Fischler Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

10-1998

Programs in Education and Technology Catalog 1998-1999

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

Programs in Education and Technology

Ed.D. Program in Child and Youth Studies

M.S. Program in Instructional Technology and Distance Education

Ed.D. Program in Instructional Technology and Distance Education

Fischler Graduate School of Education and Human Services

NSU

CATALOG 1998-1999
Includes Application and Admission Forms

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814 (916) 445-3727."

INDIANA

"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."

SOUTH CAROLINA

"Nova Southeastern University is licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2260."

WASHINGTON

Nova Southeastern University, Inc., is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until August 24, 1999, and authorizes Nova Southeastern University, Inc., to offer the following degree programs: Ed.D. in Child and Youth Studies, Doctorate in Business Administration, and Master of Business Administration. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, Washington 98504-3430.

Meeting Facilities

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning. The university attempts to rent classrooms on local college campuses before using other facilities.

The official catalog of the Fischler Graduate School of Education and Human Services is the governing document for all program-related information. Consequently, if there is any conflict between the information contained online and that contained in the catalog, the information in the catalog prevails.

Programs in Education and Technology

CATALOG 1998-1999

Policies and programs set forth in this catalog are effective through June 30, 1999. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

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

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Published October 1998
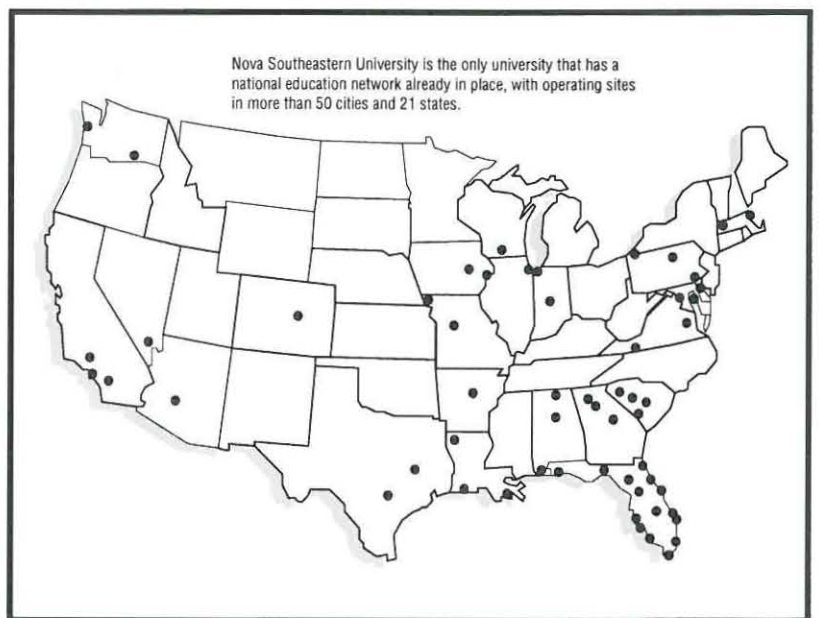
President's Message

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre Davie campus or a part-time student attending programs at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

Ray Ferrero, Jr.
President, Nova Southeastern University

Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Nova Southeastern University is the only university that has a national education network already in place, with operating sites in more than 50 cities and 21 states.

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. Its 232-acre main campus, west of Fort Lauderdale, is located 10 miles inland from the Atlantic Ocean and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. The university has additional locations in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in these fields: education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). Acknowledged as a leading provider of field-based degree programs, Nova Southeastern University enables students throughout the nation—and the world—to pursue bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and 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: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school that serves children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From its inception, the university has been distinguished by its innovative outlook; its unique educational programs, that provide both traditional and nontraditional choices; and its multidisciplinary research into solving problems of immediate concern to mankind.

The university's centers and programs share a common mission: to prepare students to assume leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, dentistry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern 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 significant social role of the professional.

The university's educational plan stresses the critical relationship between theory and practice. Thus, integral to the academic experience at NSU is the testing of classroom precepts through applied research and community service. NSU is committed to the idea that education should be bound by neither time nor place. Accordingly, the university extends educational opportunities to working professionals nationwide by placing faculty members at corporate sites and other convenient locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge upon which the academic tradition is founded.

H. Wells Singleton, Ph.D.
Education Provost, Fischler Graduate
School of Education and Human Services

Education Provost's Message

Nova Southeastern University's Programs in Education and Technology (PET)—part of the Fischler Graduate School of Education and Human Services (FGSE) —brings unique qualities to the worlds of technology and of child and youth studies.

PET enables you to continue your professional career while enhancing your work environment and professional competency. It causes you to utilize the technology on the job while learning about it. The program brings you into contact with internationally respected authorities not only from our own faculty but from throughout the university and beyond. It opens the door to more than 54,000 NSU alumni who are leaders in their professions. PET challenges adult learners to be creative, inquisitive, and responsible. And it adds a strong global element to your studies because the program is truly international.

We at the Fischler Graduate School of Education and Human Services are intensely aware of the need for more and more emphasis on leadership development and the lifelong learning concept—and we are moving rapidly to lead the way locally, nationally, and internationally. We are embarking on new innovative partnerships, creating programs that "stretch the envelope," pursuing a major international thrust, and much more. Working from our 250,000-square-foot, 18-acre campus in North Miami Beach, FL, we are launching initiatives that will tie our programs together with the world. And we are doing it all with a conscious core commitment to quality, integrity, honesty, and personal instruction and service.

If you find that your personal goals and learning styles are consistent with the directions the Programs in Education and Technology and the Fischler Graduate School of Education and Human Services are going, I encourage you to consider applying to the program. Good luck with your career and your graduate studies!

Mission Statement

The Fischler Graduate School of Education and Human Services (FGSE) 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 of their students. The FGSE 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 FGSE offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas affording few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the FGSE offers alternative educational delivery systems that are adaptable to practitioners' work schedules and locations. FGSE programs reflect and anticipate practitioners' needs 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 FGSE also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Graduate School of Education and Human Services Programs

Master of Science (M.S.)
- Applied Addiction Studies
- Applied Gerontology and Administration
- Child and Youth Care Administration
- Early Childhood Education Administration
- Education
  - Computer Science Education
  - Educational Leadership (Administration K-12)
  - Educational Media
  - Educational Technology
  - Elementary Education
  - English Education
  - Mathematics Education
  - Prekindergarten/Primary Education
  - Reading Education
  - Science Education
  - Social Studies Education
  - Teaching English to Speakers of Other Languages (TESOL)
  - Exceptional Student Education
    - Emotionally Handicapped
    - Mentally Handicapped
    - Specific Learning Disabilities
    - Varying Exceptionalities
- Family Support Studies
- Instructional Technology and Distance Education
- Speech-Language Pathology

EDUCATIONAL SPECIALIST (ED.S.)
- Educational Leadership

DOCTOR OF EDUCATION (ED.D.)
- Adult Education
- Child and Youth Studies
- Computing and Information Technology
- Educational Leadership
- Health Care Education
- Higher Education
- Instructional Technology and Distance Education
- Vocational, Technical, Occupational Education

DOCTOR OF AUDIOLOGY (AU.D.)

DOCTOR OF SPEECH-LANGUAGE PATHOLOGY (SLP.D.)

Program Dean'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 all segments of society 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 Education and Technology is to use modern tools to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children, youth, and adults. To this end, the Programs in Education and Technology sponsor two graduate degree programs and three publications.

- Ed.D. Program in Child and Youth Studies
- M.S. and Ed.D. Programs in Instructional Technology and Distance Education

- *The Online Chronicle of Distance Education and Communication*
- *Bridges*, a monograph series

Maryellen Maher, Ph.D.
Program Dean, Programs in
Education and Technology

ADELA BECKERMAN, Ph.D.
Program Professor

ROBERT BEGUIRISTAIN, M.S.
Technology Support Specialist

ANNE BERENS, Ph.D.
Director of Applied Research

ELENA BORREGO
Coordinator of Curriculum Development

MARSHA BURMEISTER, Ed.D.
Program Professor
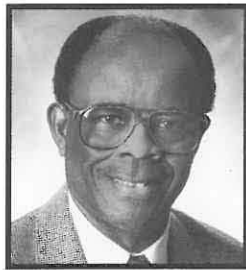
CLEVELAND O. CLARKE, Ed.D.
Program Professor

CARMEN DELGADO
Admissions Secretary
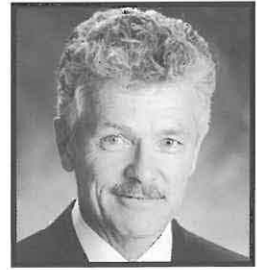
PHILIP DUCHASTEL, Ph.D.
Program Professor

SUE FASSANELLA
Coordinator of Administrative Operations

KATE GOODMAN
Applied Research Secretary

ROSIE GONZALEZ
Administrative Assistant

ROBERT K. GREENE, B.A.
Applied Research Associate

ALEJANDRO IBARRA, B.A.
Coordinator of Technology

LETISHA JACOB
Applied Research Secretary

ABBEY MANBURG, Ed.D.
Dean of Latin American Programming

JOAN MIGNEREY, Ph.D.
Program Professor

NOELINE MILLER
Administrative Assistant,
Admissions

RAFAEL MOLINA, M.S.
Graduate Fellow

JAMELA PERSAUD
Curriculum Secretary

CHARLES SCHLOSSER, Ph.D.
Program Professor

MICHAEL SIMONSON, Ph.D.
Program Professor

MARCIA SKOPP, Ed.D.
Director of Student
Development and Admissions

KAREN WALLACE
Curriculum Secretary

NOREEN WEBBER, Ph.D.
Program Professor
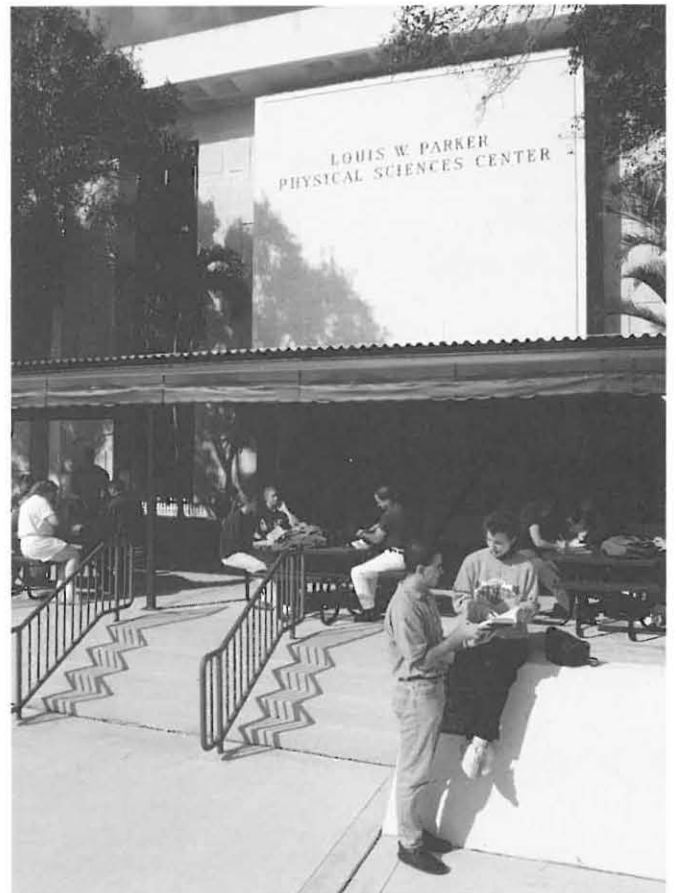
ELBA WILKINSON
Administrative Assistant,
Applied Research

CONTENTS

Mission Statement

The mission of the Ed.D. Program in Child and Youth Studies 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 program is 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 program's 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 program's 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 program is reflected in the titles of the core curriculum areas: Leadership, Research and Evaluation, Technology, Developmental Issues, 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 program 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 students should assume a national perspective of 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 by enhancing their problem-solving capabilities, the program focuses on the relationship of theory to practice. Its 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 program's philosophy and the means for the realization of this objective.

In keeping with the goals of accessibility, the program is offered in approved locations throughout the United States or through a combination of classroom and electronic instruction. These structures permit participation by qualified students who otherwise would be denied access to graduate education.

The Cluster Concept

The Ed.D. Program in Child and Youth Studies is 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, and practicums) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

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 sometimes form study groups that meet between seminars to discuss assignments.

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. Program in Child and Youth Studies.

National Cluster instruction is accomplished through the following:

- Ongoing electronic communications and technology using electronic mail (email), the Internet relay chat (IRC), and a Nova Southeastern-sponsored bulletin board.

- On-campus instruction with faculty in Fort Lauderdale during four-day or five-day extended weekend sessions scheduled in February or March and October or November each year of the three-year program.

- An eight-day summer institute, held in Fort Lauderdale in July or August of years one and two, at which students take classes in their area of specialization.

Students must have access to a computer and a modem. Students may have to pay an access fee to reach the Internet to connect to NSU resources.

We anticipate that professionals from countries outside North America with access to the Internet 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 five months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a faculty member, who is responsible for course content, instruction, evaluation procedures, and commentary on the student's performance. Study guides and readings inter-relate 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 the following:

- Leadership
- Technology
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues

Areas of Specialization

Specializations offer students the opportunity for intensive study in one of three areas of professional activity.

1. **Curriculum Development and Systemic Change**
   - For teachers, teacher trainers, curriculum developers, resource center personnel, librarians, and media specialists.

2. **Management of Programs for Children and Youth**
   - For administrators, supervisors, and coordinators of programs.

3. **Special Services/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.

Students attend specialization classes during the first and second years in the program. These classes are held in July or early August at the annual summer institute in Fort Lauderdale.

Summer Institutes

The event in the program that brings students together from all clusters is the annual summer institute. This 8-day academic experience provides an opportunity for interaction among students from around the world with instructional and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each doctoral student must attend two summer institutes. Students are responsible for their travel, room, and meal costs. Students must register and reside in the hotel or site selected for the summer institute. Students must attend their specialization classes at the summer institutes during years one and two of the program. There are no exceptions to these policies.

Over the last 10 years, Nova Southeastern University's total enrollment doubled from approximately 7,500 to 15,500 and full-time faculty increased four-fold.

Applied Research

Practicum and applied dissertation in the Ed.D. Program in Child and Youth Studies are creative, problem-solving projects designed to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept of both the practicum and the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. The applied dissertation is a major project in which students solve problems of extensive scope in their work settings and report on the project in such a way that it can be shared with the professional community.

Instruction for the practicum and for the applied dissertation is organized into two sessions, each a full day. The first session occurs five months after a cluster begins the program, the second occurs halfway through the program. After the seminar, students are assigned advisers who provide guidance throughout the experience.
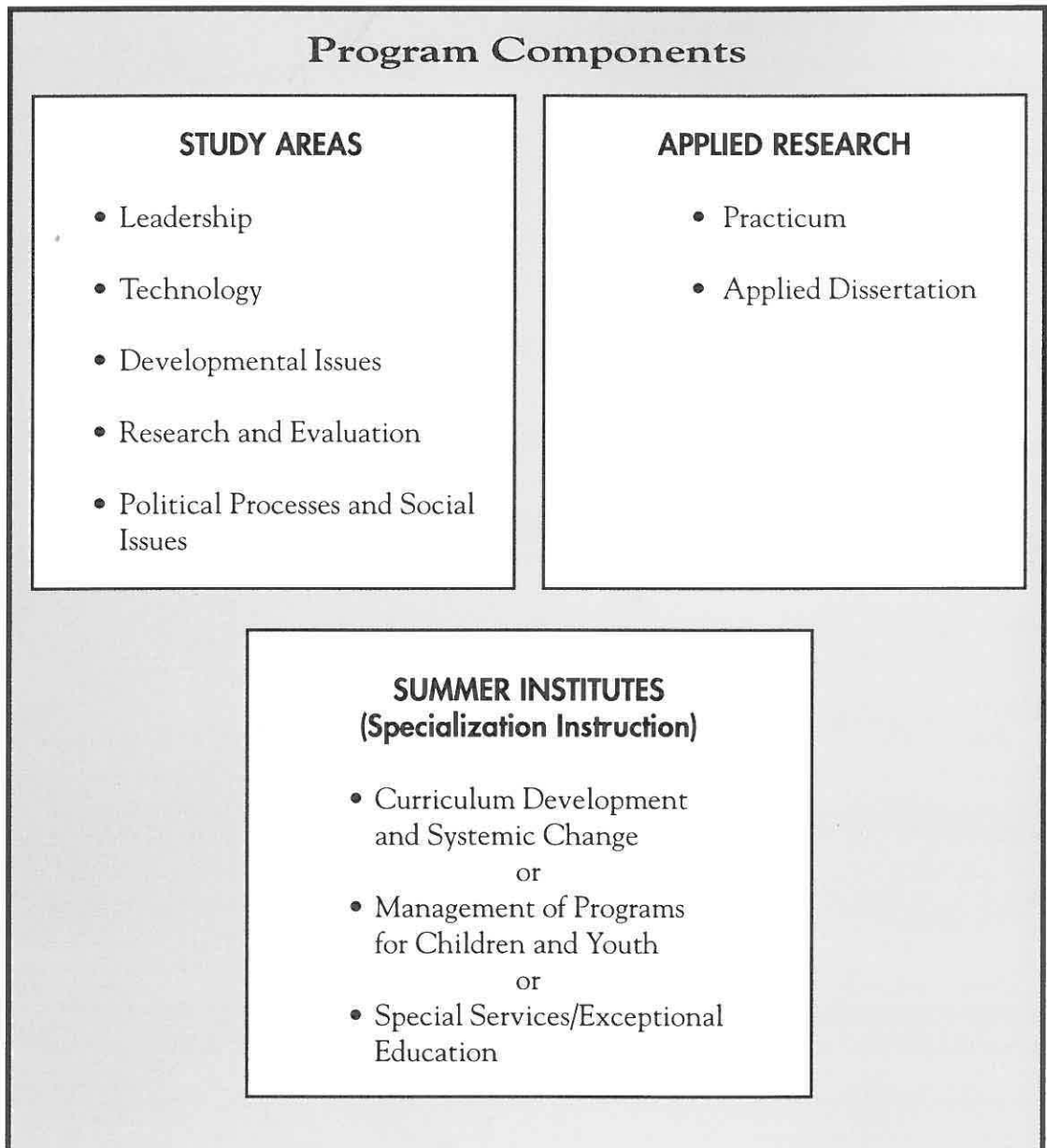
Program Components

STUDY AREAS

- Leadership
- Technology
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues

APPLIED RESEARCH

- Practicum
- Applied Dissertation

SUMMER INSTITUTES
(Specialization Instruction)

- Curriculum Development and Systemic Change
  or
- Management of Programs for Children and Youth
  or
- Special Services/Exceptional Education

The Ed.D. Program in Child and Youth Studies seeks competent, experienced professionals actively involved in the field. It serves 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 the following:

- A master's degree in education, child development, child care, psychology, counseling, speech pathology, human services, or a related field from a regionally accredited institution, with a 3.0 grade point average.

- 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.

- The requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university.

- Applicants must occupy a position that requires or allows them to work independently and to have direct or indirect impact on children and/or youth.

- Three years of work experience with children between birth and 18 years of age.

- Applicants for clusters meeting in South Carolina must submit the results of the Graduate Record Examination (GRE).

- **Applicants must have access to a computer and modem, be familiar with** communication through the Internet and the World Wide Web, and maintain arrangements with an Internet Service Provider.

Come to our campus offices or call toll free for program information: 8:30 a.m.-5:00 p.m., Monday-Friday.

(954) 262-8550

United States and Canada
800-986-3223, ext. 8550

Fax: (954) 262-3905

Email: *petinfo@fcae.nova.edu*

URL: *http://www.fcae.nova.edu/pet*

International Students Admission

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Applications for such an evaluation are available from the FGSE admissions office at 800-986-3223, ext. 8685. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to Program

Students receive a formal letter of acceptance from the program dean 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.

Applicants to the program receive a cluster opening letter six to eight weeks prior to the start date of their selected cluster. A unique, site-specific schedule for the three-year program is included in this document. Students MUST be accepted to the cluster by the Friday prior to the first meeting of the cluster. This policy may be waived only at the discretion of the program dean.

NSU is among the 25 largest universities in the country in number of students enrolled in post-baccalaureate programs.

Credits and Certification

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

	Credits
Leadership I	4
Technology I	2
Research and Evaluation I	5
Specialization I	7
Practicum Orientation	3
Practicum Report	3
Developmental Issues	6
Technology II	2
Specialization II	7
Applied Dissertation Orientation	6
Research and Evaluation II	5
Political Processes and Social Issues	4
Leadership II	3
Applied Dissertation	9
TOTAL CREDITS	66

Transfer of Credit

Because the Ed.D. 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 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.

Credits earned at Nova Southeastern
University are transferable at the discretion of
the receiving school. Students who wish to
transfer credit should contact the admissions
office of the receiving school for information.

Grading System

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

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 from
the Registrar's Office 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 three years may be granted a fourth
year of study by the program dean. However,
they must have an approved proposal for the
applied dissertation 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 program dean.

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 by the program
dean. To avoid being dismissed from the
program, students must initiate the
withdrawal process prior to the last class
session of the study area and the date
designated for applied research work.
Consult the *Student Handbook* and the
Applied Research Guide for more
information.**

Students who officially withdraw may
petition the program dean if they wish to re-
enter the program and resume their course
study at the point following the last program

component for which they received a grade. Students may re-enter 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 re-enter 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.

Employment

Because professional employment is a program admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs

Tuition for the Ed.D. Program in Child and Youth Studies is paid at the rate of $8,450 per year. Tuition payments are based on $563.33 per credit for 45 credits of course work. Students register and pay for each credited component as they progress through the three-year program. Although each student will take a total of 66 credits, tuition payments are not required for the two practicums (9 and 12 credits).

A payment of $2,112.50 is charged for the first six-month extension of a fourth year to students who require the continuing service. A second payment of $2,112.50 is charged for the second six-month extension of the fourth year to students who require the additional extension. Students may receive a six-month extension beyond the fourth year with permission of the program dean. A fee of $2,112.50 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 $50 is required and must accompany the completed application. A $65 degree application fee is required and must be paid prior to degree conferral. 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. 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 dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. 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 dismissed from the program for academic reasons may not re-enter the program at a later time.**

Withdrawal and Refund Policy

Students are entitled to a full refund of tuition if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session, registration/application fees will not be refunded, and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. if a course, seminar, or workshop is cancelled, or a cluster does not begin; 3. if they receive an involuntary call to active military duty; 4. upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term; or 6. if there are exceptional circumstances approved by the president or his or her designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was $1,100.

Based on no. of classes
9 - 3 = 6 classes not attended
6 ÷ 9 = 67% of the term not completed
67% x $1,100 = $737 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not completed
67% x $1,100 = $737 refunded

Example #2: Student attended five weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1,675.

Based on no. of classes
13 - 5 = 8 weeks not attended
8 ÷ 13 = 62% not completed
62% x $1,675 = $1,038.50 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 ÷ 45 = 62% clock hours not completed
62% x $1,675 = $1,038.50 refunded

Note: This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in each of the five study areas, the specialization areas, and the practicum workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cluster meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when 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 an applied research workshop, the director of applied research 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 dean 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, applied research, and institute requirements

- Successful completion of written comprehensive examination (students in South Carolina clusters only)

- Current status in payments for tuition, fees, materials, and texts

- 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.

Doctoral Candidacy Policy

Doctoral students must attain candidacy status prior to the School Provost's recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FGSE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a candidacy committee made up of doctoral faculty from all center doctoral programs, and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Student Handbook* of the Programs in Child and Youth Studies.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Students must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, specialization area, or practicum that does not receive a passing grade. If a student is dismissed from the program, he or she cannot be readmitted.

Leadership I

Students preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions. They are asked to distinguish between strategic thinking and operational planning and to elaborate on contemporary social problems they confront in their current positions, as well as problems that future leaders may confront. The second purpose of this component is to provide an overview of the total program and to relate the program components to one another.

Technology I

Students will be given an introduction to instructional technology, including computers. The course will cover the following topics: foundations of instructional technology, visualization, learning with technology, computer applications, telecommunications, computer tools, computer-based learning and planning, and evaluating technology in the workplace.

Research and Evaluation I

After considering a basic principle of the program— the importance of leadership in programming for children and youth— students are introduced to the skills required of the consumer of the research literature. The ability to comprehend, analyze, and critically evaluate professional literature, essential for people in decision-making positions, is demonstrated in assignments designed for the practitioner. Students also begin to focus on research and evaluation design and on in-field tests and measurements. Skills and information emphasized in this component will affect the study areas that follow and will enhance the work required for Practicums I and II.

Developmental Issues

A thorough grounding in the development of children and youth is essential as students contend with critical issues that impact children and youth, their families, and the education, health, and human service systems that serve them. Within this study area, students apply the vast literature on theory and research in child and/or adolescent development to the practice issues rooted in today's society. The study area emphasizes both analysis and synthesis as important approaches to the study of developmental issues. The area covers developmental theories; research; the characteristics and capabilities of children and youth in the physical, cognitive, social, affective, and language domains; and both normative and atypical courses of development. The student will be assigned to a group that emphasizes either the infancy/early childhood periods or the middle childhood/adolescent periods based on prior academic background and current practice role.

Research and Evaluation II

More advanced research and reporting strategies required for the development and execution of practicums are investigated in this component. Qualitative research derived from developmental issues and specialization areas are studied and related to the major research and evaluation paradigms most often used by education and social services professionals.

Technology II

Advanced applications of technology, including computing, for the professional are included in Technology II. This course emphasizes technology use for managing, learning, and teaching. Telecommunications and access to information are stressed. Ethical and legal considerations of the leader who uses and manages the use of technology are presented.

Currently, approximately 30 percent of all students enrolled at the university are taking classes through distance education delivery systems.

Political Processes and Social Issues

This study area is designed to assist students in developing the skills necessary to analyze political systems and processes at the local, state, and national levels. Needs of children, youth, and families identified in previous study areas are related to political procedures, current legislation, and the role of the change agent. Students identify responsibilities of professionals and leaders in the legislative process and suggest methods for instituting change.

Leadership II

This study area provides students with an opportunity to revisit and evaluate program experiences as they relate to current and emerging issues confronting the child and youth professional. Applying analytical skills developed in earlier segments of the program, students reflect on their personal growth and future commitments. They assess their leadership qualities and demonstrate their new capabilities in the solution of a social problem. This project is designed to integrate the competencies of analysis, synthesis, problem solving, and evaluation. Students disseminate their findings at a professional seminar.

Leadership I Study Area

LDR 8429 Leadership Theory, Research, Practice: The Individual, Organizations, and Society (4 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.

Leadership II Study Area

LDR 8437 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.

Developmental Issues Study Area

DVI 8014 Development in Adolescence (3 credits)
Developmental theories are applied to adolescence. Current research related to this period is examined. The characteristics and capabilities of children in adolescence are studied across the physical, cognitive, social, affective, and language domains.

DVI 8015 Development in Early and Middle Childhood (3 credits)
Developmental theories are applied to early and middle childhood. Current research related to these periods is examined. The characteristics and capabilities of infants, young children, and school-age children are studied across the physical, cognitive, social, affective, and language domains.

DVI 8016 Developmental Perspectives Dealing with Issues in Adolescence (3 credits)
Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in adolescence.

DVI 8017 Developmental Perspectives Dealing with Issues in Early and Middle Childhood (3 credits)
Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in early and middle childhood.

Research and Evaluation I Study Area

RES 8435 Fundamentals of Research and Evaluation I (4 credits)
This course provides the learner with the requisite skills essential for the interpretation of research and evaluation data and procedures. Both the research and evaluation processes are investigated with an emphasis on their practical applications. Critical concepts intrinsic to the understanding of evaluation paradigms, statistics, and data analysis techniques are presented to equip students with the ability to comprehend, analyze, 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 by 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 in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 Practicum Research for Professionals (2 credits)

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

Political Processes and Social Issues Study Area

PSI 8451 The Politics of Children's Issues
(1 credit)

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

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 8483 Computer Literacy: Information Management and Telecommunications
(2 credits)

This course is an introduction to instructional technology, including instructional computing. The course stresses the use of technology for managing, learning, and teaching. There is an emphasis on telecommunications.

Technology II Study Area

CED 8485 Computer Technology: Applications of Technology to Educational and Mangement Programs
(2 credits)

This course emphasizes advanced applications of technology, including computing, for managing, learning, and teaching. The impact of emerging technologies on the profession is stressed. Specific skills for leaders are emphasized.

NSU's rural medical program was cited in a Congressional study as among the 10 best in the nation.

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods for 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 two months preceding instruction. Students complete readings, activities, and assignments prior to the summer institute. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes at the summer institute during their first two years in the program.

Special Services/Exceptional Education

Appropriate for professionals who provide educational, health, or social services for children and youth with handicapping conditions, this specialization area is designed for those concerned with providing leadership in support of children with special needs. Over a two-year period, students analyze special education and special services literature and confront theoretical and pragmatic issues identified in the research findings.

As professionals who must articulate the needs of their populations within specific special services and exceptional education settings, students analyze and evaluate current instructional and social programs. They design new programmatic paradigms appropriate to the requirements of their particular audiences and assess available materials and instructional strategies. Students develop a broader understanding of legal, ethical, and moral issues as they acquaint themselves with research and legislation affecting the lives of children with disabilities and their families, and as they investigate human service delivery models and community resources.

Curriculum Development and Systemic Change

Designed for teachers and other instructional leaders and for professionals responsible for guiding institutional curriculum development, this specialization reviews past practice as a precursor to the understanding and evaluation of current professional practice. Throughout year one of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and in the implementation of instructional strategies and educational innovation.

During year two of the specialization, students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different. The focus is on a systems approach to maximizing the educational environment for children and youth. Grant-writing skills relevant to facilitating change are discussed.

Management of Programs for Children and Youth

Following a theoretical overview of administrative models, students analyze and assess programs, systems, and strategies that enhance the effectiveness of organizational leaders and the audiences they serve. Skill building in such dimensions as interpersonal communication, team building, conflict resolution, and human resource development are emphasized from the practitioner's perspective.

Students analyze the growth and development of power within the organizational structure. Students reflect on the use of power as a positive force and its application to various work settings and managerial roles.

The issues and skills concerned with budgeting, funding, personnel selection, and evaluation are addressed from the administrator's perspective. Questions regarding equity and other legal issues are discussed.

In 1993, the College of Career Development was one of three colleges in the nation recognized by the College Board for "excellence in the assessment and recognition of learning to motivate students in their pursuit of higher education."

Curriculum Development and Systemic Change I

CDS 8501 Curriculum Reform: Design, Trends, and Best Practices (4 credits)
Following an examination of curriculum design fundamentals, students will analyze current curriculum issues and trends. This course focuses on answering two critical questions: What do we want children to learn? How do we want to teach them?

CDS 8502 The Politics of Curriculum Improvement and Whole School Restructuring (3 credits)
The relationship between curriculum improvement and whole school restructuring is investigated. Students research the political forces that have impact on curriculum decision making within a systems perspective.

Curriculum Development and Systemic Change II

CDS 8578 Educational Reform: Theory Into Practice (3 credits)
Students examine current educational theories, policies, and practices affecting systemic, school-based reform movements in the public and private sectors. Change processes are viewed from educational, sociological, and political perspectives. Their impact on student achievement and educational accountability is evaluated.

CDS 8579 New Schools and Programs for a New Century: A Systemic Approach (4 credits)
Following an analysis of current theories and systemic change strategies, students develop a conceptual framework and proposals appropriate for their work settings. Recommendations are designed to demonstrate innovative approaches to systemic education reform. Grant-writing and fund-raising skills relevant to change processes are presented.

Special Services/ Exceptional Education I

SPS 8580 Intervention Strategies for the Development of Social Competency (4 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 8579 Families, the Law, and Exceptionalities (3 credits)
Students analyze legislation governing exceptional populations and its impact on families, educators, and social services personnel. Topics such as due process, family involvement, referral processes, and advocacy procedures are examined within a case management framework.

Special Services/ Exceptional Education II

SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youth (4 credits)
Current practices in the assessment and identification of exceptional children and youth are examined. Academic and/or training programs that reflect the student's professional goals and responsibilities are designed and evaluated.

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

Management of Programs for Children and Youth I

MCY 8561 Development and Management of Programs for Children and Youth (4 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 in a world of cultural diversity and socioeconomic differences will be emphasized.

MCY 8564 Developing Human Relations Skills in the Management of Programs for Children and Youth (3 credits)
This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion.

Management of Programs for Children and Youth II

MCY 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (4 credits)
This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

MCY 8565 Organizational Theory and Practices: A Synthesis (3 credits)
This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of persons with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.

APPLIED RESEARCH

The practicum and the applied dissertation are problem-solving projects designed to improve a situation or program. The practicum is a shorter project focused on a discreet problem. Implementation of the solution is restricted to three months. The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Solution implementation for the applied dissertation requires eight months.

PCY 8491 Practicum Orientation and Proposal (3 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, casual 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 at and participation in the orientation and gaining approval for the practicum proposal.

PCY 8492 Practicum 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 skill in identifying and 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 is prepared.

PCY 8495 Applied Dissertation Orientation and Proposal (6 credits)

A problem of major significance in child and youth studies is identified and documented in the student's workplace. The student identifies an array of solutions from the literature, supported by a theoretical framework, and, over a period of eight months, implements one or more approaches to solve the problem. The student then evaluates the effectiveness of the solution and the implementation process. The entire procedure is documented through a written report which is suitable for further publication.

PCY 9496 Applied Dissertation (9 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 the written proposal is approved by an adviser, the student implements a solution over a period of eight months. The student then evaluates the effectiveness of the solution and the implementation process. The entire procedure is documented through a written report which can be shared with the professional community.

Continuing Services

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

EDU 8501   Fourth Year
            (registered in six-month
            blocks)

EDU 8502   Six-month Extension
            (beyond fourth year)

NSU exhibits broad diversity in ethnic, gender, and age groups.

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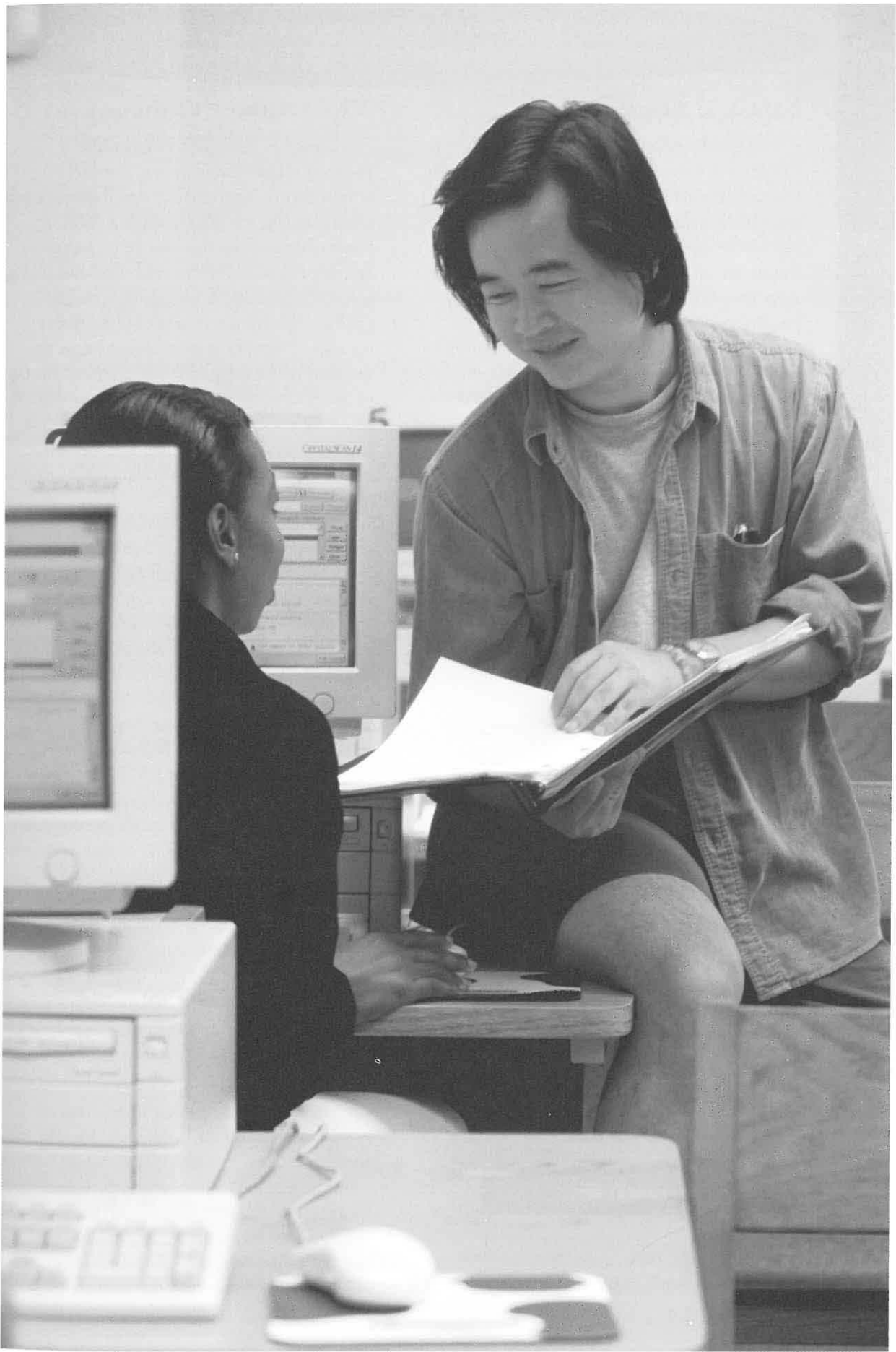
Mission Statement

The mission of the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The programs are designed for professional educators and trainers who work with learners from prekindergarten through the university level and with adults in all areas of business and industry.

The courses are designed to improve the skills of the participants; therefore, they must be experienced in the education or training fields and in the use of technology. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

The master's program is organized around three broad study areas: Leadership, Research and Evaluation, and Instructional Design. Master's students attend one summer institute. The program concludes with a practicum that is a major problem-solving project to be completed in the student's workplace.

The doctoral program contains the study areas listed above and introduces one new area: Management of Instructional Technology and Distance Education Programs. Students must plan, implement, and formally report on a doctoral-level practicum. Doctoral students must attend three summer institutes for hands-on experiences with various aspects of instructional technology and distance education.

The Cluster Concept

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are field-based. Formal instruction takes place on the main campus in Fort Lauderdale and through electronic means delivered to students wherever they live and work. Each cluster is a group of 20 to 25 professionals from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components (study areas, applied research, summer institutes) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet electronically between seminars and online classes to discuss assignments and to facilitate student progress.

Each cluster operates 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.

Instructional Delivery

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are delivered through a combination of face-to-face instruction on NSU's campus in Fort Lauderdale, Florida, and through electronic means. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery.

Approximately 50,000 people hold one or more degrees from Nova Southeastern University. More than 20,000 of those are graduates of FGSE programs.

Instruction involves the use of the following:

- Ongoing electronic communication using electronic mail (email), and the Web.

- On-campus instruction with faculty in Fort Lauderdale during extended weekend sessions (three-six days) in February and October.

- An eight-day summer institute in Fort Lauderdale in July and early August of each year.

Students must own a laptop/palmtop computer and modem, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet Service Provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including word processing and online access.

The M.S. and Ed.D. Programs

The programs are designed to be taken independently. That is, students with an earned bachelor's degree may take the master's program (21 months) and those with an earned master's degree may take the doctoral program (three years).

Students have the option to combine master's and doctoral course work and, thereby, accelerate their matriculation. The combined program may be completed in four years.

Study Areas

Each study area is designed to involve students in three to five months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, evaluation procedures, and commentary in the student's performance. Study guides and readings interrelate the study area material.

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

Study areas include the following:

- Leadership I: Leadership and Distance Education
- Research and Evaluation
- Instructional Design
- Management of Instructional Technology and Distance Education Programs
- Leadership II

Summer Institutes

The event in the program that brings students together from all clusters is the annual summer institute. This eight-day academic experience provides an opportunity for interaction among students from around the world with instructional and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each master's degree student must attend one summer institute and each doctoral student must attend three summer institutes. Students are responsible for their travel, room, and meal costs, as well as materials and fees. Students must register and reside in the hotel or site selected for the summer institute. Students must attend classes at the summer institutes in sequence during each year of their program.

There are no exceptions to these policies.

Applied Research

The practicum in the M.S. and the applied dissertation in the Ed.D. Programs in Instructional Technology and Distance Education are creative, problem-solving projects designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind both the practicum and the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program and the applied dissertation is required in the Ed.D. program.

PROGRAM COMPONENTS

M.S. (32 credits)

STUDY AREAS

- Leadership

- Research and Evaluation

- Instructional Design

M.S. Practicum

SUMMER INSTITUTE

Year 1

Ed.D. (65 credits)

STUDY AREAS

- Leadership I: Leadership and Distance Education

- Research and Evaluation

- Instructional Design

- Management of Instructional Technology and Distance Education Programs

- Leadership II

Ed.D. Applied Dissertation

SUMMER INSTITUTES

Year 1
Year 2
Year 3

ADMISSION REQUIREMENTS

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education seek graduate students who are competent, experienced professionals actively involved in the field. The programs serve practitioners who demonstrate leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership skills in their work environments. Specific requirements for admission to the programs are listed below:

- 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 previous degree, letters of recommendation, an interview, and written responses to questions dealing with the applicant's field of study.

- Applicants must occupy a position that requires or allows them to work in their area of study.

- The requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university.

- Three years of work experience in education or training with experience in their field of study.

- Applicants must have access to a computer and modem, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet Service Provider.

For the master's program:
- A bachelor's degree from a regionally accredited institution with a 2.5 grade point average.

For the doctoral program:
- A master's degree in education, instructional media, technology, training, human resources development, or a related field from a regionally accredited institution with a 3.0 grade point average.

Come to our campus offices or call toll free for program information: 8:30 a.m.-5:00 p.m., EST, Monday-Friday.

(954) 262-8550

United States and Canada
800-986-3223, ext. 8550

Worldwide
(954) 262-8550

Fax: (954) 262-3905

Email: *petinfo@fcae.nova.edu*

URL: *http://www.fcae.nova.edu/pet*

International Students Admission

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSE admissions office at 800-986-3223, ext. 8685. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to Program

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

Transfer of Credit

Because the programs differ 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 requirements.

NSU spent more than $14,600 per full-time-equivalent student in FY 1996. Much of this was for continued upgrading and expansion of the university's technology infrastructure.

The program does not attempt to meet state certification requirements because they 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.

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Grading System

The grading system for the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is as follows:

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 from the registrar's office 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 master's program is 21 months; the doctoral program is scheduled to be completed in 36 months. Students who do not complete requirements within the scheduled time period may be granted an additional year of study by the program dean. However, they must have an approved proposal for the practicum by the time they request an extension. Students may also register for a six-month extension beyond the one-year extension if approved by the program dean.

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 by the program dean. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area and the date designated for practicum work. Consult the** *Student Handbook* **and the** *Applied Research Guide* **for more information.**

Students who officially withdraw may petition the program dean if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to the new cluster.

Students who withdraw from the program are required to re-enter 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. Students who are dismissed from the program for academic reasons may not reapply.

Counseling Services

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

Employment

As professional employment is an admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs

Tuition for the M.S. and Ed.D. programs is paid at the rate of $8,450 per year. Tuition payments are based on $390.00 per credit. Students register and pay for each component as they progress through the program.

Although the M.S. program is designed to be completed in 21 months, students will be allowed two years to complete all requirements. A student who requires additional time may be granted two six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,112.50.

Ed.D. students who have not completed requirements within the designated three years may be granted up to three six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,112.50.

Financial aid for any extension is limited to half of the usual maximum allowable loan amount for that period.

Other Fees

A one-time, nonrefundable application fee of $50 is required for each level degree and must accompany the completed application. A $65 degree application fee is required and must be paid prior to degree conferral. 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, their own computer and modem, travel and expenses at campus meetings and other typical needs associated with advanced study. 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 dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. 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 dismissed from the program for academic reasons may not re-enter the program at a later time.**

Withdrawal and Refund Policy

Students are entitled to a full refund of tuition if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session, registration/application fees will not be refunded, and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. if a course, seminar, or workshop is cancelled, or a cluster does not begin; 3. if they receive an involuntary call to active military duty; 4. upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term; or 6. if there are exceptional circumstances approved by the president or his or her designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was $1,100.

Based on no. of classes
9 - 3 = 6 classes not attended
6 ÷ 9 = 67% of the term not
    completed
67% x $1,100 = $737 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not
    completed
67% x $1,100 = $737 refunded

Example #2: Student attended five weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1,675.

Based on no. of classes
13 - 5 = 8 weeks not attended
8 ÷ 13 = 62% not completed
62% x $1,675 = $1,038.50 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 ÷ 45 = 62% clock hours not
    completed
62% x $1,675 = $1,038.50 refunded

Note: This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the practicum workshops. Regular interaction (classroom and online) provides program consistency and content enrichment.

Independent work and frequent online activity with the bulletin board, database, listserve, classmates, and faculty provide the instructional foundation for the distance delivery approach used in these programs. Active and regular participation is the key to success in distance education and is a required component of the program. Absence from any cluster meeting or scheduled online class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when 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 during the missed class meeting (online or on campus) 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 applied research should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean 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, practicum, and summer institute requirements

- Current status in payments for tuition, fees, materials, and texts

- 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 master's degree or doctoral degree for 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.

Doctoral Candidacy Policy

Doctoral students must attain candidacy status prior to the Center Provost's recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FGSE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a candidacy committee made up of doctoral faculty from all center doctoral programs and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Student Handbook* of the Programs in Instructional Technology and Distance Education.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct.

Leadership I: Leadership and Distance Education

ITDE 7007 Foundations of Distance Education (3 credits)

An introduction to distance education. Major topics include the historical, theorectical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 7001 Leadership and Management Theory, Research, and Practice: Its Application to Instructional Technology and Distance Delivery (3 credits)

This course is designed to introduce past and present models of leadership and management prevalent in the technology movement. Students analyze the critical elements and values that have led to the development of current programs in instructional technology and distance education delivery systems. Their effect on accepted leadership and management skills, roles, and practices are assessed. Leadership and management styles and their relationship to the administrator's decision-making potential are examined. After appraising their personal leadership and management modes of behavior and current levels of competency, students develop a personal and professional growth plan for the future.

Research and Evaluation I

ITDE 7003 Principles and Practices of Research in Instructional Technology and Distance Education (3 credits)

This course provides the learner with the requisite skills necessary for the interpretation of research procedures appropriate for professionals concerned with distance learning and instructional technology programs. The research process is investigated with an emphasis on its practical applications. Critical concepts intrinsic to the understanding of research paradigms, statistics, and data analysis techniques are presented to equip practitioners with the ability to answer research questions.

ITDE 7004 Measurement and Evaluation (2 credits)

This course is designed to provide students with an understanding of major problems encountered in establishing the validity and reliability of procedures in research and evaluation that deal with educational assessment in the fields of instructional technology and distance delivery.

Summer Institute I

ITDE 7005 Instructional Media: Identification and Selection (3 credits)

Students investigate and evaluate the variety and quality of instructional media and equipment available to educators and training professionals interested in distance delivery systems. Using guidelines and criteria specific to a variety of technologies, hardware and software are analyzed and assessed for their application to group-learning conditions, individual instruction, and teaching in specific academic disciplines. Students survey and make recommendations for the inclusion of new technologies in their work settings.

ITDE 7006 Technology in Education, Training, and Distance Delivery (4 credits)

This course focuses on the development of technical competencies and the application of leadership and management skills required by professionals responsible for education, training, and the operation of distance delivery programs. Emphasis is on the use of telecommunications and online resources available through professional networking systems. The development of instructional projects and inter- and intracommunications systems are stressed. Hands-on activities are included throughout the course. Students demonstrate technological competency by completing tasks appropriate for leaders and managers of instructional technology and distance education programs.

Instructional Design

ITDE 8001 The Use of Technology in Instructional Design and Delivery (3 credits)

This course focuses on the critical relationship of instructional design, learning style preferences, change processes, and distance education delivery through the use of diverse technologies. The course includes analyses of alternative programs and delivery mechanisms, as well as their impact on teaching strategies appropriate for multiculturally and instructionally divergent audiences. Technology-intensive curricula pertinent to the education and training of special needs populations are investigated. Students plan instruction germane to these needs and to program goals. A budget is presented that reflects current cost factors.

ITDE 8002 Linking Instructional Systems and Organizations Through Technology (2 credits)

Following an in-depth examination of current instructional design trends and practices in the infusion of technology into the curriculum, students relate these trends to their influence on the immediate work setting, within the organization, across larger systems, and at a distance. Students appraise the implications of these influences on future planning and administrative decisions. Consideration of instructional and training challenges and the standards and values that will maximize the educational experience in coming years are envisioned.

Applied Research

MASTER'S PRACTICUM. The master's practicum in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program.

ITDE 6012 Master's Practicum Proposal (5 credits)

Students attend an orientation to the problem-solving process and practicum requirements. An adviser is assigned, and students begin preliminary work that includes identification of the problem in the work setting and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 10-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled orientations and gaining approval of the practicum proposal.

ITDE 6013 Master's Practicum Report (4 credits)

The student carries out the plan developed in ITDE 8012 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. Students present their practicums at a group session. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

Continuing Services

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

ITDE 6016
Six-month Master's Extension I

ITDE 6017
Six-month Master's Extension II

Research and Evaluation II

ITDE 8003 Research Methods, Design, and Analysis (3 credits)

This advanced course for the instructional technology practitioner is intended to provide students with an in-depth examination of research methodologies and design and data analysis. Emphasis is on an integrated review of varied approaches to educational research. Organization and presentation of data related to instructional technology and distance delivery practices are introduced. Application to problems within the student's work setting is a primary focus.

ITDE 8004 Seminar in Research Policies and Practices (2 credits)

Students probe critical policies, trends, and ethical issues pertinent to instructional technology and distance learning delivery systems, as well as their solutions. Intensive investigation of effective, empirically based research studies is conducted. Policy-to-practice implications are explored.

Summer Institute II

ITDE 8005 Technology and Distance Delivery: Challenges for the Instructional Leader (4 credits)

This specialization component is designed to advance students' skills in the application of technology to curriculum design, and to teaching and learning procedures. Emerging technologies that have impact on program development, instruction, and training are presented and analyzed within the framework of instructional design principles, the organization, and distance delivery programs. Technological alternatives are considered in view of students' diverse work requirements. Students demonstrate their increased technology skills throughout the experience.

ITDE 8006 Implementation of the Technology in Instruction, Training, and Distance Delivery (3 credits)

Working in tandem and in groups, students develop skills and strategies that support clients, institutions, and organizations in their efforts to implement technology as a collaborative effort. Toward this end, students plan an instructional technology/online resources program that requires two or more individuals to work cooperatively with one another. Students share their work with members of the cluster as they demonstrate their collaborative techniques.

Management of Instructional Technology and Distance Education Programs

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education Programs (3 credits)

An examination of theories and methods for planning, operating, and evaluating instructional technology and distance education programs in educational and corporate settings. Also explored are principles and practices of staff training, proposal development, and legal issues related to instructional technology and distance education support services.

ITDE 8013 Applications of Distance Education Technologies (2 credits)

This second course in the distance education sequence has two major components. The first is an in-depth exploration of distance education technologies, including the Internet, videoconferencing, and audioconferencing. The second component addresses the selection of appropriate distance education technologies and the impact of these technologies on instructional delivery, interaction, and assessment.

Summer Institute III

ITDE 8009 Future Trends: Beyond Emerging Technology (4 credits)

A synthesis of the concepts, knowledge, and skills acquired throughout the program is demonstrated through presentation of personal projects. Future trends are inferred, their risks and challenges contemplated. Students redefine their roles and responsibilities as technology leaders and managers. A strategic plan for the implementation of current and emerging technology in the student's immediate work setting or within the larger organization is developed. Evidence of increased technology skills is expected at summer instruction.

ITDE 8010 Developing Distance Education and Delivery Support Structures (3 credits)

This course focuses on the role and responsibilities of groups and structures that act to support instructional technology and distance education programs. The importance and functions of advisory task groups, peer mentoring programs, consultancy and referral resources, and program governing boards are investigated. Creative strategies for encouraging corporate support and foundation grants are studied. A grant proposal is submitted that reflects an area of professional need identified by the student.

Leadership II

ITDE 8011 Leadership, Technology, and Power (3 credits)

This course provides students with the opportunity to (1) synthesize and evaluate the learning progression of the program, (2) describe the interactive relationship of political power and ethical practices to leadership initiatives, (3) demonstrate the skills necessary for the proactive leader and policy maker, (4) define and employ quality indicators and criteria required in instructional technology and distance-delivered education and training, and (5) design a future vision of instructional technology and distance-delivered education that is based on a critical analysis of the issues affecting practitioners today.

Applied Research

DOCTORAL APPLIED DISSERTATION. The applied dissertation in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought

The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The applied dissertation is required in the Ed.D. program.

ITDE 8016 Applied Dissertation Proposal (6 credits)

Problem solving is reviewed in light of the experiences encountered and the skills developed in course work and summer institute. Students select a major problem appropriate to their professional role and work setting. Completion of this course requires an approved proposal for the applied dissertation.

ITDE 8017 Applied Dissertation (9 credits)

A problem of major significance in instructional technology and distance education is identified and documented in the sutdent's workplace. The student identifies an array of solutions from the literature, supported by a theoretical framework, and, over a period of eight months, implements one or more approaches to solve the problem. The student then evaluates the effectiveness of the solution and the implementation process. The entire procedure is documented through a written report which is suitable for further publication.

Continuing Services

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

ITDE 8018
Six-month Doctoral Extension I

ITDE 8019
Six-month Doctoral Extension II

ITDE 8020
Six-month Doctoral Extension III

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and ITDE #3

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Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the university's major collection of books and journals in the humanities, business, education, and sciences. Specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University libraries' online catalog (NovaCat) is accessible for remote searching, as well as for searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, which gives students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call 800-541-6682, ext. 4602 or (954) 262-4602. Use the toll-free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: *library@nsu.nova.edu* or by Web: *http://www.nova.edu/library*.

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction,

document delivery, and online services. For more information about these services, call (954) 262-4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, and audiovisual and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain an Internet Web site, which allows access to several health-related electronic data bases, many of them full text. Users can also search the integrated NSU catalog; view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has over 300 data ports with direct Ethernet connections to the law center's network. In addition, a wireless network ensures network access from the library and law center classrooms. Students, faculty, and staff can access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing opportunities. The library is a selective U.S. Government Depository and one of only two Florida UN Documents full depository libraries. The Law Center/Law Library and Technology Center's Web page provides access to administrative, student, and research information at *www.nsu.law.nova.edu*.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

Information Technology

The Office of Information Technology and Media Services (OIT) provides the university community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- MicroLab
- Educational Technology
- Media Services
- Technical Support Services

Systems and Computing Services supports the administrative and academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing Services develops and maintains custom computer applications to meet the information needs of the university.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. The MicroLab provides the hardware and software resources in a microcomputer lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the main campus and east campus, including the Leo Goodwin Sr. Residence Hall, the Health Professions Division, and University Park Plaza. The Collaboration and Decision Support Lab has been established at the east campus. The facilities are available to all currently enrolled NSU students. An open lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and open lab. Available computer systems include Windows, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, and touch screens are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the university's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology Services is responsible for the Internet and World Wide Web resources throughout the university. Custom programming and Web development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication

Student Access to Telecommunications

Graduate programs at FGSE expect or require their field-based faculty, staff, and students to avail themselves of the university's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (email), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account Form, which is available from their program office or located in the Application and Admission Packet section in the back of this catalog. After the form is processed by the user's program, the Fischler School's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the NSU general communications Help Desk at 800-541-6682, ext. 4357 or (954) 262-4357. Your call will be transferred to the Help Desk and handled by the staff member on duty.

Email: *help@nsu.nova.edu*
Web site: *http://www.nova.edu/help*

*Limited Macintosh support is available from NSU.

**Modems as slow as 2400 baud may be used.

Textbooks

Textbooks should be purchased before the first day of class and are available at Nova Books in the Rosenthal Student Center. Students should have their course numbers and site information at hand when they order or request book information.

Nova Books carries an extensive line of reference materials; the latest editions of medical, law, psychology, and teaching reference books; study aids and test preparation guides. Books that are not in stock can be ordered, usually within one week.

Software can be purchased at Nova Books at academic prices (up to 75 percent off retail prices). Customer service can provide a complete catalog of software available at student prices.

Students at off-campus locations can order textbooks by phone, fax, or email. Shipping is done via UPS, usually within 24 hours. Packages cannot be shipped to P.O. boxes.

Nova Books' hours of operation are Monday-Friday, 8:30 a.m.-6:15 p.m., and Saturday, 10:00 a.m.-1:30 p.m. (Call for information about extended hours during "rush" periods). Nova Books can be reached by phone at (954) 262-4750 or 800-509-BOOK, by fax at (954) 262-4759, or by email at *novabook@nsu.nova.edu*. Correspondence should be sent to Nova Books at P.O. Box 290670, Fort Lauderdale, Florida 33329.

General

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

Financial Aid

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes six to eight weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1998 for the 1998-1999 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1998-1999 is June 30, 1998.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) system helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your Social Security number and four-digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week; and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. citizen, be a permanent resident, or be in the United States for other than a temporary purpose and able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240 or toll free 800-541-6682, ext. 7240.

Veterans' Benefits

Nova Southeastern 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 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, ext. 7241.

Notice of Nondiscrimination

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to ensure 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. Grievance procedures are explained in the program's *Student Handbook*.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All university-published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the president's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

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 Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern 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 ensure 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 ensuring 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 acknowledgment 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 Southeastern 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 Southeastern 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;
   j. failure to pay tuition and fees in a timely manner.

   Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university).

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 supplementary 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 supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life, and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the program's *Student Handbook*.

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 Southeastern University has adopted the following policy for all workplace, 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 Southeastern University-owned or controlled property and as a part of any of its activities. No Nova Southeastern 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 Southeastern University maintains a system of records that includes application forms, 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 Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all 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) address, (c) dates of attendance, (d) degree and awards received. Requests for such information must be submitted in writing to the university. 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 Southeastern 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 Southeastern University 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.

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M.S. Nova Southeastern University

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M.S.E. Stephen F. Austin State University
Ed.D. University of Arkansas

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Marketing Production Manager

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M.Ed. State University of New York at Potsdam
Ed.D. Syracuse University

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Ed.D. Columbia University

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ED.D. PROGRAMS FOR HIGHER EDUCATION

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NOVA SOUTHEASTERN UNIVERSITY
DEGREE OFFERINGS

Doctoral and Professional Degrees
Doctor of Audiology (Au.D.)
Doctor of Business Administration (D.B.A.) in:
 Accounting
 Finance
 Health Services Administration
 Human Resource Management
 Information Technology Management
 International Management
 Management
 Marketing
Doctor of Dental Medicine (D.M.D.)
Doctor of Education (Ed.D.) in:
 Adult Education
 Child and Youth Studies
 Computing and Information Technology
 Computing Technology in Education
 Educational Leadership
 Health Care Education
 Higher Education
 Instructional Technology and Distance Education
 Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.)
Doctor of Law (J.D.)
Doctor of Occupational Therapy (Dr.O.T.)
Doctor of Optometry (O.D.)
Doctor of Osteopathy (D.O.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Philosophy (Ph.D.) in:
 Clinical Psychology
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Family Therapy
 Information Science
 Information Systems
 Oceanography
Doctor of Physical Therapy (D.Sc.P.T.)
Doctor of Psychology (Psy.D.) in:
 Clinical Psychology
Doctor of Public Administration (D.P.A.)
Doctor of Speech-Language Pathology (SLP.D.)

Specialist Degrees
Educational Specialist (Ed.S.) in:
 Education

Master's Degrees
Master of Accounting (M.Acc.)
Master of Biomedical Sciences (M.B.S.)
Master of Business Administration (M.B.A.) in:
 Accounting
 Entrepreneurship
 Finance
 Health Services Administration
 Human Resource Management
 International Business
 Management Information Systems
 Marketing
 Medical Management
 Public Administration
 Sports Management

Master of International Business Administration (M.I.B.A.)
Master of Occupational Therapy (M.O.T.)
Master of Physical Therapy (M.P.T.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Science (M.S./M.Sc.) in:
 Applied Addiction Studies
 Applied Gerontology and Administration
 Child and Youth Care Administration
 Coastal Zone Management
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Early Childhood Education Administration
 Education
 Family Support Studies
 Family Therapy
 Health Services Administration
 Human Resource Management
 Instructional Technology and Distance Education
 Management Information Systems
 Marine Biolcgy
 Marine Environmental Sciences
 Medical Education
 Mental Health Counseling
 School Guidance and Counseling
 Speech-Language Pathology

Bachelor's Degrees
Bachelor of Arts (B.A.) in: Humanities
Bachelor of Science (B.S.) in:
 Accounting
 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Early Childhood Education
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Assistant Studies
 Legal Studies (prelaw)
 Life Science (premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 Science and the Business Environment
 Science and the Law
 Secondary Education
 Sports and Wellness Studies

Joint Degrees
Law/Business Administration (J.D./M.B.A.)
Law/Dispute Resolution (J.D./M.S.)
Law/Mental Health Counseling (J.D./M.S.)
Law/Urban and Regional Planning (J.D./M.U.R.P.)

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern 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 and fees. The balance due Nova Southeastern 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 Southeastern 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 has the right to petition Nova Southeastern 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 Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of disability, 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 ensure 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.

Nova Southeastern 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 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, ext. 7241.

APPLICATION AND ADMISSION PACKET

The following materials may be removed from the catalog and used by those who wish to apply for admission to the Programs in Education and Technology. Included here are:

- Graduate admissions application form
- Supplementary application form
- Checklist of skills (ITDE M.S./Ed.D. applications only)
- Three recommendation forms
- Two transcript request and transmittal forms
- Email account and request form

Your Application Materials

The following materials may be removed from the catalog to apply for admission to the Ed.D. Program in Child and Youth Studies or the M.S. or Ed.D. Programs in Instructional Technology and Distance Education. 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 $50 application fee establishes your personal file. Each applicant will receive an acknowledgment 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.*

- **Checklist of skills form**
  The M.S. and Ed.D. Programs in Instructional Technology and Distance Education require applicants to file the checklist of skills form.

- **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**
  Official transcripts of all previous academic course work must be sent to the program office. An official transcript of your master's degree must be submitted immediately to begin your application process for the Ed.D. programs. An official transcript of your bachelor's degree must be submitted for the M.S. program.

- **Email account and request form**

- **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 who attend class at the South Carolina site must submit scores from the Graduate Record Examination (GRE).

Students requiring financial aid must call (954) 262-3380 or 800-522-3243 to secure current financial aid forms. Submit these to ensure that funds are available when your cluster begins. Send the application directly to the Office of Student Financial Aid; however, it will not be processed until a start date has been set for the cluster.

In the event that any item is faxed to the admissions office, the original MUST be sent by mail. Only official transcripts, original signature recommendations, etc. can be sent to the registrar's office.

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER GRADUATE SCHOOL OF EDUCATION
AND HUMAN SERVICES
Programs in Education and Technology
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8550 or 800-986-3223, ext. 8550 (U.S. and Canada)
Fax: (954) 262-3905

Graduate Admissions Application
Programs in Education and Technology

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 $50.00 check (application fee) made payable to Nova Southeastern 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
Programs in Education and Technology
Nova Southeastern University
Fischler Graduate School of Education and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

File #_____

Acknowledgement letter sent _____

Office Use Only

Please check one

Academic Goal:
☐ Ed.D. Program in Child and Youth Studies (CYS)
☐ M.S. Program in Instructional Technology and Distance Education (ITDE-M)
☐ Ed.D. Program in Instructional Technology and Distance Education (ITDE-D)

Expected Starting Date_____/_____/_____
Mo.   Day   Year

Cluster Location (CYS only) _____
City   State
(South Carolina cluster members MUST submit GRE results.)

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 Southeastern (local if applicable)   City   State   ZIP

Emergency Contact:

_____
Name   Street and Number

_____
City   State   ZIP   (   )_____ Home Telephone   (   )_____ Business Telephone/Ext.

Please list all colleges and universities attended. **An official copy of all previous academic work is required. An official copy of your highest degree earned transcripts should be submitted immediately to begin the admission process.**

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree (e.g., 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, (954) 262-7240.

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 Southeastern 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 Free Application for Federal Student Aid (FAFSA)?_____Yes _____No

   If yes, when was the FAFSA sent to Iowa? _____
                                                                                          Date

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

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

_____   _____
           Applicant's Signature   Date

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

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Fax: (954) 262-3905

Academic Goals:

☐ Ed.D. in Child and Youth Studies
Cluster location:_____

☐ M.S. in Instructional Technology and
Distance Education

☐ Ed.D. in Instructional Technology and
Distance Education

Supplementary Application
Programs in Education and Technology

Name_____ Cluster Location (CYS only)_____

Address _____
Street   Apt.

_____
City   State   ZIP

Home Telephone ( )_____

Fax ( )_____   E-mail address _____

Employer_____

Business Address _____
Street and Number

_____
City   State   ZIP

Business Telephone ( )_____

Professional Information

1. Present Position (job title) _____
   Job Responsibilities (include specific function and level):

   _____

   _____

2. Area of Specialization (**Ed.D. Program in Child and Youth Studies Only**)

   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
   _____ **Curriculum Development and Systemic Change**
   Appropriate for teachers, teacher trainers, curriculum developers, media specialists, librarians, learning resource personnel
   _____ **Special Services/Exceptional Education**
   Appropriate for special educators, counselors, school psychologists, social workers, residential and youth care workers, nurses, speech/hearing pathologists

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). **Please attach resume.**

_____

_____

_____

_____

6. List below the titles of any professional writing you may have done in the past. Please include undergraduate and graduate theses, 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, critical thinking, and writing skills, and as an indication of your potential to perform successfully in a master's or doctoral program. **Submit all four responses with the supplementary application cover sheets and this page.**

    No exceptions or deviations to these directions will be accepted.

    a. The attached article, "Navigate With Vision," by Kenneth J. Tewel, describes the process of identifying an educational vision and using it as a guide when changes are implemented. Although Tewel refers to the vision of school districts, his thesis has important implications for other fields as well. Critique the steps 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, human services and technology are undergoing rapid change. From your perspective, discuss current trends and their implication for the future that your organization provides. 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.

    Days of the Week _____

    Times of Day _____

    Place of Employment _____

    Day Telephone Number (   ) _____

    Evening Telephone Number (   ) _____

Acknowledgment 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 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 Southeastern University.

Name (please print)_____   Soc. Sec. #_____ / _____ / _____

Signature_____ Date _____

Mail the completed supplementary application and your narrative responses to:

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Graduate School of Education
    and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Applicants to the M.S. and Ed.D. Programs in Instructional Technology and Distance Education must include the completed checklist of skills form found on the next page.

CHECKLIST OF SKILLS
(ITDE M.S./Ed.D. APPLICATIONS ONLY)

NAME_____ PREFERRED CLUSTER START DATE _____

Audience: *Students enrolled in the ITDE majors must be computer literate, have been online, and have a strong background in the use of technology and/or work in the fields of information/media use, the use of technology, technology coordinating, distance education, computer education, learning resources, or training focusing on the use of technology.*

Instructions: Write "**Yes**" or "**No**" before each of the following statements. A "Yes" indicates you believe you meet that entry requirement.

AREA I: INSTRUCTIONAL PLANNING

_____1. *I am familiar with the design and planning of training, curriculum, and/or instruction.* Name at least one topic you have planned and presented.

AREA II: COMPUTER COMPETENCY

_____2. *I possess basic computer competencies and I have used the common commands in at least one operating system.* Which operating system(s) have you used?

_____3. *I have used the computer to facilitate administrative tasks; these tasks include word processing and at least one other application.* Which word processor do you use most frequently? Name at least one other administrative computer function with which you are familiar (e.g., database).

AREA III: TELECOMMUNICATIONS

_____4. *I have a personal computer with a modem and communications software for online access.* What brand of computer do you have? What size is your disk drive(s)? Do you have a hard drive? Capacity:

What speed is your modem?   Which communication software do you use?
Have you been online?   If so, what service have you used?

AREA IV: INSTRUCTIONAL TECHNOLOGIES OR DISTANCE EDUCATION

_____5. *I have worked with distance education or I have used a variety of <u>electronic</u> instructional media and technology in a teaching, learning, or management setting.* Name two or three of the different types of media and technology that you have used and/or describe your responsibilities in your experiences with distance education.

AREA V: ACCOMPLISHMENTS

_____ 6. *I have made at least one successful application of technology or distance education that have been designed to improve student learning and/or my teaching/training/management skills.* In one or two sentences, describe the most significant use you've made of technology and/or distance education.

AREA VI: ADDITIONAL COMMENTS

Several competencies are required for a successful ITDE experience. Please check those skills listed below that you can currently demonstrate. Skills not currently in your repertoire must be accomplished and demonstrable by the time of specialization instruction. These competencies include:

Software Competencies
Word Processing
Spreadsheets
Database management
DOS or MAC operating environment
Windows or MAC graphics interface
Send and receive electronic mail

Hardware Skills
Mouse or track ball skills
Hard drive organization (folder or subdirectories)
Keyboarding
Use of common AV Technology
(e.g., videodisc, VCR, projection panels)

(   )

My reactions to the above statement represent an accurate assessment of my experiences, competencies, and knowledge in the use of instructional technology.

Signature _____

Print Name _____   Address _____

Date _____   _____

Approved _____   Phone Number _____

Date _____

NAVIGATE WITH VISION

By Kenneth J. Tewel

*But don't try to set your course
until you discover where you stand*

S INCE THE START OF THE RESTRUCTURING MOVEMENT, IT'S become a rite of passage for districts to spend vast amounts of time and money drafting what they call vision statements—or values statements, mission statements, or belief statements. Their intent is to give everyone an idea of where the district is headed, on paper, at least. And that makes sense: In the business world, carefully crafted vision and belief statements can mean the difference between success and failure for an organization. As Harvard University professors James Heskett and John Kotter report in *Corporate Culture and Performance*, enterprises with strong cultures built on shared values tend to have higher revenue gains, job creation, stock prices, and profit performance than do organizations that lack shared values.

In the school world, too, vision and belief are essential. But what currently passes for "visioning" in most districts falls far short of what it could be. In fact, too many districts begin and end their restructuring efforts with their vision and belief statements. And in so doing, these districts have missed the whole point.

A school system's fundamental beliefs and vision about teaching and learning must be incorporated into the district's goals, strategies, policies, processes, cultural practices, management behavior, and accountability systems. In short, the district's vision and beliefs must be evident in everything the district does.

How do you help shape a school district fueled by vision and be-

liefs? Where do you begin? What are the benchmarks or way stations on the journey? Read on.

Identifying fundamental beliefs

The first step is pinning down the education vision for the district—the *real* beliefs about students, learning, teaching, organization, governance, management, and re-

Kenneth J. Tewel is an associate professor of school administration and supervision at Queens College in Flushing, N.Y., and an independent consultant on school reform.

each one in light of this question: "If the circumstances changed and we were penalized for adhering to this belief, would we still keep it?" If people can't honestly answer Yes, then it's not a core belief and should be dropped.

One school district found itself in this situation when staff members wondered whether the importance of cooperative learning should be included as a basic belief. They asked, "Suppose in 10 years cooperative learning doesn't make any difference to the parents sending their children to our schools. Suppose the only thing that matters then is the number of computers. Suppose resources set aside for training new staff members in cooperative learning techniques are drawing money away from technology. Would we still want to put cooperative learning on the list of essential beliefs?" The administrators, teachers, and parents said No and took cooperative learning off their list of basic beliefs, assigning it instead to a list of current strategies. Remember, strategies can change as conditions change, but basic beliefs remain intact.

As you try to pin down your basic beliefs, also try to pin down the schools' purpose. By this, I mean the fundamental reason for the schools' existence. Ask the question: "Suppose we could shut down our schools. Why should or shouldn't we do so? What would the community lose if the schools ceased to exist?" Involve all your constituencies in answering these questions so the answers will be equally valid not only now but 10 years from now.

Once the people in your school district have honed the district's vision and beliefs, you're on your way. From this point on, anytime anyone resists change because "it's part of the way we do things around here" or because "we've always done it that way," remind them: If it's not part of our core beliefs, it's subject to change.

Making the vision real

Now that you've established the district's vision and beliefs, the next step is to make the changes that will support and sustain the vision and stimulate improvement. I call this stage "alignment."

Working with the same groups you did before—teachers, administrators, parents, businesspeople, other community members—try to identify at least a half-dozen concrete changes that will align your school district with the now-explicit vision and belief statements. The groups should consider two questions: What should we add to the school district's structure and culture to sustain the vision and beliefs and stimulate change? And, just as important, what practices detract from the vision and should be eliminated?

Most districts I know do a good job with the adding part of this two-part challenge, but they have trouble obliterating those inconsistencies that prevent their achieving teaching, learning, and organizational goals. For example, say one of your basic beliefs is teamwork among middle and high school teachers specializing in different subjects. If your schools feature self-contained, academic departments—each with its own piece of real estate in the building—then it's essential to change the organizing principles of the district and the schools in light of your belief in teamwork. Similarly, if you want to encourage people to take risks, trying a lot of stuff and keeping what works, then you have to remove real and perceived penalties for honest mistakes.

This is an important point—indeed, it might well be the essential point of any comprehensive change effort. Your district's philosophy—its vision and beliefs—must be consistent with its actions. By way of an example, here's how one school district—a composite of several school districts I know—aligned its organization to support the reforms it held dear:

The district, which I'll call Suburban School District, had a history of excellence—that is, until its population changed, and poor stu-

lationships with parents and community. Start by working with groups of staff members, parents, businesspeople, and community members to articulate core beliefs—and I do mean *core* beliefs. Come up with more than five or six of these beliefs, and you've probably identified more than just the essentials.

A good way to determine whether you are identifying real beliefs is to consider

dents with greater learning and social problems began to enroll. Achievement scores slowly began to slide, and parent and community confidence in the district's schools deteriorated. In 1993, led by a new superintendent, the district began a restructuring effort to overhaul its approach to educating its students.

To do this, the superintendent and his closest central-office colleagues spent weeks gathering thoughts from every quarter about what ought to be included in a vision and belief statement. In the end, that statement emphasized the importance of improving student achievement through staff and parent involvement at the district and school level. But reaching that conclusion took lots of work. Focus groups met; full-day and weekend retreats were held outside of the district in places that allowed for concentration without interruption.

As a result of all this thinking and the vision and belief statements it produced, the superintendent reorganized the central office. Among other things, he eliminated some of the red tape that got in the way of schools meeting their student achievement goals. Central-office staff members, for example, became members of individual school-site councils, serving as advocates for that school to the district. This move served to flatten some of the traditional reporting hierarchies.

But that wasn't enough to ensure that central office staff and school people interacted in productive ways. If the focus was going to be on school-initiated change, then schools had to have the information they needed when they needed it. So, among other actions, the district put in place a comprehensive computerized data system on student performance. Using this data system, teachers could call up information on individual students, improving the teachers' ability to make informed decisions about class placement and curriculum development.

In addition, the superintendent realized that, if the district was to abandon its "cookie cutter" approach to planning, management, and operations, it was crucial to get elementary, middle, and high schools not only to articulate the vision and belief statements but also to live them. So district-level staff members worked with schools to create new participative management and governance systems. And the superintendent reorganized curriculum services so subject-area coordinators and supervisors worked as a team. This aligned the district's structure with the deeply held belief that a team approach to instruction would help improve student achievement.

Lessons for superintendents

You can learn some valuable lessons from Suburban School District's experiences. The most important one is that districts will never attain coherence or achieve goals simply by having a belief or vision statement, however beautifully phrased. As we saw with Suburban School District, there needs to be much more. Some guidance:

• **Build the whole structure.** What Suburban School District did to infuse its vision and beliefs into its day-to-day workings might seem overwhelming. But that is precisely why I chose this district as an example.
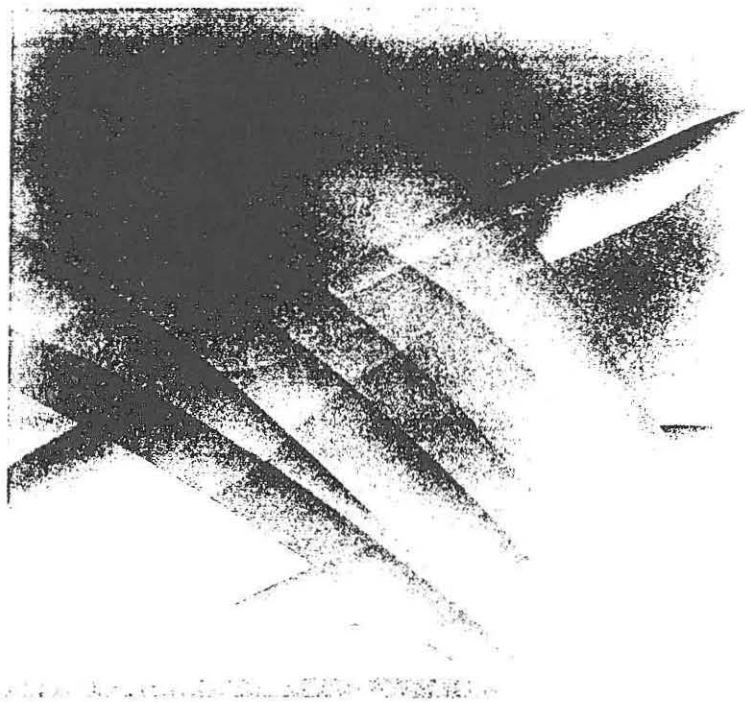
Districts driven by their belief systems do not rely on any one program, strategy, mechanism, cultural norm, symbolic gesture, or superintendent's speech to stimulate progress. It's the whole ball of wax that counts.

Think of the architectural masterpieces of Frank Lloyd Wright or I.M. Pei. You can't point to any single design element that makes the whole thing work. It's the entire work—all the pieces working together to create an overall effect—that leads to enduring greatness. And it's not just the big pieces, but also the tiny details—the elegant stair rail, the perfect off-center placement of a window near the side of the building. As the great architect Ludwig Mies van der Rohe put it, "God is in the details."

• **Emphasize the details of daily life.** People don't operate from day to day in the "big picture." They operate in the mundane details. It's the hundreds of seemingly inconsequential interactions that constitute daily life in school districts. Not that the big picture is irrelevant, but it's the little things that make up people's overall impression about priorities—the tone of staff memos, the approach used to evaluate personnel, or the response a high-level administrator gives to a good idea offered by a clerical assistant or a central office secretary in the purchasing department.

Make no mistake: Staff members will notice these little things. As a rule, they want to affirm their organization's vision and its basic beliefs. But they're always on the lookout for tiny inconsistencies that allow them to say, "I knew the administrators were just blowing smoke. They don't really believe their own rhetoric."

• **Cluster for coherence.** Districts driven by enduring vision and beliefs do not put in place random sets of mechanisms or processes unless they are parts of the whole. In these districts, people think about the whole even as they are dealing with the parts. They know the pieces must reinforce each other, that clustered together they deliver a powerful combined punch.

At Suburban School District, the pieces include the

Districts driven by enduring vision and beliefs do not put in place random mechanisms unless **they are parts of the whole**

ongoing quality control, reinforced by staff involvement programs; the participative management; the efforts to include parents and other community members; the ongoing professional development; and the two-way communications with other schools and districts around the nation that are also in the forefront of change. Every piece serves to reinforce the others. It's impossible to be anywhere near Suburban School District and not get the message that there is a deep commitment here to high-quality education for every child and to involving the entire professional community in every phase of planning for the schools' future.

• **Keep the faith; forget the fads.** Consistency means being guided first by one's own internal compass, not by the fads and buzzwords of the education world. Not that you should ignore reality—quite the contrary—but your district's self-defined ideology and long-term goals should guide all of its dealings with reality.

The point here is not that belief-driven districts and schools pursue "good" practices and others pursue "bad" practices. What might be "good" at one school or district might be "bad" at another. Don't ask, "Is this practice good?" Ask, "Is this practice appropriate for us? Does it fit with our vision and belief system? Will it help us achieve our goals?"

• **Obliterate inconsistencies.** Attaining consistency isn't just a process of adding new things; it's also a never-ending process of identifying and doggedly correcting inconsistencies that can push a school or district away from its core ideology or impede progress. If you look around your district right now, you probably can put your finger on at least a dozen specific ways in which practice is not consistent with core beliefs.

For example, if current room assignments prevent communication and collaboration among teacher team members, change the assignments. If the strategy is misaligned with the core, change the strategy. If the organization's structure inhibits progress, change the or-

ganization's structure. Keep in mind that the only sacred cow should be the core ideology. Anything else can be changed or eliminated.

You're the answer

In short, your school district must have a strongly held and widely shared core ideology if it is to be guided by vision and beliefs. It must also have an unrelenting drive to improve itself. And finally, it must be well designed as an organization to preserve its belief system and to stimulate progress with all the key pieces working in concert.

You can stimulate progress confidently by using strategies that have worked well for your district before. But realize that these aren't the only effective methods out there. Strive to find new ones that perhaps, some day, will become common practice. A favorite strategy one Pennsylvania superintendent uses for finding those new practices involves creating dissatisfaction with the status quo. This superintendent isn't inviting chaos; he's hoping to make people restless, to infect them with the enthusiasm for change. He does this by encouraging staff members to visit other districts and to participate in professional conferences to learn about new ideas. Then he encourages those who've heard these ideas to present them to others in the school district. The purpose: to find out whether people are interested in exploring ideas further and finding better ways to do things.

In the end, it's your job to create as many ways as you can to deepen staff, parent, and student commitment to a district that is driven by vision and core beliefs, a district whose goals and characteristics might be very different from those in place today. To do this, you need to inspire people at all levels of the organization and people outside the school door as well.

There's no magic to making all this happen. Those who succeed in building such a district are not necessarily more brilliant, more charismatic, more creative, or more adept at coming up with great ideas than the rest of us. They tend to be simple—some might even say simplistic—in their approaches to the business of schooling. But they not only take the opportunities offered to them; they make and create opportunities as well.

You don't have to be some great charismatic visionary who descends from the mount into the superintendent's office. You don't have to hope the lightning bolt of creative inspiration will strike with the "great idea." You simply have to recognize that all of us can be visionary leaders—and accept the frightening truth that you are probably as qualified as anyone else to guide your organization in a new way.

Finally, and perhaps most important of all, you have to recognize that making your vision real means working with a deep and abiding respect for each school as an important social institution in its own right—an institution that requires the care and attention we currently give to our great universities or systems of government. For it is through the power of human organizations—of individuals working together in common cause—that the best work on school reform will get done. ⊞

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AND HUMAN SERVICES
Programs in Education and Technology
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8550 or 800-986-3223, ext. 8550 (U.S. and Canada)
Fax: (954) 262-3905

Recommendation Form
Programs in Education and Technology

Name of Applicant:_____ Cluster Location (CYS only) _____

Address of Applicant: _____
                         Street and Number

_____
City   State   ZIP

Telephone Number of Applicant: (   )_____

> Information waiver to be completed by applicant *before* giving it to source of reference.
>
> Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
>
> I DO_____ I DO NOT_____ waive the right to inspect and review this completed recommendation.
>
> _____   _____
> Social Security Number   Applicant's Signature

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

The above-named person is seeking admission to a field-based 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.

Please send to:

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Graduate School of Education
   and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8550

Signature_____

Name (type or print) _____

Position _____

Address _____
                         Street and Number

_____
            City   State   ZIP

Phone (   )_____

Date _____

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER GRADUATE SCHOOL OF EDUCATION
AND HUMAN SERVICES
Programs in Education and Technology
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Transcript Request and Transmittal Form
Programs in Education and Technology

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

Dear Alma Mater:

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

A. I attended your school from_____ to _____ .

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

_____ .
     Last   First   Middle/Maiden Name

C. My student identification number was_____ .

Thank you for your assistance.

Sincerely,

Student: _____

Address: _____

_____

Signature_____

- -

Transcript Transmittal Form

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

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Graduate School of Education
   and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8550

Name _____
     Last   First   Middle/Maiden Name

Address _____
     Street and Number

_____
     City   State   ZIP

Cluster Location (CYS only) _____

Social Security No._____/_____/_____ Date _____

Indicate Program Applied for _____

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Indicate Program Applied for _____

FGSE UNIX ACCOUNT APPLICATION FORM

You must have access to a computer and a modem before requesting a Unix Account. You must fill in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent Quick Start sheets to assist with configuring your computer's telecommunications software and the Introduction to Distance Library Services at NSU. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program to which you are applying, and may take up to 10 working days from receipt by FGSE Network Services to be processed. **This form will not be processed unless signed on the reverse side.**

PLEASE PRINT OR TYPE CLEARLY

Social Security Number

Last Name

First Name

M.I.

Mailing Address

City

State

Zip

Home Phone ( ) -

Business Phone ( ) -

Fax ( ) -

Check the program with which you are associated:

EDL ☐ GTEP ☐ LSCA ☐ PET ☐ PHE ☐ CSD ☐ FCAE ☐

FCAE Status : _ Student _ Staff _ Faculty   Do you own a telecommunication program: ☐ Yes. ☐ No.

Operating System : _ DOS _ Windows 3.1 _ Windows 95 _ NT Workstation _ Macintosh

PLEASE CONTINUE ON REVERSE SIDE
(SIGNATURE REQUIRED ON REVERSE SIDE)

FOR PROGRAM USE ONLY

Please provide this applicant with a UNIX account. I certify that he/she is registered/employed in our program and is entitled to an account.

Director / Designate _____   Date _____

FOR NETWORK SERVICES USE ONLY

Date Received: _____   Login: _____

Date Entered: _____   Password: _____

Date Mailed: _____   Processor's Initials _____

42159

STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation towards specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statues may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

• have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems

• limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office

• refrain from attempting to tamper with or obstruct the operation of Nova Southeastern computer systems

• be aware that accessing or using another person's computer account without that person's permission is illegal and unethical

• refrain from any attempt to use Nova Southeastern University computer systems as a means for the unauthorized access to computer systems outside the University's systems

• be aware that the use of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical

• be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents

• use only legally obtained or licensed data or software in accordance with its license or purchase agreement

• be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibly as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for computing. The following rules outline your responsibilities for securing your computing account. This is not, however, a comprehensive list of all online policies, procedures, and responsibilities. Consult the NSU Policy regarding Use of Computers and Network Systems. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your account coordinator before your account can be activated.

Your computer account is to be used only by you. Do not share your account with other individuals. The password to your account must be kept secure. Make sure to commit your password to memory. You may change your password at any time with the password command.

Always choose a password that is difficult to "guess." Your password should conform to the following rules:

• It must be eight (8) characters in length.
• It must contain four (4) letters and four (4) numbers.
• It must not be any word that can be found in a dictionary.
• Choose a password that is meaningful to you but not obvious to anyone else.

Examples of acceptable passwords are: 29py94ju, as76dl98, 98df 7gh6.

NSU computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account. It is your responsibility to make backups of your files on your computer. NSU is not responsible for the loss of your computer files.

There are no specific limits to online time; however, you are encouraged to use your online time wisely in order to conserve resources. Online time that has been excessive and/or used for unauthorized purposes can result in a charge to you. If you do not access your account for a period of six (6) months, your account will be deleted.

I understand the above rules for using the NSU computing systems and networks and agree to abide by them. If you have trouble accessing your account or forger your password, please contact your account coordinator. he/she can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

_____   _____
Print Name   Academic Program

_____   _____
Signature   Date

Keep Your Personal Application Record

Item   **Date**

Application/Fee

Graduate Record Examination (GRE)
(South Carolina cluster members only)

Supplementary/Narrative Responses

Checklist of Skills Form
(M.S. and Ed.D. Programs in Instructional Technology and Distance Education only)

Transcript Request

Transcript Request

Recommendation #1

Recommendation #2

Recommendation #3

Resume

Oral Interview Completed

Official Status Letter Received

Cluster Opening Letter Received

Start Date

NOVA
SOUTHEASTERN
U N I V E R S I T Y

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