Fischler Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

2001

Programs in Instructional Technology and Distance Education [2001]

Nova Southeastern University

ITDE

Programs in Instructional Technology and Distance Education

M.S. and Ed.D. Degree Programs
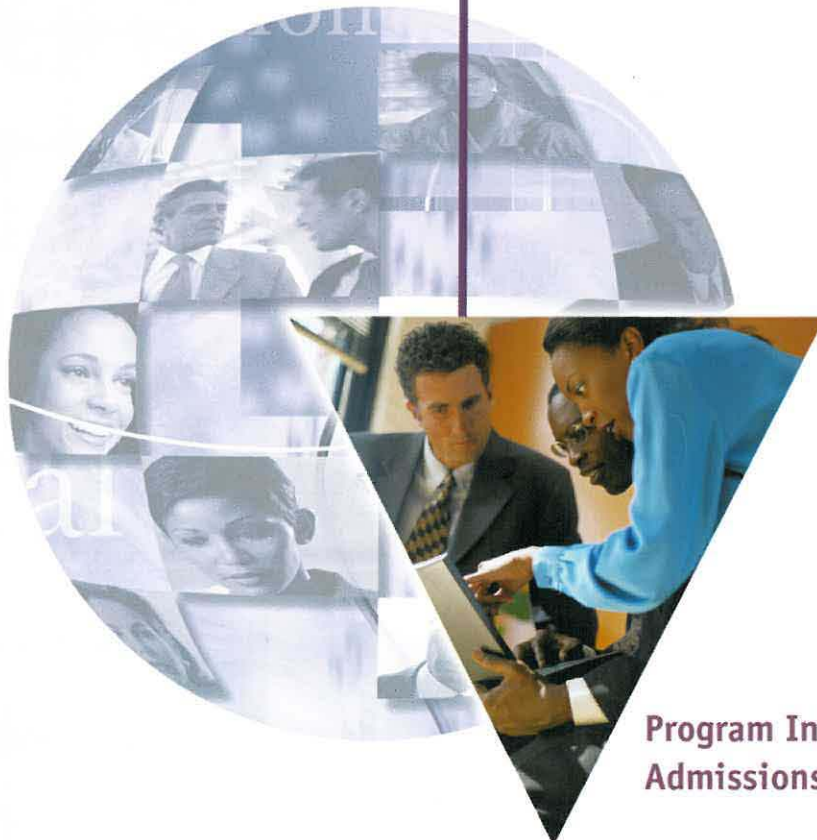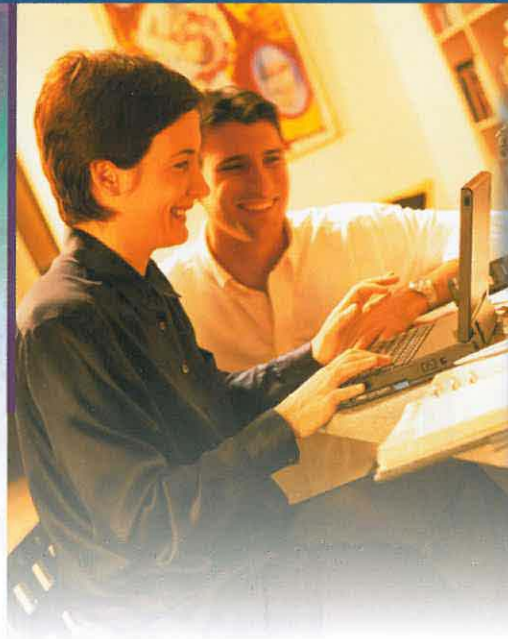
Program Information and Admissions Applications

MISSION

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 through a variety of delivery systems.

The Master's and Doctoral Programs in Instructional Technology and Distance Education

INTRODUCTION

Nova Southeastern University's Programs in Instructional Technology and Distance Education (ITDE) offer the master of science (M.S.) and doctor of education (Ed.D.) degrees in applied aspects of various instructional and distance education technologies. Programs are offered in a convenient format that provides opportunities for the working professional to increase levels of expertise while engaged in completion of an advanced degree.

The ITDE programs are designed to develop leaders who can effectively plan, organize, manage, and teach using instructional technologies in the classroom, on the job, and online via multiple electronic delivery systems.

Candidates for the ITDE programs at Nova Southeastern University (NSU) include professional educators at all levels and in any setting, including schools, colleges and universities, and in business and industry.

The M.S. program focuses on four broad areas:
- leadership and distance education
- research and evaluation
- instructional design
- media and technology

The Ed.D. program expands the focus to eight areas of concentration, including:
- leadership and distance education
- research and evaluation
- instructional design
- management and applications of instructional technology and distance education
- applied leadership
- media and technology
- systems design
- trends and issues in instructional technology and distance education

The Abraham S. Fischler Graduate School of Education and Human Services

The Fischler Graduate School provides postgraduate education study programs—including teacher certification and recertification, master's, educational specialist, and doctoral degrees—in many areas of education study. These include educational leadership; higher education administration; child, youth, and family studies; communication disorders; distance education and technology; lifelong learning; addiction studies; early childhood education; and many others.

The Fischler Graduate School is one of the largest graduate schools of education in the country and a leader in high-quality distance education, with more than 8,000 students in approximately 60 cities in 22 states, plus nearly a dozen foreign countries. It is based in its own 250,000-square-foot campus in North Miami Beach, Florida.

Nova Southeastern University

Nova Southeastern University is an independent, not-for-profit, fully accredited institution founded in Fort Lauderdale, Florida, in 1964 as Nova University. Since then, the university has become internationally known for innovation and high quality in both traditional and distance education. In 1994, the university merged with Southeastern University of the Health Sciences (Miami) to form Nova Southeastern University.

The university serves some 18,000 students at the undergraduate, postgraduate, and professional levels, and to date has approximately 68,000 alumni. Today, NSU is among the 20 largest independent institutions in the country, based on enrollment. The university's Electronic Library is regarded as a model for higher-education institutions, and serves NSU students throughout the world via computer connections.

NSU degree programs include schools of business and entrepreneurship, computer and information sciences, education, law, undergraduate studies, marine biology, psychology, humanities and social sciences, osteopathic medicine, pharmacy, optometry, medical sciences, allied health, and dentistry. In addition, NSU's clinics, internships, and outreach programs continually provide the highest level of service to the communities in which the university operates.

M.S. and Ed.D. Programs in Instructional Technology and Distance Education (ITDE)

The programs are designed for professional educators and trainers who work with learners from prekindergarten through the university level, and with adults in business and industry.

The courses are designed to improve the skills of the professionals; therefore, they must have some experience 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 in the programs 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 CLUSTER CONCEPT

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are field-based. Formal instruction takes place on the North Miami Beach campus, at international locations, 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 calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making takes 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 use electronic means to meet 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 at the Fischler Graduate School on NSU's North Miami Beach campus, 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.

Instruction involves the use of the following:
- Ongoing communication using electronic mail (email) and the World Wide Web
- On-campus instruction during extended weekend sessions (three to six days) in February or March and October or November
- A six-day Summer Institute in North Miami Beach held in July of each year

Students must own a laptop computer and 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 wordprocessing and online access.)

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, and assessment of student performance.

Study areas include the following:
- distance education and leadership
- research and evaluation
- instructional design
- management and applications of instructional technology and distance education
- applied leadership
- media and technology
- systems design
- trends and issues in instructional technology and distance education

SUMMER INSTITUTES

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

Each master's degree student must attend Summer Institute I, and each doctoral student must attend the three Summer Institutes. Students are responsible for their travel, room, and meal costs, as well as materials and fees. 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, independent research projects designed to study the use of technology and/or distance education. Students engage in research in a professional setting or other organization through direct involvement in strategies designed to address identified problems or research questions. 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 M.S. practicum requires identification of a problem, design of a solution strategy, and implementation and evaluation of that strategy. The Ed.D. applied dissertation is a major research project in which students investigate research issues of extensive scope and significance in a professional setting or other organization and apply theory to practice. Each student is assigned an adviser and faculty committee member 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.

ADMISSIONS 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 on 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 degree in residence at a regionally accredited North American college or university.
- Applicants must have access to a computer, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.
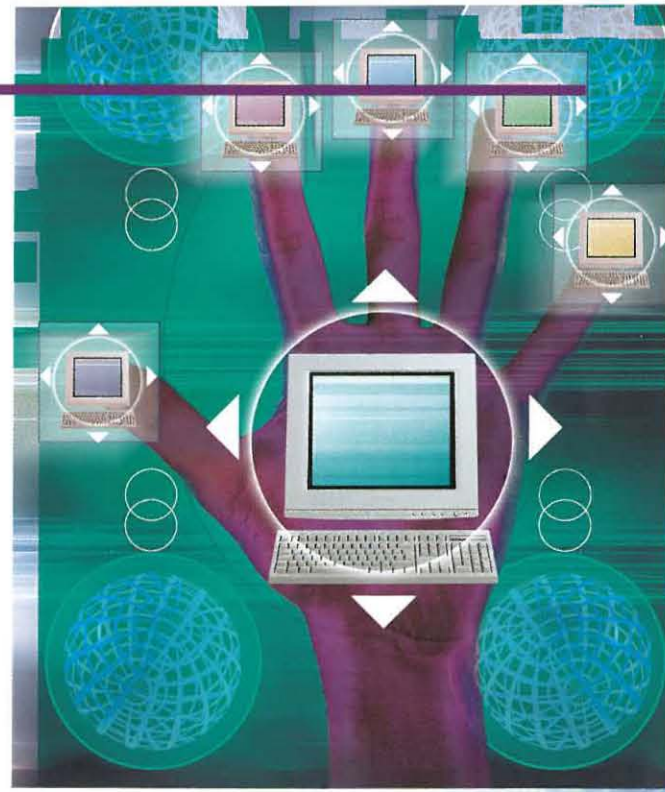
For the master's program:
A bachelor's degree from a regionally accredited institution, with a 2.5 grade point average

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

• Students applying to the doctoral program must also submit the results of the Miller Analogies Test (MAT). The test must have been taken within the past five years.

Come to our campus offices or call toll free for program information: 8:30 a.m.–5:00 p.m., EST, Monday–Friday (United States and Canada, except Broward County, Florida) 800-986-3223, ext. 8572.

Worldwide: (954) 262-8572
Email: *itdeinfo@nova.edu*

Fax: (954) 262-3905
Web site: *http://itde.nova.edu*

International Students Admission
Prospective international students who completed degrees at universities outside the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the admissions office at 800-986-3223, ext. 1561, or (954) 262-1561. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to the 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.

Tuition
Tuition for the M.S. and Ed.D. programs is paid at the rate of $440 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 $2,264.

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 $2,264. 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 degree level and must accompany the completed application. A $75 degree application fee is required and must be paid before degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses
Students are responsible for the purchase of textbooks, their own computer and modem, travel and expenses at campus meetings, and other typical requirements associated with advanced study. Materials fees will be charged as necessary. Tuition and fees are due at time of registration and are subject to change without notice. Financial aid information is available.
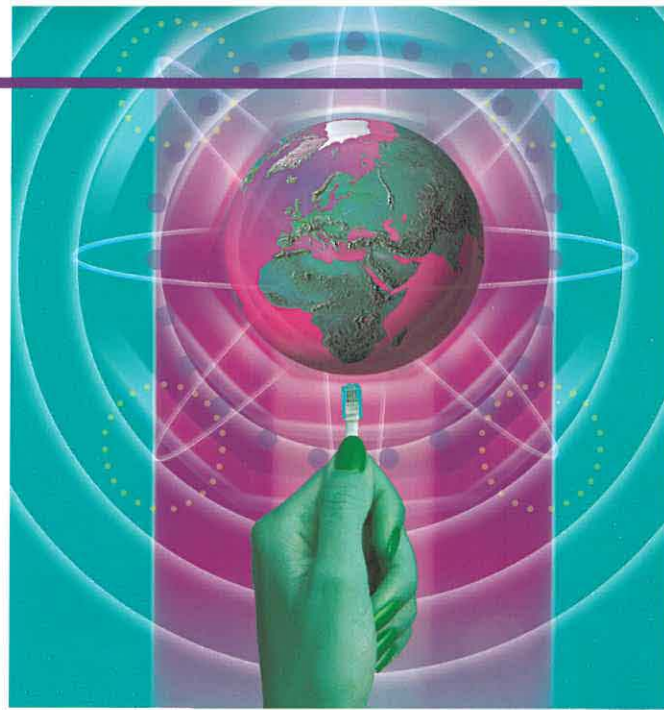
Course Descriptions

LEADERSHIP AND DISTANCE EDUCATION

ITDE 7007 Foundations of Distance Education (3 credits)
An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 7001 Foundations of Leadership and Management (3 credits)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace and learning organization, and leadership in practice.

RESEARCH AND EVALUATION I

ITDE 7003 Principles and Practices of Research in Instructional Technology and Distance Education (3 credits)
Major topics include research procedures appropriate for professionals in instructional technology and distance education, the research process, practical applications of research, research paradigms, statistics, and data analysis techniques.

ITDE 7004 Measurement and Evaluation (2 credits)
Major topics include problems encountered in establishing validity and reliability, testing and measurement, evaluation techniques, and assessment.

SUMMER INSTITUTE I: MEDIA AND TECHNOLOGY

ITDE 7005 Instructional Media (3 credits)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7006 Foundations of Instructional Technology (4 credits)
An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology; the literature of instructional technology; and an examination of the status of instructional technology.

INSTRUCTIONAL DESIGN

ITDE 8001 Introduction to Instructional Design (3 credits)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of "needs," performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 credits)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

MASTER'S PRACTICUM

ITDE 6012 Master's Practicum Proposal (5 credits)

Students attend a seminar session to orient them to the problem-solving process. Practicum requirements are explained. Following completion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcome 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 seminars and gaining approval of the practicum proposal.

ITDE 6013 Master's Practicum Report (4 credits)

The student carries out the plan developed in ITDE 6012 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

CONTINUING SERVICES – MASTER'S STUDENTS

In order to qualify for continuing services (extensions) a student must have a proposal approved by the 21st month. If the proposal is approved but the student has not completed all other aspects of the practicum by the 21st 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)

Major topics include research methodologies, research design, data analysis, review of varied approaches to educational research, organization and presentation of data, and application of research to work-related problems.

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

Major topics include critical policies, trends, and ethical issues related to research; investigation of effective, empirically based research; and policy-to-practice issues.

SUMMER INSTITUTE II: SYSTEMS DESIGN

ITDE 8005 Introduction to Instructional Systems (4 credits)
An advanced course examining the application of systems theory in education. Major topics include past and present systems theories in education, research of educational and instructional systems, the application of systems theory in educational practice, and the integration of systems theory into pragmatic instructional design.

ITDE 8006 System Analysis and Design (3 credits)
An introductory course providing skills for analysis and design of educational and instructional systems. Major topics include critical elements in the structure of distance education delivery systems, analysis of educational systems and instructional systems, relationship of subsystems within an educational system, design of an educational system, design of instructional systems, and evaluation and continuous improvement of a system.

MANAGEMENT AND APPLICATIONS OF INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education (3 credits)
Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education; managing in educational and corporate settings; and principles of staff training, proposal development, and legal issues.

ITDE 8013 Applications of Distance Education Technologies (2 credits)
Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audioconferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment.

SUMMER INSTITUTE III: TRENDS AND ISSUES IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

ITDE 8009 Instructional Technology and Distance Education Trends (4 credits)
Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator; future trends in the field; strategic planning for the professional; and refining roles and responsibilities of the leader in the field.

ITDE 8010 Instructional Technology and Distance Education Issues (3 credits)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing.

APPLIED LEADERSHIP

ITDE 8011 Leadership and Empowerment (3 credits)
This course builds on the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision making, and a synthesis of leadership development.
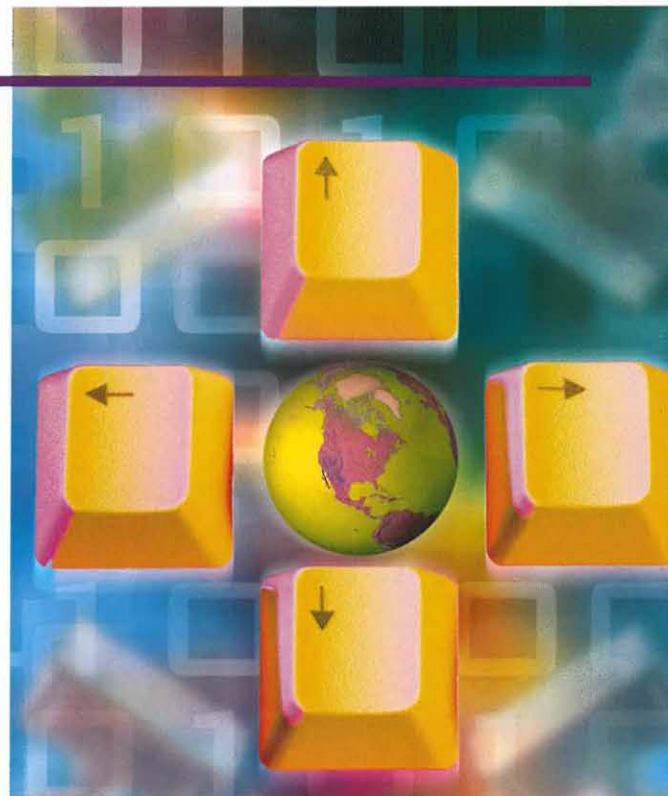
DOCTORAL APPLIED DISSERTATION

ITDE 8016 Applied Dissertation Proposal (6 credits)

Students attend seminars to introduce and develop the process. Applied dissertation requirements are explained. Following completion of the first seminar, an adviser and committee member are assigned, and students begin preliminary work that includes identification of the research question and leads to the approval of a proposal that describes the research to be completed. Completion of this course requires attendance at scheduled seminars and gaining approval of the applied dissertation proposal.

ITDE 8017 Applied Dissertation Report (9 credits)

The student carries out the plan developed in ITDE 8016 to collect and analyze data related to the research question. Effectiveness of the applied dissertation is evaluated, and a written applied dissertation report is submitted that describes the entire experience.

CONTINUING SERVICES – DOCTORAL STUDENTS

In order to qualify for continuing services (extensions) 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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Columbia University

Application and Admission Packet

The following materials may be removed from the catalog to apply for admission to 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:

• Personal application record (*page 14*)

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.

• A graduate admissions application (*pages 15–16*)

Receipt of this form with a $50 application fee establishes your personal file. Each applicant will receive an acknowledgment letter.

• Checklist of skills form (*pages 17–18*)

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

• Supplementary application and narrative section (*pages 19–24*)

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

• Three recommendation forms (*pages 25–29*)

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 (*pages 31–33*)

Official transcripts from **all** colleges and universities attended must be submitted to the program office immediately to begin your application process for the Ed.D. program.

• Unix (email) account application form (*pages 35–36*)

Mail the completed admissions application, admissions fee, checklist of skills, supplementary application, narrative section, and Unix (email) application to the address below. When these materials, along with three letters of recommendation and transcripts of all previous academic work, are received you will be contacted for a telephone interview and your application will be considered for admission.

Mail materials to:

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

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 before the start date, all accepted students and those applying to that cluster site will be mailed a cluster-opening letter with important information about class session dates, textbook ordering, instructor and cluster coordinator introductions, and tuition payments.

Students requiring financial aid must call (954) 262-3380 or 800-806-3680 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 Assistance; 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.

KEEP YOUR PERSONAL APPLICATION RECORD

ITEM	DATE
Application/Fee	_____
Supplementary/Narrative Responses	_____
Checklist of Skills Form	_____
Transcript Request	_____
Transcript Request	_____
Recommendation #1	_____
Recommendation #2	_____
Recommendation #3	_____
Resume	_____
MAT Scores	_____
Oral Interview Completed	_____
Official Status Letter Received	_____
Cluster Opening Letter Received	_____
Start Date	_____

NOVA SOUTHEASTERN UNIVERSITY
Fischler Graduate School of Education
and Human Services
Instructional Technology and Distance Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8572
800-986-3223, ext. 8572 (U.S. and Canada)
Fax: (954) 262-3905

Graduate Admissions Application
Instructional Technology and Distance Education

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

Please check one
Academic Goal:
☐ **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: _____/_____/_____   Sex: ☐ Male ☐ Female   Date of Birth: _____/_____/_____
              Mo.   Day   Year   Mo.   Day   Year

Social Security Number: _____

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 NSU (local if applicable)	City	State	ZIP

Emergency Contact:

Name		Street and Number	

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

15

Please list all colleges and universities attended. Official copies from **all** colleges and/or universities attended are 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.)	GPA

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 (The provision of this information is voluntary and we request it for reporting purposes only. This information will not be used in any discriminatory manner.):

Check one of the following:

❏ White (not of Hispanic origin)

❏ African American (not of Hispanic origin)

❏ Hispanic origin

❏ Asian or Pacific Islander

❏ American Indian or Alaskan Native

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) _____

Have you ever been convicted of a criminal offense, been found guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication? Yes ❏　No ❏

If the answer is yes, please explain.

_____

_____

The disclosure obligation is a continuing one. All applicants must report to the Fischler Graduate School of Education and Human Services any such event that occurs after filing their application. The admissions committee and the Fischler Graduate School of Education and Human Services will consider new information submitted and, in appropriate circumstances, may change the status of applicant or student.

Permission is hereby given to make any necessary inquiries. I voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity making a written or oral request for such information.

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 _____

Checklist of Skills

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 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 the 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. For each item listed below, indicate your current skill level with 1 indicating little or no skill and 5 indicating expert skill.

☐ wordprocessing   ☐ presentations   ☐ using a laptop with projector   ☐ email

☐ discussion boards   ☐ statistical programs   ☐ WWW in the curriculum   ☐ listservs or newgroups

☐ spreadsheets   ☐ databases   ☐ art/drawing/graphic design   ☐ distance education

☐ other (please specify)_____

_____ 3. I am familiar with and use at least one operating system. Please identify the operating system(s) with which you are familiar:

_____ 4. I consider myself an active user of technology. Please define your current use of technology.

AREA III: TELECOMMUNICATIONS

_____ 5. *I have a personal computer with a modem and communications software for online access.* What brand of computer do you have?

What speed is your modem?   Which communication software do you use?
                                        What ISP have you used?

AREA IV: INSTRUCTIONAL TECHNOLOGIES OR DISTANCE EDUCATION

_____ 6. *I have worked with distance education or I have used a variety of electronic 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

_____ 7. *I have made at least one successful application of technology or distance education that has 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.

Software Competencies
- ❏ Wordprocessing
- ❏ Spreadsheets
- ❏ Database management
- ❏ DOS or Mac operating environment
- ❏ Windows or Mac graphics interface
- ❏ Send and receive electronic mail

Hardware Skills
- ❏ Mouse or trackball skill
- ❏ 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   City   State   ZIP

_____   _____
Phone Number   Date

Approved _____

NOVA SOUTHEASTERN UNIVERSITY
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Fax: (954) 262-3905

Supplementary Application
Instructional Technology and Distance Education

Last Name	First Name	Middle Initial	Maiden Name

Address: Street and Number

City	State	ZIP

(   )

Home Telephone

(   )

Business Telephone/Ext.

(   )

Fax

Email address

Employer

Business Address: Street and Number

City	State	ZIP

Professional Information
Part 1. Current Position (job title)

Job Responsibilities (include specific function and level):

Part 2. Previous Positions: Please list previous employment in chronological order beginning with your current position.

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

Part 3. Recommendations:

Identify the three people 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

Part 4. List any additional professional and/or career-related experiences you have had (e.g., workshop leader, adjunct faculty, conference leader, keynoter). **Please attach resume.**

_____

_____

_____

_____

Part 5. 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

Part 6. After reading the journal article reprinted on pages 22–24, please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and must be wordprocessed on a separate sheet or sheets of paper. Answers to these questions will be assessed for content, organization, critical thinking, and writing skills 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. Describe what is meant by "the best of both worlds" and how it relates to your educational goals.

    b. Describe a professional experience that you feel has contributed to your ability to succeed in "the best of both worlds" learning environment.

    c. Describe what you believe are the essential characteristics, attitudes, behaviors, and habits a student would have to display in order to succeed in "the best of both worlds" learning environment.

    d. Describe how the completion of the ITDE program will contribute to your professional goals.

Part 7. 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 on 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 admissions application, checklist of skills, supplementary application, narrative responses, and Unix (email) application to:
    Director of Marketing and Student Recruitment
    Programs in Instructional Technology and Distance Education
    Nova Southeastern University
    Fischler Graduate School of Education and Human Services
    1750 NE 167th Street
    North Miami Beach, Florida 33162-3017

Best of both worlds

The Nova Southeastern University ITDE Model of Distance Education

Charles A. Schlosser, Ph.D.
Marsha Burmeister, Ed.D.
*Instructional Technology
and Distance Education
Nova Southeastern University*

Friday, 8 p.m.—One by one, the students' faces appear on the computer screen, and with broad smiles greet their classmates in turn. A class of 15, they are participating in the course, Future Trends: Beyond Emerging Technology, from their homes—from California to New York and from Washington to Florida. The students know each other well, having taken classes together for more than two years. On the computer screen, the wide-angle view and the somewhat unsteady motion indicates that compressed video is being used to link the students. But the image is in color and the quality is surprisingly good.

Two others join the videoconference: a program professor greets the students from a studio on the campus of Nova Southeastern University (NSU), in suburban Fort Lauderdale and explains that the course instructor has been delayed, but will join the session shortly. The other participant in the videoconference is the class' cluster coordinator from her home in Florida. Lest there be any doubt about her location, a huge banner, reading "Hollywood," is visible on the wall behind her.

Within a few minutes, the course's instructor, an adjunct professor, joins the videoconference, greets the participants, and apologizes for the delay. The videoconferencing equipment is straightforward, but connections from his office, in Rio de Janeiro, are problematic. For several minutes, the instructor discusses the goals of the evening and fields questions from the students about course readings and assignments.

In the following two hours, the students make short presentations based on assigned readings. As each student presents, classmates follow along with the help of handouts that had been distributed via email. The students use a variety of presentation media: there are murmurs of approval as one student uses his camcorder as a document camera, and envious hoots as another student couples a PowerPoint presentation with a live picture-in-picture image of himself.

As the session ends, the instructor discusses the agenda for upcoming videoconferences as well as for the weeklong Summer Institute to be held in Fort Lauderdale, where the group will gather for intensive instruction the following month.

INTRODUCTION

The scenario "Friday, 8 p.m." is drawn from the experiences of Cluster One, whose members became, in February of 1996, the first group of students enrolled in Nova Southeastern University's program in Instructional Technology and Distance Education (ITDE). For this cluster, use of desktop video was an experiment, one of many they had experienced in their graduate program. Over the course of three years, they have been, in the words of a professor, "put through the wringer." But in their use of a wide variety of communications technologies, the students gained a rare and valuable opportunity; hands-on experience coupled with a deeper understanding of these technologies and their use in distance education. Now, after three years, these students are poised to receive their doctor of education degrees. It seems appropriate at this time to examine to examine the "Nova ITDE Model," the distinctive multimode approach to distance education that the students of Cluster One experienced and helped refine.

THE ITDE PROGRAM

The ITDE program was established in the spring of 1996 with a single cluster, or cohort, of 27. Seven of the students were enrolled in the Master of Science Program, the remaining 20 in the Ed.D. Program. Three years later, ITDE has 12 clusters, a total of about 250 students, all of whom meet in Fort Lauderdale three times each year. Students in these clusters are mostly from the United States, with a sprinkling of students from other countries, including Israel, Germany, and the Netherlands. ITDE is also fostering the development of two "international" clusters; one in Jamaica, the other in Venezuela, whose students will receive the bulk of their instruction in their home countries.

NOVA SOUTHEASTERN UNIVERSITY

Founded in 1964, Nova Southeastern University (NSU) is the largest independent university in Florida, with an enrollment of about 17,000. Based in suburban Fort Lauderdale, it offers undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, osteopathic medicine, dental medicine, pharmacy, and many other fields.

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

From its 18-acre North Miami Beach campus, the Fischler Graduate School offers courses in six program areas, leading to the master's, educational specialist, and doctoral degrees. Approximately 8,000 students are enrolled in six programs: Graduate Teacher Education, Life Span Care and Administration, Educational Leaders, Higher Education, Communication and Science Disorders, and Education and Technology.

THE NSU ITDE MODEL OF DISTANCE EDUCATION

The NSU ITDE model of distance education is characterized by a unique combination of pedagogical, structural, and technological attributes. The most important of these attributes are: a uniform course of study offering a single major, the

cluster concept, the applied thesis and dissertation, and face-to-face instruction combined with the use of a wide variety of distance education technologies.

THE COURSE OF STUDY

Over the course of their 21-month program, master's students in the ITDE program participate in four study areas, each of which is composed of two courses. The study areas, in the order taken, are:

- Leadership I: Influence of Technology on Leadership and Management
- Research and Evaluation I
- Summer Institute I: Instructional Media
- Instructional Design

Doctoral students take the same courses, plus the following study areas:

- Research and Evaluation II
- Summer Institute II: Instructional Systems
- Management and Human Resources Development
- Summer Institute III: Trends
- Leadership II: Leadership, Technology, and Power

THE CLUSTER CONCEPT

Since the founding of NSU in 1964, the cluster concept has been a strength of the university's graduate education programs. Each cluster in the ITDE program is a group of 20–30 students who live and work in a wide variety of geographic locations and professional settings. Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education, technology, or a related field from NSU, is a facilitator of numerous administrative details and cluster activities and serves to support and advise students. The coordinator monitors student progress, offers academic advice and encouragement, and facilitates communication that fosters interaction among students who have limited face-to-face contact.

The cluster coordinator is required to be readily accessible via email, to maintain the cluster Web page, to publish Web-based newsletters, and attend online class sessions. In this unique position, the coordinator is a support person for the students, a facilitator for senior faculty and guest

lecturers, and a local site administrator/manager for program office staff.

The cluster is the administrative unit that links students throughout the program. Strong bonds develop between the student and the coordinator. Friendship, collegiality, academic support and encouragement develop as students progress through a series of study areas. Student program evaluations consistently indicate that the cluster concept is of extremely high value. The leadership of the coordinator is considered a crucial factor for student success.

THE INSTRUCTION

ITDE students enroll in three four-month study areas per year, in which most content is delivered through readings and face-to-face instruction. Discussions, student presentations, and interaction with instructors are conducted at a distance. Each study area, led by an NSU program professor or an adjunct supervised by a program professor, consist of three distinct phases.

In the first phase, students are assigned extensive readings, usually including several texts and a collection of journal articles, in addition to the study guide that is a component of all ITDE courses. During this portion of the course, students take part in one or more audio-conferences, in which introductions are made and the instructor discusses goals and objectives of the study area, fields questions, and perhaps provides a modest amount of instruction. Finally, students complete a significant assignment based on the readings.

The second phase of the study area, which takes place in Fort Lauderdale, is devoted to intensive face-to-face instruction during an extended weekend (three or four days) or an extended weeklong Summer Institute. If more than one cluster is taking the course at any given time (as is increasingly the case), the clusters are blended. The instructors (one per cluster) work with each of the students. This arrangement allows students to meet and work with other students in the program, as well as to experience a variety of teaching styles and establish connections with nationally known instructors. Before the end of the second phase of the study area, learning is assessed, and students begin work on a major final project.

During the third and final phase of the study area, work on the final project continues. Instructor and students continue to communicate via a wide variety of technologies, including audio-conference, email, and chat. Students may use these technologies to communicate within formal or informal study groups. Students use the same technologies to present their final projects to the instructor and classmates.

THE APPLIED THESIS AND DISSERTATION

The ITDE applied thesis and dissertation differ from their more traditional cousins in at least three ways. First, they must offer a solution to a problem in the work place. Second, the processes of implementing and reporting are conducting concurrently with course work, rather than afterward. Third, students are guided, not by a major professor, but by an applied thesis/dissertation adviser, who may be a program professor, but is more likely an expert identified expressly for the purpose.

THE TECHNOLOGIES

ITDE instructors and students have used a wide variety of communication technologies. This variety has been the result of technological advances, instructor preferences, specific course needs, and a spirit of experimentation. To a very large degree, the cluster concept has dictated the choice of communication technologies, which must be easily accessible to students and permit student-student interaction, both synchronous and asynchronous. The principal classes of communication technologies include Internet chat, audioconference, videoconference, and Web-based course packages.

INTERNET CHAT

When the ITDE program was inaugurated in the spring of 1996, Netscape Chat was available as a free download and became the basis for regularly scheduled chat sessions. By the beginning of their third year in the program, Netscape Chat had been replaced by a First Class Internet client. Embanet is now used by four clusters for email, chat, and uploading and downloading of files (assignments, study guides, required forms) in study areas, cluster areas, and work groups. The

advantages of the First Class client include multiple platform capability; ease of use; sophisticated features; and, perhaps most importantly, 24-hour support, online and via telephone, for all registered users, including students.

AUDIOBRIDGE

The use of the audiobridge continues to be an important element of most ITDE courses. Students meet with instructors via conference call accessed by a toll-free number. NSU uses a commercial provider to set up the calls and provide online support during the call. Advantages of audiobridges include access from virtually anywhere, efficiency (faster than typing), and the ability to make tape recordings of calls. A visual component has been addressed by many ITDE students by adding a second telephone line to their homes so that they may access Web-based materials during the audioconference.

VIDEOCONFERENCING

Although traditional compressed video has for years been used by NSU programs (including ITDE) to bring guest speakers to students during face-to-face instruction, a trial of desktop video-conferencing has been conducted with Cluster One. The ITDE program provided desktop video boards, cameras, and software to all students and subsidized the lease of ISDN telephone lines in their homes. Desktop video has been used as a medium for the delivery of instruction, for discussions, and for student presentations.

ONLINE COURSES

The demand for online courses is undeniably substantial, and growing. The ITDE program has moved toward offering online courses, but slowly and deliberately. Over the course of the first two years of the program, several of the newer online course development packages were evaluated. In the fall of 1998, WebCT was used to deliver an online course. And again, the pioneers were the members of Cluster One, who participated in their final study area, Leadership II, online. Four of the nine study areas will be delivered online in upcoming years.

THE BEST OF BOTH WORLDS

After meeting for several weeks via videoconference, Cluster One gathered

in Fort Lauderdale for an extended week of intensive instruction. However, even during this face-to-face phase of the course, videoconferencing technologies were again used, this time to bring guest speakers—leaders in the field of instructional technology—to the students. The presentations were the catalyst for wide-ranging discussions about the status and future of the field. In the weeks that followed, students and instructor continued to communicate at a distance.

None of the elements of the NSU ITDE Model—the uniform course of study, telecommunicated distance education, intensive face-to-face instruction, the cluster concept, or the applied research project—are, in themselves, innovative. Rather, it is the combination of attributes that is both powerful and noteworthy.

Graduate programs in instructional technology and distance education may be successfully offered face-to-face or at a distance. Tradition, of course, has favored the former, while schools, both established and new, are increasingly offering courses and entire programs at a distance. Both have significant advantages and disadvantages. However, rather than choosing between these two modes of instruction, the NSU ITDE model incorporates both. In so doing, it achieves the best of both worlds through the determination of an appropriate ratio of face-to-face and distance instruction, a balanced set of technologies used to deliver instruction at a distance, and a program structure that builds on the strengths while overcoming the weaknesses of distance education.

The choice of instructional delivery method is not based merely on media effectiveness. Clearly, research indicates that students, on average, learn as well at a distance as they do in traditional, face-to-face settings. Further, decades of research have shown that students learn effectively from properly designed instruction delivered via any medium. The NSU ITDE model is based on an understanding that a "best" balance both of face-to-face and distance instruction and of media may be established for a given group of students and instructors. This balance will shift, depending on needs and preferences of the learner, the technological expertise of the instructor, and the available technologies.

In part, the ITDE model is shaped by the concept of equivalency, which holds that distance education's appropriate application should provide equivalent learning experiences for all students, distant and local, in order for there to be expectations of equivalent outcomes of the educational experience. In advancing equivalency, the cluster concept provides a practical solution to some of the challenges presented by distance education. Within the cluster, friendships are formed, issues are debated, and support is offered. In these and other ways, the cluster simulates the experience of the graduate assistant "bullpen," a not-insignificant element of the graduate school experience offered by traditional programs. Because of their cluster membership, ITDE students are able to overcome isolation, the truly important "distance" of distance education. Further, peer pressure within the cluster encourages students to persist, overcoming one of the historic drawbacks of distance education.

A final, critical element of the ITDE model is the applied dissertation. Its emphasis on practical application of course content personalizes learning, and in so doing, deepens understanding.

The ITDE program from which Cluster One will graduate is strikingly different from the program in which it began three years ago. Beginning with the goal of achieving the best of both worlds—traditional, face-to-face and distance education—it has undergone numerous and significant modifications. Technologies have been adopted and discarded, courses have been significantly revised, policies have been adjusted, and the program has been strengthened. If the students of Cluster One have, indeed, been "put through the wringer," they, and the program, are the better for it. For both the institution and the students, it has been a learning process.

NSU

NOVA SOUTHEASTERN UNIVERSITY
Fischler Graduate School of Education
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Instructional Technology and Distance Education
1750 NE 167th Street
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(954) 262-8572
800-986-3223, ext. 8572 (U.S. and Canada)
Fax: (954) 262-3905

Recommendation Form
Instructional Technology and Distance Education

Attach the typewritten letter to this form.

Name of applicant _____

Address of applicant _____
<div align="center">Street and Number</div>

_____
| 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

<div align="center">(The above is to be filled in by the applicant.)</div>

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.

Signature _____

Please send to:

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

Name (type or print) _____

Position _____

Address _____
<div align="center">Street and Number</div>

| City | State | ZIP |

Phone ( ) _____

Date _____

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NSU NOVA SOUTHEASTERN UNIVERSITY
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Recommendation Form
Instructional Technology and Distance Education

Attach the typewritten letter to this form.

Name of applicant _____

Address of applicant _____
<div align="center">Street and Number</div>

_____
| City | State | ZIP |

Telephone number of applicant ( ) _____

> Information waiver to be completed by applicant before giving it to source of reference.
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> ❏ I DO   ❏ I DO NOT waive the right to inspect and review this completed recommendation.
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Please send to:

Director of Marketing and Student Recruitment
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North Miami Beach, Florida 33162-3017

Signature _____

Name (type or print) _____

Position _____

Address _____
<div align="center">Street and Number</div>

_____
| City | State | ZIP |

Phone ( ) _____

Date _____

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Recommendation Form
Instructional Technology and Distance Education

Attach the typewritten letter to this form.

Name of applicant _____

Address of applicant _____
<div align="center">Street and Number</div>

_____
| 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   │
└───┘

<div align="center">(The above is to be filled in by the applicant.)</div>

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

Signature _____

Name (type or print) _____

Position _____

Address _____
<div align="center">Street and Number</div>

_____
| City | State | ZIP |

Phone (____) _____

Date _____

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NOVA SOUTHEASTERN UNIVERSITY
Fischler Graduate School of Education
and Human Services
Instructional Technology and Distance Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8572
800-986-3223, ext. 8572 (U.S. and Canada)
Fax: (954) 262-3905

Request for Official Transcript
Instructional Technology and Distance Education

Student: Fill in the blanks on both sections. Mail to your former schools.

Please send to Nova Southeastern University an official transcript of my academic work while attending your institution. Return the form below to Nova Southeastern University.

A. I attended your school from _____ to _____

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

Last Name	First Name	Middle/Maiden

C. My student identification number was _____

Thank you for your assistance.

Sincerely,

_____
Signature

- -

Dear Alma Mater: Please return this form with the transcript. Thank you.

Transcript Transmittal Form

Social Security Number _____/_____/_____   Date _____

Name _____
Last Name	First Name	Middle/Maiden

Address _____
Street and Number

City	State	ZIP

Please send copy to: Director of Marketing and Student Recruitment
Programs in Instructional Technology and Distance Education
Nova Southeastern University
Fischler Graduate School of Education and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

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Thank you for your assistance.

Sincerely,

_____

Signature

- -

Dear Alma Mater: Please return this form with the transcript. Thank you.

Transcript Transmittal Form

Social Security Number _____/_____/_____   Date _____

Name _____

| Last Name | First Name | Middle/Maiden |

Address _____

Street and Number

_____

| City | State | ZIP |

Please send copy to: Director of Marketing and Student Recruitment
Programs in Instructional Technology and Distance Education
Nova Southeastern University
Fischler Graduate School of Education and Human Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

FGSEHS UNIX ACCOUNT APPLICATION FORM

You must have access to a computer and modem before requesting a Unix account. You must fill in this form completely; incomplete forms will delay processing. In addition to your log-in 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 Nova Southeastern University. An account not used for six 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 five working days from receipt by FGSEHS 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
(⬚⬚⬚) – ⬚⬚⬚⬚⬚⬚⬚

Operating System: ___ Windows 95 ___ NT Workstation ___ Macintosh

Status: ___ Student ___ Staff ___ Faculty

Check the program with which you are associated:

EDL	GTEP	CYFS	PHE	CSD	ITDE
☐	☐	☐	☐	☐	☐

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 _____   Log-in _____

Date Entered _____   Password _____

Date Mailed _____   Processor's Initials _____

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 University's 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 multiuser time-sharing systems to single-user terminals and personal computers, whether freestanding 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 toward 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' right 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 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.

In addition, a student accessing any of Nova Southeastern University's computer systems, whether a multiuser 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 University's 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's 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 Responsibility 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 computer 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 characters in length.

- It must contain four letters and four 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, 98df7gh6.

NSU computer systems will automatically monitor your password on a regular basis. If your password has been 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 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 forget 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

Fischler Graduate School of Education and Human Services Degree Programs

▶ A.A.

▶ M.A.   Teaching and Learning

▶ M.S.   Education (15 specializations)

▶ M.S.   Human Services

▶ M.S.   Instructional Technology and Distance Education

▶ M.S.   Speech-Language Pathology

▶ Ed.S.   Educational Specialist (15 specializations)

▶ Au.D.   Doctor of Audiology

▶ Ed.D.   Child and Youth Studies

▶ Ed.D.   Educational Leadership

▶ Ed.D.   Higher Education

▶ Ed.D.   Instructional Technology and Distance Education

▶ SLP.D.   Doctor of Speech-Language Pathology

For information about any of these degrees and programs, contact FGSEHS at (954) 262-8500 or 800-986-3223, ext. 8500; or locate us at *www.fgse.nova.edu* on the World Wide Web.

NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University (NSU) is an independent, nonsectarian, not-for-profit university chartered by the state of Florida in 1964. It is located on a 232-acre main campus west of Fort Lauderdale, with four other campuses in the South Florida area. NSU is licensed to operate in 30 of the 50 states and is alma mater to more than 68,000 graduates. The university, with more than 18,000 students, is an acknowledged leader in field-based degree programs and offers bachelor's, master's, educational specialist, and doctoral degrees across the nation, and at selected sites in Europe, Canada, Panama, and the Caribbean. NSU offers more than 100 degrees ranging from education to law, marine biology, computer and information sciences, business, psychology, osteopathic medicine, dentistry, optometry, pharmacy, health professions, biomedical sciences, undergraduate education, humanities and social sciences, and others.

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

The Fischler Graduate School of Education and Human Services (FGSEHS) is one of the largest graduate schools of education in the country with more than 8,000 students at master's, educational specialist, and doctoral levels. In addition to the M.S. and Ed.D. Programs in Instructional Technology and Distance Education, the school offers degree programs in higher education, educational leadership, child and youth studies, family support studies, communication sciences and disorders, substance abuse counseling and education, graduate teacher education, and others. The programs support practitioners' needs to become more effective in their current positions, to fill emerging roles in education, and to be ready to accept changing responsibilities within their own institutions and organizations.

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