On-campus instruction with faculty in Fort Lauderdale during three- to four-day weekend sessions scheduled in February and October each year of the three-year program

- A five-day specialization session held prior to the summer institute in years 1 and 2 of the cluster schedule.

Students must have access to a computer and a modem. Close proximity to a TYMNET satellite node, available in nearly every major city in the world, cuts long-distance telecommunication costs considerably.

We anticipate that professionals from countries outside North America with access to TYMNET may find the National Cluster delivery format an exciting alternative to traditional approaches to doctoral studies.

Study Areas

Each study area is designed to involve students in three to eight 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 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 five core study areas are:

- Leadership
- Technology
- 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 a formal instructional experience that occurs four days prior to 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 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.

The Ed.D. Programs in Child and Youth Studies

Program Components

Study Areas

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

Specializations

- School Management and Instructional Leadership

or

- Management of Programs for Children and Youth

or

- Special Services/Exceptional Education

Two Summer Institutes

Practicums

- Practicum I
- Practicum II

Summer Instruction

- Year One
- Year Two

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 between birth and 18 years of age.

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
Technology I	2	credits
Research and Evaluation I	4	credits
Specialization I	5	credits
Summer Institute I	1	credit
Practicum Orientation I	6	credits
Practicum Report I	3	credits
Human Development	10	credits
Technology II	2	credits
Specialization II	5	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 or work experience credits are, therefore, not accepted in fulfillment of 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 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 register for a six-month extension beyond the fourth year if approved by the director.

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; and Lois Ann Hesser, Maryellen Maher, and Noreen Webber are program professors of education. Vera Flight is director of student development and admissions, and Robert Greene is practicum associate. As part of the Abraham S. Fischler 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, Joanne Eichinger, Charlestine Fairley, Richard Fairley, Warren Groff, Dominic Gullo, Barton Herrscher, Irvin Howard, Sylvia Jones, Susan Lopez, Maryellen Maher, Al Mizell, Peggy Moreno, Clifford Ouder, Rex Schmid, Marilyn Segal, Gerald Sroufe, Denise Stewart, Kenneth Tewel, Randolf Tobias, Jethro Toomer, Jr., Karen VanderVen, and Noreen Webber.

The following serve as practicum advising faculty: William Anderson, Paul Borthwick, Jr., Roberta Wong Bouverat, June Delano, Victoria Dimidjian, Allen Fisher, Richard Goldman, Joseph Gonzalez, B. Mathews Hill, Anne Hocutt, Georgianna Lowen, Muriel Lundy, Joan Mignerey, Clifford Ouder, Thrisha Shiver, Roberta McNaughton Schomburg, 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 $5,800 per year. Tuition payments are based on $404 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).

A payment of $2,900 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with permission of the program director. A fee of $1,450 is charged for this additional period.

Financial aid for the fourth year and for the six-month period beyond the fourth year is limited to half of the maximum allowable annual loan amount.

Other Fees

A one-time, nonrefundable application fee of $40 is required and must accompany the completed application. A $45 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.

Withdrawal and Refund

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 month of the study area, but prior to the second month, 50 percent refund; withdrawal after the second month, but prior to the third month, 15 percent refund.

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in each of the five study areas, the two specialization areas, and the practicum workshops. Regular classroom interaction helps to provide program consistency and content enrichment. Absence from any cluster meeting may result in termination from the program.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area faculty member, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cluster coordinator a summary of the class notes of two students. *Cluster coordinators should be notified immediately if the student expects to be absent.*

If a student is unable to attend a practicum workshop, the director of practicums should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program director and may lead to termination from the program.

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 a 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 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 educational and human services 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 and human services based on a critical analysis of variables affecting professionals, (3) demonstrate proactive participation in developing programs and policies 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 8445 Contemporary Society: Its Impact on Children, Youth, and Adolescents
2 credits

Problems confronting children and youth within our society—family, community, major institutions—will be examined. Students will analyze the causes and impact of societal changes on children, youth, and adolescents.

HUD 8446 Issues in the Development and Education of Exceptional Children and Youth
2 credits

This course will focus on the etiology of handicapping conditions and on current practices in the education of exceptional children and youth. Students will investigate underlying social and biological factors that have impact on specially abled students. They will also consider major legislation governing exceptional education.

Research and Evaluation I 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 for the understanding and use of statistical tools and research and for 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.

Research and Evaluation II Study Area

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) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An indepth 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

A 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.

Technology I Study Area

CED 8482 Computer Literacy: Information Management and Telecommunications for Teachers and Administrators (SML I Students)
2 credits

An introduction to the application of computers in information management through the use of personal hardware and software. Students will demonstrate the use of a word processor, electronic spreadsheet, database, and telecommunications. Practical applications for teachers and administrators will be demonstrated. Hands-on experience is provided.

CED 8483 Computer Literacy: Information Management and Telecommunications (SPS I and MOP I Students)
2 credits

An introduction to the application of computers in information management through the use of personal hardware and software. Students will demonstrate the use of a word processor, electronic spreadsheet, database, and telecommunications. Practical applications will be demonstrated in specialization areas. Hands-on experience is provided.

Technology II Study Area

CED 8484 Computer Technology: Applications of Technology for Teachers and Administrators (SML II Students)
2 credits

Students will identify and evaluate technology that will help them accomplish specific tasks as teachers and administrators. They will be able to describe the potential impact of emerging technologies on their professional areas. Hands-on experience is provided.

CED 8485 Computer Technology: Applications of Technology to Educational and Management Programs (SPS II and MOP II Students)
2 credits

Students will identify and evaluate technology that will help them accomplish specific tasks in their specialization fields. They will be able to describe the potential impact of emerging technologies on their professional area. Hands-on experience is provided.

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, leadership skills, and the ability to investigate areas of professional activity.

Specializations

School Management and Instructional Leadership I

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

Current Research in Program Development and Evaluation
2 credits

This course is designed to synthesize instructional theory and design, media selection, and teaching/learning strategies for their impact on the development and evaluation of programs for children and youth. Research into program development and evaluation issues relevant to students' work settings is required.
    Depending on their area of professional responsibility, students select from one of the following: SML 8501-8514

School Management and Instructional Leadership II

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.

SML 8496 School-Based Management: Current Issues and Future Trends
2 credits

Students identify and analyze current issues that impact on the decision-making process and the implementation of school-based management operations. Legal, ethical, and political questions will be considered.

Special Services for Children and Youth/Exceptional Education I

SPS 8478 Assessment/Program Design and Evaluation for Exceptional Children and Youth
3 credits

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

SPS 8479 Families, the Law, and Exceptionalities
2 credits

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

Special Services for Children and Youth/Exceptional Education II

SPS 8480 Intervention Strategies for the Development of Social Competency
3 credits

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

SPS 8481 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youth
2 credits

Students investigate current issues confronting exceptional children and youth. Problems such as drug and alcohol dependency, AIDS counseling, sex education, medical support systems, divorce, single-family parenting, and the influence of these problems on exceptional children and youth are studied. Educational and social policy directions for the 21st century are explored.

Management of Programs for Children and Youth I

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 for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader, will be emphasized.

MCY 8464 Developing Human Relations Skills in the Management of Programs for Children and Youth
2 credits

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

Management of Programs for Children and Youth II

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 to goal setting and planning is emphasized. Students will develop grants appropriate to their professional positions.

MCY 8465 Organizational Theory and Practices: A Synthesis
2 credits

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

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

PCY 8494 Practicum II 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)

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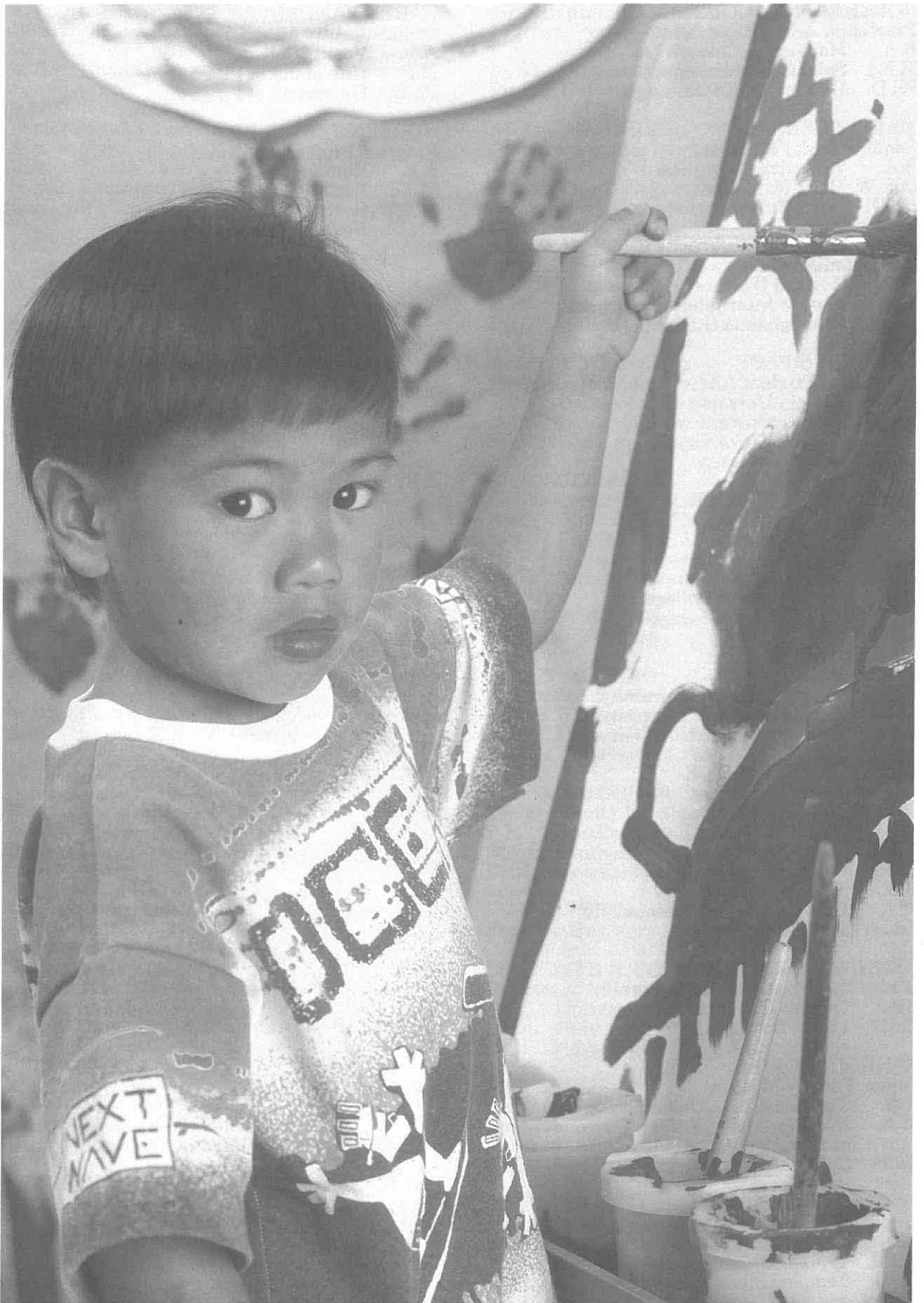
The Code of Student Conduct and Academic Responsibility

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.

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 (A) (1) or (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.

For more detailed information on this policy, please consult the program's Student Handbook.

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.

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 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.

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 Abraham S. Fischler 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 6 to 8 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 1992-93 academic year are April 1, 1992, and May 1, 1993.

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 the International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695 or toll free (800) 541-6682, Ext. 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 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 or toll free (800) 541-6682, Ext. 5685.

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.

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 prekindergarten through middle school students is located in the University School building, and for high school students it is located in the Sonken Building.

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 LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 235,000 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 United Nations documents.

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 must have a student I.D. card for library use.

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 Center 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.

Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on 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. The ERIC collection now numbers more than 335,000 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 free of charge. Since it began operation in September 1976, the IRS has distributed over 110,000 documents on microfiche.

The IRS assists Nova University in its continuing efforts to improve the dissemination of educational documents. Within the ERIC microfiche collection, participants have access to more than 500 documents developed by Nova University students that have been indexed and copied on microfiche by ERIC. Students may request microfiche copies of these documents at no fee. The IRS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University. Upon request, students may purchase duplicate copies of these microfiches.

In addition to ERIC, the IRS has computer access for more than 400 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 260 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 practicums and other projects. The IRS also may obtain information from SpecialNet, a special education telecommunications system; Advocnet, a vocational education telecommunications system; and NEXIS, a system that allows access to newspapers, magazines, and wire services.

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Nova University Board of Trustees

Nova University Administration

Nova University Degree Offerings

Doctoral and Professional Degrees
Doctor of Business Administration in:
    Accounting (D.B.A./Acc.)
    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 (18 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
    Public Administration/Coastal
    Zone Management
    Public Administration/Environmental
    Resources Management
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 (18 majors)
    Elder Care Administration
    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 and Counseling
    Speech-Language Pathology
    Training and Learning
Master of Arts (M.A.) in:
    Liberal Studies

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 (prelaw)
    Life Sciences (premedical)
    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.

Your Application Materials

The following materials may be removed from the catalog to apply for admission to the Ed.D. Programs in Child and Youth Studies. Enrollment in each cluster is limited. Complete your application early to ensure your place. Included are:

- A graduate admissions application
  Receipt of this form with a $40 application fee establishes your personal file. Each applicant will receive an acknowledgement letter.

- Supplementary application and narrative section
  A telephone interview will follow receipt of both forms accompanied by your narrative responses. Your essays should represent your best effort and be a clear indication of your ability to succeed in the program.

- Three recommendation forms
  Your file must include three letters of recommendation. Use the forms provided to ensure that the letters reach your file in the program office.

- Two transcript request forms
  An official transcript of your master's degree must be received before the Admissions Committee can review your file. The second request form is provided for those who wish to file transcripts of additional advanced study.

- Personal application record
  The form is provided as your personal record. Keep it as a reminder of items you need to submit before you can become an active student.

  - Once your file is established in the program office, you may call to check the progress of your application. Only complete files are reviewed by the Admissions Committee. When a decision is made about your admissions status, a personal phone call and/or official letter will be issued.

  - A cluster opening date is scheduled when 20 to 30 students have been accepted and secured for a specific cluster site.

  - Approximately six weeks prior to the start date, all ACCEPTED students and those applying to that cluster site will be mailed a Cluster Opening Letter with important information about class session dates, textbook ordering, instructor and cluster coordinator introductions, and tuition payments.

  - Students requiring financial aid must call (800) 541-6682, Ext. 7411, to secure current financial aid forms. Submit these to ensure that funds are available when your cluster begins. Send the application directly to the Financial Aid Office; however, it will not be processed until a start date has been set for the cluster.

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ABRAHAM S. FISCHLER 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 (U.S.)
(800) 554-6682, Ext. 7031 (Canada and Bahamas)

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 $40.00 check (application fee) made payable to Nova University.
Receipt of these two items establishes your personal file.

NOTE: All application material must be mailed directly to:
Director of Student Development and Admissions
Ed.D. Programs in Child and Youth Studies
Nova University
Abraham S. Fischler 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   Middle Initial   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/Ext.

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.**

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

___Nonresident alien

___Resident alien

International Students:

Do you require an I-20? Yes_____ No_____

If you have a visa, indicate status code _____

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:

___White (not of Hispanic origin)

___Black (not of Hispanic origin)

___Hispanic origin

___Asian or Pacific Islander

___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? _____

Dates of attendance _____

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?_____

<div align="right">Date</div>

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

✛ NOVAUNIVERSITY

ABRAHAM S. FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
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(305) 475-7031 or (800) 541-6682, Ext. 7031 (U.S.)
(800) 554-6682, Ext. 7031 (Canada and Bahamas)

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 and the focus of the practicums. It may also 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
        _____   **Application of Technology to Education and Training**
                      Appropriate for people *WITH A STRONG BACKGROUND IN TECHNOLOGY* who work as information or media specialists, technology coordinators or trainers, computer educators, learning resource personnel

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.

a. _____ ( ) _____
          Name   Title   Telephone

b. _____ ( ) _____
          Name   Title   Telephone

c. _____ ( ) _____
          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 must be 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 perfom 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 the completed supplementary application and your narrative responses to:

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Fort Lauderdale, Florida 33314

Hy Resnick, Ph.D.

A Leadership Challenge

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 organizations 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*

" *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.

volved 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."

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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.

> **❝ 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

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-

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.

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(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 your statement on the reverse side, if necessary.

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A. I attended your school from _____ to _____ .

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

_____

| Last | First | Middle/Maiden Name |

C. My student identification number was _____ .

Thank you for your assistance.

Student: _____   Sincerely,

Address: _____

_____   _____

Signature

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Start Date	