

1984

# Doctor of Arts in Training and Learning Technology

Nova Southeastern University

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1984-1985

# Doctor of Arts in Training and Learning Technology



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**A Computer-Based Program for  
Training Professionals Delivered Through Unix\***

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**NOVA UNIVERSITY**

**Center for Computer-Based Learning  
Information Sciences**  
3301 College Avenue  
Ft. Lauderdale, Florida 33314

\*UNIX is a trademark of Bell Laboratories.



# Nova University

INFORMATION SCIENCES

3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7047

Dear Fellow Professional:

Enclosed you will find a description of the program and application materials for our Doctor of Arts in Training and Learning Technology (DATL).

If after reading the materials, you find you are interested in applying, please complete the enclosed application form and mail it directly to:

Nova University  
Admissions Office  
Information Sciences  
3301 College Avenue  
Ft. Lauderdale, FL 33314

The application form must be accompanied by a check or money order in the amount of \$25. The remaining credentials should soon follow in order to complete your file for final acceptance:

1. Completed Portfolio or GRE Scores
2. Reference letters
3. Transcripts

If you should need additional information, please do not hesitate to call 305-475-7047.

Thank you for your interest in our DATL program. We look forward to receiving your application.

Sincerely:

John A. Scigliano  
Center Director  
Computer-Based Learning

NOVA UNIVERSITY  
DOCTOR OF ARTS IN TRAINING AND LEARNING TECHNOLOGY  
INFORMATION SCIENCES

Program Description

The major purpose of the Nova University Doctor of Arts in Training and Learning Technology program is to provide a rich learning environment for professionals in the field of training. The program facilitates the design and application of information systems based on emerging technologies in computers and telecommunications. The program enables students to develop automated processes and systems, in their work environments, that take full advantage of the latest in software tools and hardware designs. For this reason, the program has been designed to operate in a UNIX\* operating system environment. The UNIX operating system is rapidly expanding into most fields of computer usage--from mainframe environments to office computers to personal micros.

The program is based on the premise that training personnel today are information managers--their role has been similar to the information scientist. The new demands on specialists in the training field require them to collect the "right" information and package it in a form that leads to effective training programs. That is why this program is organized around a core of courses that deals with information management. All of these courses concern the application of the theory and the tools of information and computer science. The UNIX operating system was selected to facilitate an environment to nurture the development of a new cadre of training specialists.

UNIX was developed at Bell Laboratories to foster a cooperative atmosphere among scientists and engineers. This system is used in this program, not only for its extensive set of tools for automation, but also to facilitate idea

\*UNIX is a trademark of Bell Laboratories

sharing and joint projects among the practitioners enrolled. UNIX operates at Nova University on a Digital Equipment Corporation mainframe computer, a VAX 11/780. Students make telephone connection with Nova's computers by dialing phone numbers in their local areas. Package switching makes this facility possible at no additional phone call cost to the student.

Students who do not live in a GTE Telenet or Tymnet access location will have to pay a toll charge to their nearest local Tymnet or Telenet number. Tuition includes up to 40 hours of connect time on Nova's computers for each student in each course. Additional time is paid for by the student. The overtime is charged by computer connect hour and telephone time--telephone charges varying with the location of the student.

#### Telecommunications Link

Each student will need a personal computer or terminal with telecommunications capabilities. The student who does not presently own equipment should talk with a local dealer regarding the requirements necessary to communicate with Nova University's VAX 11/780 and to be able to upload and download also.

#### Computer-Assisted Instruction

The UNIX system includes numerous software tools in a command interpreter called the Shell. The Shell enables students to communicate "online" with professors and also provides a vehicle for student-to-student dialog about projects and problems. This is accomplished through programs in the Shell called "mail" and "write." These utilities enable students and professors to mail documents, to ask questions of professors or certain students or groups of students, and

to receive bulletins concerning the program or student progress. UNIX contains a resident CAI authoring system called LEARN through which an extensive amount of the content in the first two core courses is completed. The LEARN system under UNIX enables students to maintain extensive control over their own learning by making it possible for them to use all of the UNIX utilities while they are in any given lesson. Descriptions of the courses are provided on the pages that follow.

#### Written Assignments and Projects (Practicum Archive)

All written assignments are entered online. Students are required to complete satisfactorily four practicums-- applied research projects that address significant problems in their own organizations. These projects are reviewed, corrected, and sent back to the student's home directory to be read and filed by the student. A series of text formatters and writing tools is available in the UNIX environment that facilitates speedy and accurate processing of student projects. A master file or archive containing all practicum reports is maintained in the Nova computer for later retrieval by students and professors. The database forms a learning resource from which all students can learn from the work of others enrolled in the program. The database works much like ERIC in the DIALOG system. A special-purpose thesaurus is maintained to facilitate searching in this database.

#### Teleconferences (Audio and Computer)

Regional audio teleconferences are scheduled throughout the program so that students can interact with guest lecturers concerning key issues in the field. A unique bridge system enables students to dial one number (at no additional cost) to get into the conference. In addition, a variety of



computer conferencing modes are provided. Computer conferences are used to develop new tools for information delivery. Program evaluation is also accomplished through this utility.

#### The DATL Student Database

A great deal of work by students in the program is done on resident database management systems that run under the UNIX operating system. The major DBMS used in the program is Ingres, a relational database management system. Throughout the three years of the program the Ingres system serves as a powerful online aid for development work and in the learning process.

#### Examinations

Examinations are scheduled throughout the program. Quizzes are given online, as well as in person at the regional seminars. Final examinations are required for each core course and a comprehensive examination is given at the end of the second year. At any time students can review their own master record on file in the Nova University central database. Student records are encrypted to protect them from unauthorized reading or writing.

#### Grading System

Grades are assigned on a PASS, NO PASS, and INCOMPLETE basis for courses and PASS, NO PASS, and UNACCEPTABLE for practicums. Faculty members are responsible for assigning grades for the courses they teach. Practicum evaluators assign grades for practicums.

A PASS indicates the student has satisfied all course or practicum requirements.

AN INCOMPLETE for a course indicates that the student has failed to meet all requirements, however, that it is reasonable

to expect that the student will be able to satisfy the requirements. An INCOMPLETE must be made up by the date stipulated in the Policy and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates that a student has attempted to complete all requirements in the course but has failed to do so. Any student receiving a NO PASS must repeat the course.

A grade of UNACCEPTABLE means the practicum needs revision. When a practicum receives a "U" on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

Students who receive two NO PASSES will be terminated from the program and may not be readmitted.

### Admissions

Since the program is designed for professionals in training and development fields, the following requirements must be satisfied by each applicant:

1. A master's degree from a regionally accredited college or university (degree in business, adult education, media, instructional design or equivalent) with accompanying transcripts
2. Employment in a leadership position in the training field
3. A minimum of two years of professional work experience
4. A GRE score or completion of a portfolio form with appropriate work experience and credentials
5. Three letters of recommendation
6. An application form

The director of admissions and the Information Sciences staff will make all decisions concerning admissions.



## Financial

An application fee of \$25.00 must accompany the application form. Tuition may be paid once a year or distributed quarterly. The tuition for each year of the three year program is \$3,200. If tuition is paid quarterly, the payments are \$800.00 each. If students must continue beyond three years, they are assigned to Continuing Services at a fee of \$500.00 per six month term.

Included in the tuition are the following: study guides, microfiche, case analysis documents, computer time (40 connect hours per core course--additional time is billed at the rate of \$7.00 per computer--connect hour), audio teleconferences, computer conferences, telephone charges on Tymnet or Telenet for the 40 hours, and regional seminars. Access to the computer over Tymnet or Telenet is between 6:00 p.m. and 7:00 a.m. weeknights, as well as during weekend hours (6:00 p.m. Friday - 7:00 a.m. Monday).

Travel costs of students for the regional seminars is not included in tuition. Students must purchase their own textbooks (approximate cost is \$100-\$150 per six-month term).

Refunds: Students who use no online computer time but who pay tuition and notify the Information Sciences office of their intention to withdraw from the program before the first regional seminar session, will be entitled to a full refund of all monies paid, with the exception of the \$25.00 nonrefundable application fee.

If an applicant is rejected all monies will be refunded except the nonrefundable \$25.00 application fee.

Tuition may be paid by Mastercard or Visa. Please call Accounts Receivable at 305-475-7614 for more information.

Information on Financial Aid and Student Loans can be obtained from your local bank or at our Financial Aid Office, 305-475-7048.

## Graduation Requirements

To be eligible for graduation students must satisfy the following:

1. Pass the six core courses (5 credit hours each)
  - o Digital Computers for Information Management
  - o Computer-Based Research and Statistics
  - o Strategic Management
  - o Instructional Systems Design in Training and Learning Technology
  - o Human Factors in Software and Courseware Design
  - o Software and Courseware Design for Computer-Based Learning
2. Attend the twelve regional seminars as indicated in the attached description
3. Pass four practicums (4 credit hours each)
4. Pass a comprehensive examination at the end of the second year of coursework
5. Complete with a satisfactory grade a Major Field Project (20 credit hours)
6. Be current in all tuition and fees

All requirements must be completed within seven years of the student's regional start date

No provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing, except consideration will be given for granting up to six hours credit in post-master's work earned within the past ten years for the same or equivalent course work.

## Core Courses

Students must complete six core courses. Each course is scheduled for six months. The semester and contact hours for each course are explained below. The course descriptions follow.

Regional Seminars--Two of 14 contact hours each = 28 hours

Interactive Computer Time--Forty hours

Preparation and Reading -- Fifty hours

Courseware materials include student guides, guided design protocols, case analysis documents, overlays, audio tapes, and schedules. All courseware is integrated with VAX structures.

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### 1. Digital Computers for Information Management

This course is a prerequisite to all others. The student will be required to demonstrate mastery of key concepts and rules pertaining to the use of digital computers and the UNIX operating system. Topics include: computer operating systems VMS and UNIX), data structures, text editors (ed and vi), microcomputer hardware (microprocessors, disk drives, printers, and displays), application packages, and data communications. Much of the student's work in this course will be facilitated through LEARN CAI software on the DEC-VAX-11/780 (Introduction to the C programming language, files, macros, editors, etc.).

### 2. Computer-Based Research and Statistics

Course content includes research methodologies from various disciplines (experimental and quasi-experimental, historical, case study, etc.); sampling techniques; continuation of structured programming (C, Pascal and ADA); database management systems in research designs (QUEL and EQUOL for Ingres); descriptive statistics, non-parametric statistics, inferential statistics, linear statistical models, survey construction, item analysis, quality control analysis, evaluation methodologies, readability computations, automatic grammatical analysis, and analysis of word use (UNIX operations-STYLE, DICTION, EXPLAIN, WC, and LOOK).

### 3. Database Management Systems and Information Retrieval

Database management systems, hierarchical and relational models, design philosophies, data dictionaries and data directories, query languages, database administration, management of data, menu design, database planning, trade-offs in DBMS design, distributed databases, report preparation from a DBMS, creating, modifying, and maintaining a database under Ingres, addressing Ingres from Unix, security and DBMS evaluation.

### 4. Instructional Systems in Training and Learning Technology

Models and theories in instructional systems (general considerations); Gagne's Theory of Instruction; principles of feedback; human problem solving and its simulation; curriculum vs. instruction; job analysis; experiential learning; designing computer simulations for learning and research; game design for training; futuristics and instructional systems design (science fiction, brainwriting, future wheels, nominal group techniques, and delphi); instructional systems in robotics environments; general systems theory and living systems (bionics, etc.); research in instructional systems; research in media; strategies for change in instructional systems; planning instructional systems (strategic planning, PERT, etc.); field testing; evaluation of instructional systems; reduction of type III error in instructional design.

### 5. Human Factors in Software and Courseware Design

Principles of psychology applied to computer-based education; ergonomics of computer environments; learning theory in training and adult applications; visual dimensions (menu and screen design); instrumentation for human factors design; design rules; human limitations and capabilities in design; design teams.

## 6. Software and Courseware Design for Computer-Based Learning

Authoring systems (LEARN, PILOT, IVIS, PLATO, TICCIT, and others); graphics and animation design; documentation design and formatting (indexing, formatting, etc.); packaging and marketing software and courseware for training and educational programs; media methods and techniques (audio tape, video tape, and film); computer-managed instruction; cost-effectiveness analysis and production budgeting; courseware selection rules; copyright, patents, and security (locks); software development tools (Programmer's Workbench); database management techniques in courseware design; training applications of video disc systems (models); designing courseware with video disc technology; courseware evaluation; software evaluation and quality control.

### Regional Seminars

Students are required to attend four regional seminars each year of the three year program. Seminars begin Friday evening and adjourn Saturday evening. Preseminar assignments are given to each student. A computer conference is held prior to each regional seminar. Opportunities are provided for in-depth discussions, lectures, video presentations, examinations, and idea sharing among conferees. The emphasis in the seminars is on the key issues in the professions. Leadership and the change process are primary areas of concentration throughout the twelve sessions. In addition, the latest developments in digital computers, telecommunications, and information sciences will be demonstrated. Professionals from universities, government agencies, and industry will serve as presenters. Students are required to provide for their own lodging and travel expenses at these seminars. The entire set of regional seminars is offered in four different locations:

Fort Lauderdale, Florida, on the Nova University Campus

St. Louis, Missouri  
Wilmington, Delaware  
Los Angeles, California

Students may select the seminar group located nearest their area.

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1. Operating Systems: The UNIX Environment

UNIX history and system evolution, programming the UNIX Shell, files and directories, programming with UNIX tools, filters, pipes, computer aids for writers (style, spell, diction), modern programming methodologies, development projects, formatting documents, editors (ed, sed, ex and vi), user to user communication (mail and write), the literature on UNIX, and the Berkeley Unix System. Participants learn to apply UNIX tools to on-the-job problems in information management.

2. The Role of the Microcomputer

Continuation of operating systems including advanced UNIX programming environments. CP/M, Unica, and Xenix are reviewed. Students participate in demonstrations of popular microcomputers to develop skills in selection and application of personal computers. Implications for the changing nature of learning and information use are discussed. Detailed presentations are given concerning the hardware capabilities of several machines using different microprocessors.

3. Computer Applications in Research

The focus of this seminar is on the improvement of services in libraries and information facilities through research. Reviews of inferential and descriptive statistics are provided. The uses of software packages such as SPSS are provided.

#### 4. Research in Information Systems

In this seminar students are given opportunities to examine the research issues relating to information systems. Issues include ethical considerations, experimental research concepts, survey research concerns, and report preparation. The organization and function of various information systems are compared using techniques in management, evaluation, and statistical measurement.

#### 5. Fundamentals of Database Management Systems

Demonstrations of database tools in the UNIX operating system are given and the relational database system Ingres is presented. The main purpose of this seminar is to familiarize the student with the Ingres Demonstration Package (Ingres Demo) and to assist the student in building his or her own database. Another purposes is to provide a series of readings in Management Information Systems for the student to identify the issues, problems, and structure of MIS.

#### 6. Advanced Relational Databases and Management Information Systems

Topics in this seminar include the three database organization structures: relational, network, and hierarchical models. Other topics include tree structures, primary and secondary keys, attributes, relationships, queries, data groupings, schemas, CODASYL sets, and plex structures. The QUEL and EQUEL languages are also presented.



## 7. Instructional Design: Theory and Practice

The major theories of instructional design are presented. Discussions concern human problem solving, job analysis, feasibility studies, evaluation of instructional systems, research in media and instruction, and strategies for change in organizations.

## 8. Advances in Computer Simulation and Games for Training and Education

Topics include simulation languages (GPSS, DYNAMO, and SIMSCRIPT) applied to training problems, game design and principles of feedback in instructional systems.

## 9. Man-Machine Systems, Human Processes, Environmental Factors, and Instrumentation of Man-Machine Interaction

Issues concerning man-machine systems are discussed. Human limitations are presented, and design rules for effective systems are reviewed. Menu and screen design for computer-based learning systems are also covered in this seminar.

## 10. Learning Theories, Instructional Theories, Motivation, and the Psychology of Adult Learners

The principles of learning and psychology as applied to computer-based systems are discussed. Gagne's theory of instruction is reviewed in light of the special problems in computer-based learning environments. Analysis of training needs through assessment centers and job analysis strategies are presented. Students learn to develop systems based on learning principles established through research.

## 11. Authoring Systems and Software Design for Computer-Based Learning

Several different authoring systems are presented (learn--UNIX, PLATO, TICCIT, pilot, IVIS, etc.) Software

tools are reviewed along with rules for documentation and formatting of files and directories. Graphics and animation design is also presented in this seminar. Demonstration of the major vendors systems are given by selected presenters.

12. Designing and Marketing Computer-Based Learning Systems  
(Video Discs, Personal Computers, and Satellite Tele-  
communications Technologies)

Designing courseware with interactive-video technology, database management techniques in courseware design, courseware selection rules, packaging and marketing software and courseware for education and training programs, and cost-effectiveness analysis in courseware production and use.

DOCTOR OF ARTS IN TRAINING AND LEARNING TECHNOLOGY

CURRICULUM SEQUENCE

First Year	
Term 1	Term 2
DIGITAL COMPUTERS FOR INFORMATION MANAGEMENT (5 Semester Hours)  Seminar 1 Operating Systems: The UNIX Environment  Seminar 2 The Role of the Microcomputer  Practicum (4 Semester Hours)	COMPUTER-BASED RESEARCH AND STATISTICS (5 Semester Hours)  Seminar 3 Computer Applications in Research  Seminar 4 Research in Information Systems  Practicum (4 Semester Hours)
Second Year	
Term 3	Term 4
DATABASE MANAGEMENT SYSTEMS (5 Semester Hours)  Seminar 5 Fundamentals of Database Management Systems  Seminar 6 Advanced Relational Databases and Management Information Systems  Practicum (4 Semester Hours)	INSTRUCTIONAL SYSTEMS IN TRAINING AND LEARNING TECHNOLOGY (5 Semester Hours)  Seminar 7 Instructional Design: Theory and Practice  Seminar 8 Advances in Computer Simulation and Games for Training and Education  Practicum (4 Semester Hours)

Third Year	
Term 5	Term 6
<p>HUMAN FACTORS IN SOFTWARE AND COURSEWARE DESIGN (5 Semester Hours)</p> <p>Seminar 9 Man-Machine Systems, Human Processes, Environmental Factors, and Instrumentation of Man-Machine Interaction</p> <p>Seminar 10 Learning Theories, Instructional Theories, Motivation, and the Psychology of Adult Learners</p>	<p>SOFTWARE AND COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (5 Semester Hours)</p> <p>Seminar 11 Authoring Systems and Software Design for Computer-Based Learning</p> <p>Seminar 12 Designing and Marketing Computer-Based Learning Systems (Video Discs, Personal Computers, and Satellite Telecommunications Technologies)</p>
<p>MAJOR FIELD PROJECT</p> <p>(20 Semester Hours)</p>	

## TUITION AND REFUND POLICIES

### TUITION FEES

Tuition fees for the doctoral program in Training and Learning Technology are \$3200 per year for the first three years. Tuition beyond the third year is \$500 per six-month term. A one-time application fee of \$25 must accompany the application form.

### TUITION PAYMENT PLAN

Tuition may be paid in a single payment of \$3200 or quarterly payments of \$800. Payments are due ten (10) days before each regional seminar. There is a \$60 yearly registration fee.

#### First Installment

\$800 ( $\frac{1}{4}$  tuition)  
 30 (registration fee)  
\$830

#### Second Installment

\$800 ( $\frac{1}{4}$  tuition)

#### Third Installment

\$800 ( $\frac{1}{4}$  tuition)  
 30 (registration fee)  
\$830

#### Fourth Installment

\$800 ( $\frac{1}{4}$  tuition)

Included in the tuition are study guides, microfiche, case analysis documents, audio teleconferences, computer conferences, telephone charges on Tymnet and Telenet for 40 hours computer connect time, and regional seminars (does not include toll charges to access Tymnet or Telenet).

### OTHER EXPENSES

Attendance at twelve regional seminars is required for graduation. While there is no fee for the seminars, students must pay their own transportation and living expenses for these two-day seminars.

Students must purchase their own textbooks. The approximate cost is \$100 per six month term.

Students who do not live in a Tymnet or a GTE Telenet access location will have to pay a toll charge to access their nearest local Tymnet or Telenet number. Students who go over the 40 connect hours per course, will be billed for addition time at the rate of \$7 per computer-connect hour in addition to their local phone tolls.

There is a late payment fee of \$50 and a reinstatement fee (for those who leave and then are permitted to re-enter the program) of \$10. Repeated late payments will result in the student's being dropped from the program.

#### REFUNDS

Students who wish to withdraw from the program, either temporarily or permanently, must inform the Information Sciences Admissions Office in writing to be eligible for allowable refunds. Refunds and liabilities are calculated from the date the Admissions Office receives written notification.

If a region fails to form in the applicant's geographic area, all monies will be refunded (including the application fee).

If an application is rejected, the \$25 fee will not be refunded.

#### FINANCIAL AID AND STUDENT LOANS

Information on Financial Aid and Student Loans can be obtained from you local bank or at our Financial Aid Office:  
305-475-7048.

Tuition may be paid by MasterCard, Visa, and American Express. Please call Accounts Receivable: 305-475-7614 for more information.

Dear Applicant:

Attached is the admissions portfolio form for our Doctoral Program. You have the option of completing this form or submitting your score on the aptitude section of the GRE. If you choose to submit a GRE score it must have been taken within the last five years. If you complete the portfolio, your application will be reviewed based on the information you provide on this form.

To exercise the portfolio option, please complete each of the eleven sections on the pages attached. Forward the completed form along with appropriate documentation to:

Nova University  
Admissions Office  
Information Sciences  
3301 College Avenue  
Ft. Lauderdale, FL 33314





ADMISSIONS PORTFOLIO FORM--INFORMATION SCIENCES\*

1. EMPLOYMENT HISTORY (Specific job descriptions and dates)

2. GRADUATE COURSES FOR CREDIT

\*Provide documentation or examples of any of the following items that you feel necessary to support your portfolio.

3. WORKSHOPS, SEMINARS, CONFERENCES, AND SPECIAL MEETINGS (List Topics)

4. PUBLICATIONS, PROPOSALS, AND REPORTS YOU HAVE AUTHORED

5. MAJOR IMPROVEMENT PROJECTS OR INNOVATIONS YOU HAVE INSTITUTED IN YOUR INSTITUTION OR ORGANIZATION

6. AWARDS, ACHIEVEMENTS, OR SPECIAL RECOGNITION YOU HAVE RECEIVED

7. OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

8. HOW MANY TIMES HAVE YOU RUN FOR OFFICE? \_\_\_\_\_

11. WHAT COMPUTER EQUIPMENT DO YOU HAVE AVAILABLE FOR USE IN THIS PROGRAM? (terminals, mainframes, microcomputers, etc.) Also indicate the types of operating systems you have used on these machines.



## GOAL STATEMENT

Please indicate below the exact nature of the work you expect to be involved in immediately after graduating from the program. Also indicate the nature of your long range goals (5-10 years after graduation).

How did you learn of this program? \_\_\_\_\_  
\_\_\_\_\_

NOVA UNIVERSITY  
RECOMMENDATION FOR ADMISSION TO THE  
DOCTOR OF ARTS PROGRAM

Name of Applicant \_\_\_\_\_

Institution or Organization \_\_\_\_\_

TO THE APPLICANT: One of the forms should be completed by an administrator or supervisor who can indicate the nature of your performance. Three recommendation forms are required.

TO THE EVALUATOR: The individual named above has made application to the Doctor of Arts program. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily in his or her work. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the Doctor of Arts program is appropriate for this person. Please rate the applicant on the following items:

- |  |                   |                       |                      |
|--|-------------------|-----------------------|----------------------|
| 1. Attitude toward work                                  | _____             | _____                 | _____                |
|  | Somewhat negative | Average               | Positive             |
| 2. Motivation toward work                                | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 3. Ability to carry out tasks                            | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 4. Resourcefulness in identifying and carrying out tasks | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 5. Emotional Control                                     | _____             | _____                 | _____                |
|  | Unstable          | Usually well-balanced | Always well balanced |
| 6. Interpersonal Relationships                           | _____             | _____                 | _____                |
|  | Avoided           | Tolerated by others   | Well liked by others |



7. Most significant strength \_\_\_\_\_  
\_\_\_\_\_
8. Most significant weakness \_\_\_\_\_  
\_\_\_\_\_
9. I have known the applicant for \_\_\_\_\_ years. The applicant has been a member of my staff \_\_\_\_\_ years. I have known him/her well \_\_\_\_\_, slightly \_\_\_\_\_.
10. In my opinion, the candidate's potential for success in a doctoral program of studies is: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_. I am unable to rate the candidate \_\_\_\_\_.
11. In my opinion, the candidate has the ability to carry out effectively an institutional or organizational research project: Yes \_\_\_\_\_, No \_\_\_\_\_.
12. I have observed the candidate's work on institutional or organizational projects and find the product: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_, Unknown \_\_\_\_\_.
13. The candidate works effectively with administrators or supervisors at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.
14. The candidate has been involved in innovative projects at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.

Date \_\_\_\_\_ Signature \_\_\_\_\_  
Name \_\_\_\_\_  
Title \_\_\_\_\_  
Institution or Organization \_\_\_\_\_ Department \_\_\_\_\_

MAILING ADDRESS: Admissions Office  
Information Sciences  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

NOVA UNIVERSITY  
RECOMMENDATION FOR ADMISSION TO THE  
DOCTOR OF ARTS PROGRAM

Name of Applicant \_\_\_\_\_

Institution or Organization \_\_\_\_\_

TO THE APPLICANT: One of the forms should be completed by an administrator or supervisor who can indicate the nature of your performance. Three recommendation forms are required.

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- |  |                   |                       |                      |
|--|-------------------|-----------------------|----------------------|
| 1. Attitude toward work                                  | _____             | _____                 | _____                |
|  | Somewhat negative | Average               | Positive             |
| 2. Motivation toward work                                | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 3. Ability to carry out tasks                            | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 4. Resourcefulness in identifying and carrying out tasks | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 5. Emotional Control                                     | _____             | _____                 | _____                |
|  | Unstable          | Usually well-balanced | Always well balanced |
| 6. Interpersonal Relationships                           | _____             | _____                 | _____                |
|  | Avoided           | Tolerated by others   | Well liked by others |

7. Most significant strength \_\_\_\_\_  
\_\_\_\_\_
8. Most significant weakness \_\_\_\_\_  
\_\_\_\_\_
9. I have known the applicant for \_\_\_\_\_ years. The applicant has been a member of my staff \_\_\_\_\_ years. I have known him/her well \_\_\_\_\_, slightly \_\_\_\_\_.
10. In my opinion, the candidate's potential for success in a doctoral program of studies is: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_. I am unable to rate the candidate \_\_\_\_\_.
11. In my opinion, the candidate has the ability to carry out effectively an institutional or organizational research project: Yes \_\_\_\_\_, No \_\_\_\_\_.
12. I have observed the candidate's work on institutional or organizational projects and find the product: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_, Unknown \_\_\_\_\_.
13. The candidate works effectively with administrators or supervisors at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.
14. The candidate has been involved in innovative projects at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.

Date \_\_\_\_\_ Signature \_\_\_\_\_  
Name \_\_\_\_\_  
Title \_\_\_\_\_  
Institution or Organization \_\_\_\_\_ Department \_\_\_\_\_

MAILING ADDRESS: Admissions Office  
Information Sciences  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

NOVA UNIVERSITY  
RECOMMENDATION FOR ADMISSION TO THE  
DOCTOR OF ARTS PROGRAM

Name of Applicant \_\_\_\_\_

Institution or Organization \_\_\_\_\_

TO THE APPLICANT: One of the forms should be completed by an administrator or supervisor who can indicate the nature of your performance. Three recommendation forms are required.

TO THE EVALUATOR: The individual named above has made application to the Doctor of Arts program. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily in his or her work. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the Doctor of Arts program is appropriate for this person. Please rate the applicant on the following items:

- |  |                   |                       |                      |
|--|-------------------|-----------------------|----------------------|
| 1. Attitude toward work                                  | _____             | _____                 | _____                |
|  | Somewhat negative | Average               | Positive             |
| 2. Motivation toward work                                | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 3. Ability to carry out tasks                            | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 4. Resourcefulness in identifying and carrying out tasks | _____             | _____                 | _____                |
|  | Low               | Average               | High                 |
| 5. Emotional Control                                     | _____             | _____                 | _____                |
|  | Unstable          | Usually well-balanced | Always well balanced |
| 6. Interpersonal Relationships                           | _____             | _____                 | _____                |
|  | Avoided           | Tolerated by others   | Well liked by others |

7. Most significant strength \_\_\_\_\_  
\_\_\_\_\_
8. Most significant weakness \_\_\_\_\_  
\_\_\_\_\_
9. I have known the applicant for \_\_\_\_\_ years. The applicant has been a member of my staff \_\_\_\_\_ years. I have known him/her well \_\_\_\_\_, slightly \_\_\_\_\_.
10. In my opinion, the candidate's potential for success in a doctoral program of studies is: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_. I am unable to rate the candidate \_\_\_\_\_.
11. In my opinion, the candidate has the ability to carry out effectively an institutional or organizational research project: Yes \_\_\_\_\_, No \_\_\_\_\_.
12. I have observed the candidate's work on institutional or organizational projects and find the product: Good \_\_\_\_\_, Average \_\_\_\_\_, Poor \_\_\_\_\_, Unknown \_\_\_\_\_.
13. The candidate works effectively with administrators or supervisors at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.
14. The candidate has been involved in innovative projects at his institution or organization. Yes \_\_\_\_\_, No \_\_\_\_\_.

Date \_\_\_\_\_ Signature \_\_\_\_\_  
Name \_\_\_\_\_  
Title \_\_\_\_\_  
Institution or Organization \_\_\_\_\_ Department \_\_\_\_\_

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