Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES

1993-1994 Catalog
Includes Application and Admissions Forms

ABRAHAM S. FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
(1) Catalog:
   (A) Two (2) Copies, Certified True & Correct in content and policy by an authorized owner or official.
   (B) Mimeographed, printed or xeroxed form.
   (C) Identifying data, such as volume number & date of publication.

(2) Entrance Requirements. PG. 5

(3) (School Calendar) (Days and hours school is in session.)\n
(4) Adequate attendance records for veterans and other eligible persons enrolled in resident courses not leading to a standard college degree. Must be able to determine last date of attendance in all courses. PG. 7

(5) Standards of Progress:
   A) School's progress requirements for graduation. PG. 7
   B) Define Grading System. PG. 5
   C) Minimum grades considered satisfactory. PG. 5
   D) Conditions for interruption for unsatisfactory progress and grades. PG. 6
   E) Description of probationary period, if any, allowed by the institution. N/A
   F) Conditions of reentrance for those students dismissed for unsatisfactory progress.
   G) Statement regarding progress records kept by the school and furnished to the student. PG. 5

(6) Policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct. PG. 20 - 22

(7) Policy and regulations of the institution relative to granting credit for previous educational training. (The VA and person must be notified of any credit granted and the institution must maintain a written record of credit allowed.) PG. 5

(8) Curriculum identifying degree requirements to include credit hours required for each course and total credit hours for program. PG. 5

(9) Tuition & Fees PG. 6 + 7 * attached

[Handwritten note: Templates attached]
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 Ed.D. Program in Child and Youth Studies, he/she cannot be readmitted to the program.

A probationary period is not applicable to the Ed.D. Program in Child and Youth Studies.
CALIFORNIA DISCLOSURE

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

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

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on Proprietary Education
302 West Washington Street, Room 201
Indianapolis, Indiana 46204."

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

SOUTH CAROLINA DISCLOSURE

"Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 263-6260."

WASHINGTON DISCLOSURE

Nova University 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. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office.

Facilities for Field-Based Programs in Washington State

Nova University leases classroom facilities in accordance with local health, fire, and safety standards. All facilities are selected on the basis they are conducive to learning.

The University attempts to rent classrooms on local college campuses before using other facilities.
Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES

1993-1994 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1994. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

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

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1566 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 760-4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.
President's Message

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

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

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

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

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

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

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

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

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

Mission Statement

Nova University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Come to our campus offices or call toll free for program information:
8:30 A.M. - 5:00 P.M., Monday-Friday
Broward County, Florida 475-7031
Dade County, Florida 940-6447, Ext. 7031
United States (800) 986-3223, Ext. 7031
and Canada
Dean's Message

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

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. Our newest program, the Ed.D. Program in Child and Youth Studies, matches the needs of a broad array of professionals who work with children from birth through age 18. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada.

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

Good luck with your career.

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

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

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

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

The Abraham S. Fischler Center for the Advancement of Education offers:

At the master's or educational specialist level—

- M.S. in Child Care Administration
- M.S. in Child and Youth Care Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language Pathology
- The GEM Program, M.S. and Ed.S. for teachers

At the doctoral level—

- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Computing and Information Technology
- Ed.D. in Educational Leadership
- Ed.D. in Health Care Education
- Ed.D. in Higher Education
- Ed.D. in Vocational, Technical, Occupational Education
Director's Message

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

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

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

Diana Marcus
Director of Program Development

Mary Ellen Sapp
Director of Practicums

Sue Fassanella
Assistant to the Director

Barry Birnbaum
Program Professor of Education

Carmen Dumas
Program Professor of Education

Lois Ann Hesser
Program Professor of Education

Maryellen Maher
Program Professor of Education

Noreen Webber
Program Professor of Education

Vera Flight
Director of Student Development and Admissions

Robert K. Greene
Practicum Associate

Christine Stenback
Coordinator of Curriculum Development

Amy Grachow
Administrative Assistant

Elizabeth Kennedy
Administrative Assistant

Christine Keena
Practicum Secretary

Danashari James
Program Secretary

Dawn Robertson
Program Secretary
This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.
The Ed.D. Program in Child and Youth Studies

The mission of the Ed.D. Program 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 on child- and youth-related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and enhancing their problem-solving capabilities, the 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.

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:

- Ongoing electronic communications and technology using electronic mail (e-mail), the electronic classroom (ecr), and a Nova-sponsored bulletin board
- On-campus instruction with faculty in Fort Lauderdale during three- to four-day weekend sessions scheduled in February and October each year of the three-year program
- A 7-day summer institute, held in Fort Lauderdale in July of years 1 and 2, at which students take classes in their area of specialization.

Students must have access to a computer and a modem. Close proximity to a TYMNET satellite node, available in most major cities, cuts long-distance telecommunication costs considerably.

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

Study Areas

Each study area is designed to involve students in three to 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, and academic experiences; evaluation procedures; and commentary on the student's performance. Study guides and readings interrelate the study area material. Students meet one Saturday each month for a full day of instruction. Attendance is required at all meetings.

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

The five core study areas are:

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

Areas of Specialization

Specialization offers students the opportunity for intensive study in one of four areas of professional activity.

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

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

3. Special Services for Children and Youth/Exceptional Education
   - For special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, and social workers.

4. Application of Technology to Education and Training
   - For classroom teachers, program coordinators, educational technicians, special education teachers and consultants, technology managers, computer educators, media or information specialists, learning resource personnel, and others involved in improving instruction and training through the use of technology.

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 year in the program. These classes are held in July 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 weeklong academic experience provides an opportunity for interaction among students from across North America, 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, as well as materials fees. 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.

Practicums

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

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their work settings. Instruction in the practicum component is organized into two daylong cluster sessions. One of these sessions occurs five months after the cluster begins the program; the second occurs halfway through the program. Students are assigned practicum advisers who provide guidance during the practicum experience.
The Ed.D. Program in Child and Youth Studies

Program Components

Study Areas

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

Practicums

- Practicum I
- Practicum II

Summer Institutes (Specialization Instruction)

- Curriculum Development and Systemic Change
  - or
- Management of Programs for Children and Youth
  - or
- Special Services/Exceptional Education
  - or
- Application of Technology to Education and Training
Admission Requirements

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:

- A master's degree in education, child development, child care, or a related field from a regionally accredited institution.

- Evidence that the applicant has the academic background to be successful in the program. This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.

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

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

Acceptance to Program

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

Credits and Certification

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership I</td>
<td>4</td>
</tr>
<tr>
<td>Technology I</td>
<td>2</td>
</tr>
<tr>
<td>Research and Evaluation I</td>
<td>5</td>
</tr>
<tr>
<td>Specialization I</td>
<td>7</td>
</tr>
<tr>
<td>Practicum Orientation I</td>
<td>6</td>
</tr>
<tr>
<td>Practicum Report I</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Issues</td>
<td>6</td>
</tr>
<tr>
<td>Technology II</td>
<td>2</td>
</tr>
<tr>
<td>Specialization II</td>
<td>7</td>
</tr>
<tr>
<td>Practicum Orientation II</td>
<td>6</td>
</tr>
<tr>
<td>Research and Evaluation II</td>
<td>5</td>
</tr>
</tbody>
</table>

Transfer of Credit

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

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

Credits earned at Nova University are transferable at the discretion of the receiving school.

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
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<tr>
<td>W</td>
<td>0.0</td>
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<tr>
<td>I</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

Progress Report

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

Program Timelines

The life of the program is 36 months. Students who do not complete requirements within the three years may be granted a fourth year of study by the program director. However, they must have an approved proposal for Practicum II by the end of 36 months in order to be granted the fourth year. Students may also register for a six-month extension beyond the fourth year if approved by the director.
Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cluster. Students are not guaranteed that there will be a cluster location convenient to them at the time of reentry.

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

Counseling Services

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

Faculty and Guest Lecturers

The Ed.D. Program in Child and Youth Studies is directed by Abbey Manburg. Mary Ellen Sapp is director of practicums; Diana Marcus is director of program development; and Lois Ann Hesser, Maryellen E. Maher, Noreen T. Webber, Barry Birnbaum, and Carmen E. McMahon Dumas are program professors of education. Vera Flight is director of student development and admissions, and Robert Greene is practicum associate. As part of the Abraham S. Fischler Center for the Advancement of Education, which is under the direction of Dean Richard Goldman, the program seeks to promote maximum student-faculty interaction.

The following educators serve as senior faculty members for the study and specialization areas: Don Adcock, Nicholas Anastasiow, Anne Berens, Sheryl Brissett-Chapman, W. Bee Crews, Thomas Curtis, Carmen E. McMahon Dumas, Joanne Eichinger, Charlestone Fairley, Richard Fairley, Warren Groff, Lois Ann Hesser, Robert Hiltonsmith, Irvin Howard, Sylvia E. Jones, Judy Lever, Maryellen E. Maher, M. David Miller, Al P. Mizell, Peggy Moreno, Deborah Namm, Dori Neuwirth, John Sample, Rex Schmid, Marilyn Segal, Gerald Sroufe, Kenneth Tewel, Randolf Tobias, Jethro Toomer, Jr., Karen VanderVen, Lorraine Vitchoff, and Noreen T. Webber.

The following serve as practicum advising faculty: William W. Anderson, Barry Birnbaum, Paul B. Borthwick, Jr., Roberta Wong Bouverat, June Delano, Ann Fordham, Richard Goldman, B. Mathews Hill, Donna LaLonde, Georgianna Lowen, Muriel Lundy, Joan M. Mignerey, Peggy Moreno, Joseph Orr, Clifford Ouder, Roberta McNaughton Schomburg, Roberta Silfen, and Mary Staggs.

Program Costs

Tuition for the Ed.D. Program in Child and Youth Studies is paid at the rate of $6,150 per year. Tuition payments are based on $410 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 $3,075 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with permission of the program director. A fee of $1,537.50 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 $40 is required and must accompany the completed application. A $50 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

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

Withdrawal and Refund

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

In addition, Florida law provides that students have three working days from the date of signing an enrollment contract or financial agreement with the University to request a cancellation of the contract in writing and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Absence

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

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

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

Tardiness

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

Degree Requirements

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

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

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

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 who work with children and youth. 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

An introduction to the use of computers and other technologies is provided for all students through the use of personal hardware/software. Students receive hands-on experience in the use and application of word processing and spreadsheets, and are introduced to the uses of database management and telecommunications in a two-day seminar scheduled at their cluster site. Practical application of appropriate computer technologies to the student's specialization area is stressed, as well as problems and issues that arise when technology is added to 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 on 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

The emphasis in this study area is two-fold. Students receive hands-on experience in the use of database management and telecommunications and explore the broad opportunities available when integrating the four basic application programs. In addition, students will explore and evaluate the potential impact of emerging technologies and examine the moral, ethical, and legal issues that arise in a technological society, as applied to their professional areas.

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.

Course Descriptions

The Study Areas

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 8010 For Professionals Concerned With Infancy and Early Childhood: Development in Infancy and Early Childhood
3 credits

Developmental theories are applied to infancy and early childhood. Current research related to these periods is examined. The characteristics and capabilities of infants and young children are studied across the physical, cognitive, social, affective, and language domains.

DVI 8011 Developmental Perspectives Dealing with Issues in Infancy and Early 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 infancy and early childhood.

DVI 8012 For Professionals Concerned With Middle Childhood and Adolescence: Development in Middle Childhood and Adolescence
3 credits

Developmental theories are applied to middle childhood and adolescence. Current research related to these periods is examined. The characteristics and capabilities of children in middle childhood and adolescence are studied across the physical, cognitive, social, affective, and language domains.

DVI 8013 Developmental Perspectives Dealing with Issues in Middle Childhood and 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 middle childhood and adolescence.

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 of procedures in research, evaluation, and educational assessment. The focus is upon the selection and interpretation of educational tests.

**Research and Evaluation II Study Area**

**RES 8433 Research and Evaluation II**
3 credits

This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasiresearch, (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 and youth.

**PSI 8452 Political Dimensions of Programs for Children and Youth**
3 credits

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

**Technology I Study Area**

**CED 8483 Computer Literacy: Information Management and Telecommunications**
2 credits

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

**CED 8486 Implementing Emerging Technologies in Programs for Children and Youth I (APTEC I Students)**
2 credits

This course focuses on direct application activities of the emerging technologies and telecommunications related to education, training, and instructional management programs. Students demonstrate technological competency by completing tasks appropriate to their skill levels.

**Technology II Study Area**

**CED 8485 Computer Technology: Applications of Technology to Educational and Management Programs**
2 credits

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

**CED 8487 Implementing Emerging Technologies in Programs for Children and Youth II (APTEC II Students)**
2 credits

Advanced study in the implementation of educational technology is provided through direct application opportunities. Students apply and evaluate the effectiveness of technology in their own work environments and make recommendations for needed changes. Application activities include the use of current emerging technologies in programs for children and youth.
Areas of Specialization Descriptions

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 summer instruction. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes 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 I of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and the implementation of instructional strategies and educational innovation. Students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different during Year II of the specialization. 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. Participants 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.

Application of Technology to Education and Training

This specialization is best suited to professionals with a strong background in technology who wish to extend and apply their expertise to education and training. It is designed for professionals who are responsible for, and committed to, initiating and extending the use of computers in the educational setting, such as people who work as technology coordinators or trainers, computer educators, media or information specialists, learning resource personnel, and those who would be leaders in improving instruction through the use of emerging technologies.
Year I of the specialization component begins with an overview of the evolution of educational technology. It is followed by an analysis of its impact on individual learning styles and instructional design models. Students evaluate current curriculum models and suggest new ways of incorporating software and hardware into the learning process. Year II focuses on the management of educational technology and on human resource issues that are unique to the application of technology to instruction. Throughout the specialization, emphasis is placed on the development and refinement of computer and telecommunications skills, on the understanding of the legal and political implications of technology-oriented programs, and on the application of current and emerging technologies to the improvement of education and training.

Course Descriptions

The Specialization Areas

Curriculum Development and Systemic Change I

SML 8597 Curriculum/Program Design and Evaluation
4 credits

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

SML 8515 Current Research in Program Development and Evaluation
3 credits

This course is designed to synthesize instructional theory and design, media selection, and teaching/learning strategies for their impact on the development and evaluation of programs for children and youth. Research into program development and evaluation issues relevant to students' work settings is required.

Curriculum Development and Systemic Change II

SML 8478 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.

SML 8479 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. Grantwriting and fund-raising skills relevant to change processes are presented.

Special Services for Children and Youth/Exceptional Education I

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 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 for Children and Youth/Exceptional Education II

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 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, 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.

Management of Programs for Children and Youth II

MCY 8563 Budgeting and Funding Processes  
4 credits

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

MCY 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. An understanding of organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs, psychological and cultural diversity, and managerial styles are considered.

Application of Technology to Education and Training I

EDUT 8005 Integrating Educational Technology in Curriculum Design and Evaluation  
4 credits

Students review the historical foundations, evolution, and impact of educational technology on curriculum design and evaluation. Instructional Design (ID) models are analyzed and assessed in light of their relationship to individual learning styles. The importance of technology in the development of current ID models and its significance as an instructional instrument are examined. Available software and hardware are introduced for their applications to programs for children and youth. Students select, modify, and create an instructional design model. The model is expected to be appropriate to the students’ work settings and must emphasize the use of various educational technologies as instructional tools.

EDUT 8006 Application of Technology to Education, Training, and Instructional Management  
3 credits

This course focuses on the development of technical competencies required by professionals responsible for education, training, or instructional management programs. Emphasis
is on the application of telecommunications and online resources to the development of professional networks. The development of instructional projects, and inter/intra communications systems are emphasized. Students assess software and hardware using guidelines and criteria specific to the various technologies. The future of technological development and its pertinence to education, training, and instructional management are discussed.

Application of Technology to Education and Training II

EDUT 8007 Managing Educational Technology Programs

4 credits

After synthesizing the current management literature relating to educational technology, students address such topics as needs analysis, organizational structure, strategic planning, identification and allocation of resources, networking, dissemination of technological information and skills, and copyright laws. Political issues governing licensing practices, fiscal responsibilities, and the future of educational technology in public and private education, in community programs, and in distance education are explored.

EDUT 8008 Human Resources: Issues and Research in Educational Technology

3 credits

Techniques for analyzing and evaluating literature specific to educational technology are presented. Issues relevant to human resources professionals concerned with the application of technology to education, training, and instructional management are investigated. Students analyze the impact of such factors as: (1) interpersonal communication strategies; (2) cross-cultural understandings, (3) sexism and racism, and (4) access of technology to disadvantaged and handicapped populations. Staff development practices, technical training requirements, personnel support systems, evaluation procedures, and leadership skills required in technically oriented programs are considered.

Practicums

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

PCY 8491 Practicum I Orientation and Proposal

6 credits

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

PCY 8492 Practicum I Report

3 credits

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

PCY 8493 Practicum II Orientation and Proposal

6 credits

Skills related to problem solving are reviewed in light of experiences encountered during the first practicum. Students select major practicum problems within their specialty areas and appropriate to their instructional levels or professional roles. Completion of this course requires an approved proposal for Practicum II.

PCY 8494 Practicum II Report

6 credits

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

Continuing Services

EDU 8501 FOURTH YEAR

EDU 8502 SIX-MONTH EXTENSION (Beyond Fourth Year)
Faculty and Staff

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

NICHOLAS ANASTASIOW
Senior Faculty
B.A. University of California
Ph.D. Stanford University

STANLEY ANDERSON
Cluster Coordinator
B.A. The University of the Philippines
M.Ed. The Johns Hopkins University
Ed.D. Nova University

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

CAROLE BENEDICT
Coordinator of Marketing

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

BARRY BIRNBAUM
Program Professor of Education
B.S. Southern Illinois University at Carbondale
M.A. Northeastern Illinois University
Ed.D. Nova University

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

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

SHERYL BRISSETT-CHAPMAN
Senior Faculty
B.A. Brown University
M.S. University of Connecticut
Ed.D. Harvard University

THOMAS CRANEY
Cluster Coordinator
B.A. Keene State College
M.A. The Catholic University of America
Ed.D. Nova University

W. BEE CREWS
Senior Faculty
B.S. Florida State University
M.Ed. Florida State University
Ph.D. University of Florida

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

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

CARMEN E. McMAHON DUMAS
Program Professor of Education
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

JOANNE EICHINGER
Senior Faculty
B.S. State University College at Buffalo
M.S. State University College at Buffalo
Ph.D. Syracuse University

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

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

SUE FASSANELLA
Assistant to the Director

MICHAEL FERRENTINO
Cluster Coordinator
B.A. D'Youville College
M.S. State University College
Ed.D. Nova University

VERA FLIGHT
Director of Student Development and Admissions
B.S. Eastern Connecticut State University
M.S. Nova University

ANN FORDHAM
Practicum Faculty
B.A. Duke University
M.A. Texas Christian University
Ed.D. University of Virginia
RICHARD GOLDMAN  
Center Dean, Practicum Faculty  
B.A. University of Pittsburgh  
M.Ed. University of Pittsburgh  
Ph.D. University of Pittsburgh

AMY GRACHOW  
Administrative Assistant  
Practicum Department  
B.A. Queens College

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

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

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

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

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

B. MATHEWS HILL  
Practicum Faculty  
B.S. Utah State University  
M.Ed. Brigham Young University  
Ed.D. Nova University  
J.D. University of Utah College of Law

ROBERT HILTONSMITH  
Senior Faculty  
B.A. Syracuse University  
M.A. The Ohio State University  
Ph.D. Peabody College of Vanderbilt University

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

DANASHARI JAMES  
Program Secretary  
B.S. Nova University

JUDINE JOHNSON  
Cluster Coordinator  
B.S. D.C. Teachers College  
M.A. The American University  
Ed.D. Nova University

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

CHRISTINE KEENA  
Practicum Secretary  
B.S. Nova University

ELIZABETH KENNEDY  
Administrative Assistant

DONNA LaLONDE  
Practicum Faculty  
A.B. Colgate University  
M.A. University of Kansas  
Ed.D. University of Massachusetts

ROSALYN LENHOFF  
Cluster Coordinator  
B.A. Upsala College  
M.A. Teachers College, Columbia University  
Ed.D. Nova University

JUDY LEVER  
Senior Faculty  
B.A. Florida Atlantic University  
M.S. Nova University  
Ed.D. Nova University

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

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

MARYELLEN E. MAHER  
Program Professor of Education  
B.A. Jersey City State College  
M.Ed. University of Florida  
Ph.D. University of Florida

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

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

JOAN M. MIGNEREY  
Practicum Faculty  
B.S. Defiance College  
M.S. Bowling Green State University  
Ph.D. Michigan State University
M. DAVID MILLER  
Senior Faculty  
B.A. University of California  
M.A. University of California  
Ph.D. University of California  

AL P. MIZEI\l  
Senior Faculty  
B.Ed. University of Miami  
M.S. Florida State University  
Ed.S. Indiana University  
Ed.D. Indiana University  

ROANNE (PEGGY) MORENO  
Senior Faculty, Cluster Coordinator, Practicum Faculty  
B.A. University of Florida  
M.Ed. University of Florida  
Ed.D. University of Florida  

JO-ANNE MURPHY  
Cluster Coordinator  
B.S. Boston College  
M.Ed. Salem State College  
Ed.D. Nova University  

DEBORAH NAMM  
Senior Faculty  
B.A. University of Pittsburgh  
M.A. University of Pittsburgh  
Ph.D. University of Pittsburgh  

DORI NEUWIRTH  
Senior Faculty  
B.A. University of Miami  
M.Ed. Florida Atlantic University  
Ed.S. Nova University  
Ed.D. Nova University  

STANLEY OLIVIER  
Cluster Coordinator  
B.A. Chicago State University  
M.A. California State University  
Ed.D. Nova University  

JOSEPH ORR  
Practicum Faculty  
B.S. Florida A & M University  
M.Ed. Florida Atlantic University  
Ph.D. Florida State University  

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

DAWN ROBERTSON  
Program Secretary  

JOHN A. SAMPLE  
Senior Faculty  
B.S. Florida State University  
M.S. St. Thomas University  
Ph.D. Florida State University  

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

REX SCHMID  
Senior Faculty  
B.S. University of Northern Arizona  
M.Ed. University of Virginia  
Ed.D. University of Florida  

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

MARIY SE\GAL  
Senior Faculty  
B.A. Wellesley College  
M.S.W. McGill University  
Ph.D. Nova University  

ROBERTA SILFEN  
Practicum Faculty  
B.A. Brooklyn College  
M.A. University of Texas  
M.A. University of Hawaii  
M.S. Troy State University  
Ed.D. Texas A & M University  

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

MARCIA SKOPPP  
Cluster Coordinator  
B.S. University of Maryland  
M.Ed. American International College  
Ed.D. Nova University  

JERI SOROSKY  
Cluster Coordinator  
B.A. Roosevelt University  
M.Ed. Florida Atlantic University  
Ed.S. Nova University  
Ed.D. Nova University  

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

MARY STAGGS  
Practicum Faculty  
B.S. Florida Atlantic University  
M.Ed. Florida Atlantic University  
Ed.S. Florida Atlantic University  
Ed.D. Florida Atlantic University
CHRISTINE STENBACK
Coordinator of Curriculum Development

ELLEN STERN
Cluster Coordinator
B.S. University of Wisconsin
M.A. University of Nebraska
Ph.D. University of Nebraska

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

RANDOLF TOBIAS
Senior Faculty
B.A. Virginia Union University
M.A. Brooklyn College of the City University of New York
Ed.D. Columbia University

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

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

LORRAINE VITCHOFF
Cluster Coordinator and Senior Faculty
B.S. California University
M.A. Villanova University
Ed.D. Nova University

NOREEN T. WEBBER
Program Professor of Education
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College School of Social Work
Ph.D. Nova University
The Code of Student Conduct and Academic Responsibility

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

Nova University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment.

Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

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

At Nova University, it is plagiarism to represent another person’s work, words, or ideas as one’s own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.
3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

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

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

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

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

B. **Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

- a. Theft;
- b. Vandalism;
- c. Disruptive behavior;
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. Possession, transfer, sale, or use of illicit drugs;
- f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. Violations of housing regulations;
- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others;
- j. Nova 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; and
- k. Failure to pay tuition and fees in a timely manner.

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

C. **Supplementary Standards**

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

D. **Violations**

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

Student users of Nova 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 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 University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova's Student Code of Computer Ethics, please consult the Ed.D. Program in Child and Youth Studies 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 University has adopted the following policy for all work place, school, campus, and field-based programs.

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

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

Privacy of Records

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

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

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

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

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

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

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

Reservation of Power

Nova 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.
Policies Governing Student Relations

General

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

Institutional and Academic Information

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

Nondiscrimination

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

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the Ed.D. Program in Child and Youth Studies Student Handbook.

Financial Aid

Nova 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 (305) 475-7411.

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 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they 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. The priority deadline (April 1, 1993 for the 1993-94 academic year) is determined by the date the completed Need Analysis Form is received by the processor. 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 1993-94 is May 1, 1994.

Additional Information - General Eligibility Requirements

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

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible program at Nova University;
3. Be making satisfactory progress in his/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 adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5696.

Veterans' Benefits

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

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 25 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalogue.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN AND FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Through the Olen-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682, Ext. 7050, 7508, or 7388.

Nova's Information Retrieval Services (IRS) was recently merged with the OCLS. The entire microfiche collection of ERIC, more than 300,000 documents, will be available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

Center for Media and Technology

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

Computing Facilities

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

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

Textbooks

The Nova bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova University. Students located throughout the United States and Canada can order their texts via telephone (305) 476-4750; (United States) (800) 541-6682, press 7; or FAX (305) 476-4759.
Education Faculty and Administrative Staff

THELMA ALBRITTON
Associate Director, Master's Program in Speech-Language Pathology
LaBonte Institute for Hearing, Language, and Speech
A.B. Greensboro College
M.Ed. University of Oregon

HECTOR BARAJAS
Coordinator of Instructional Materials, GEM Program
A.G.S. Central Texas College

ADELA BECKERMAN
Program Professor, Master's Programs in Child Care, Youth Care, and Family Support
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

CAROLE BENEDICT
Coordinator of Marketing, Center for the Advancement of Education

BARRY W. BIRNBAUM
Program Professor of Education, Ed.D. Program in Child and Youth Studies
B.S. Southern Illinois University at Carbondale
M.A. Northeastern Illinois University
Ed.D. Nova University

PAUL B. BORTHWICK, JR.
Senior Educational Leadership Professor, GEM Program
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

CHIP BOWDEN
Assistant to the Director, GEM Program

WALTER CEGELKA
Assistant Director, Education
B.S. University of Scranton
M.S. Syracuse University
Ed.D. Syracuse University

ADA CHRISTIE
Assistant to the Director, Ed.D. Programs for Higher Education

CLEVELAND O. CLARKE
Director of Education Programs, Associate Professor
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

CLAYTON CONDIT
Recruiting Assistant, Western Programs
B.S. University of San Francisco

JOANN CONDIT
Coordinator of Western Programs

ELIZABETH DARVAS
Assistant Professor, Education
B.A. New York University
M.A. New York University
Ed.D. Nova University

CARMEN E. DUMAS
Program Professor of Education, Ed.D. Program in Child and Youth Studies
Senior Editor, Florida ASCD Journal
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

PHILIP H. DeTURK
Dean of Nova College, Associate Professor
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

LLOYD A. DUVALL
Senior National Lecturer, National Ed.D. Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

KAMELIA EL-KOLALLI
Student Counselor, GEM Program

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

SUE FASSANELLA
Assistant to the Director, Ed.D. Program in Child and Youth Studies

SARAH C. FLEMING
Assistant to the Director, LaBonte Institute for Hearing, Language, and Speech

MELBA FLETCHER
Assistant Professor, Education
B.S. University of New Mexico
M.S. Troy State University
Ed.D. University of Alabama
DAVID S. FLIGHT
Program Professor, National Ed.D. Program for Educational Leaders
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. University of Chicago

VERA FLIGHT
Director of Student Development and Admissions, Ed.D. Program in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova University

ELANE FRIEDEL
Audiodist/Coordinator of Internships, LaBonte Institute for Hearing, Language, and Speech
B.S. Emory University
M.S. Emory University

FRAN FRIEDMAN
Senior Lecturer, LaBonte Institute for Hearing, Language, and Speech
B.A. Herbert H. Lehman College
M.A. Herbert H. Lehman College

JOAN GELORMINO-FURCI
Assistant Professor, Education
B.S. Western Connecticut State College
M.S. University of Hartford
Ed.S. University of Hartford
Ed.D. Nova University

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

LINDA H. GOLDSMITH
Program Professor, GEM Program
B.A. University of Pennsylvania
M.A. Fordham University
Ed.D. Western Michigan University

JOSEPH GONZALEZ
Coordinator of Curriculum and Research, Master’s Program in Speech-Language Pathology
LaBonte Institute for Hearing, Language, and Speech
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE
Practicum Associate, Ed.D. Program in Child and Youth Studies
Managing Editor, The Child and Youth Care Administrator
B.A. Florida Atlantic University

MONA R. GRIFFER
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.A. Brooklyn College
M.S. Brooklyn College

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

EDIE R. HAPNER
Speech Pathologist, LaBonte Institute for Hearing, Language, and Speech
B.S. University of Missouri
M.S. Fontbonne College

AUDREY H. HENRY
Program Professor, GEM Program
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

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

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

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

JOAN D. HORN
Director of Field Experiences, GEM Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova University

DEE HOWARD
Student Counselor, GEM Program
B.S. Barry University

BRIAN D. HUMPHREY
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.A. University of Rochester
M.A. University of Minnesota

JOHN A. KAUFHOLD
Program Professor, National Ed.D. Program for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education Details</th>
</tr>
</thead>
</table>
| GEORGE KONTOS       | Program Professor, GEM Program               | B.A. University of Athens, Greece  
|                     |                                               | M.A. University of Texas at Austin  
|                     |                                               | Ed.D. University of Houston                                                    |
| MARY KREUTZER       | Student Counselor, GEM Program                | B.S. Trenton State College                                                        |
| SIDI LAKHDAR        | Program Professor, GEM Program                | B.A. Salem State College                                                          
|                     |                                               | M.A.T. Salem State College                                                       
|                     |                                               | Ed.D. Boston University                                                           |
| MICHELLE LEONARD    | Assistant Professor, Education                | B.A. University of Alabama                                                       
|                     |                                               | M.A. University of South Alabama                                                 
|                     |                                               | Ed.D. University of Alabama                                                      |
| MARY ROSA LIGAS     | Adult Education Professor,                   | B.Ed. Universidad de Carabobo, Venezuela                                           
|                     | Ed.D. Programs for Higher Education          | M.Ed. University of Southern Mississippi                                          
|                     |                                               | Ed.S. University of Southern Mississippi                                         
|                     |                                               | Ph.D. University of Southern Mississippi                                         |
| JOHN LOSAK          | Director of University Research Services      | B.A. University of Florida                                                        
|                     | Program Professor, Center for the            | M.A. University of Florida                                                        
|                     | Advancement of Education                     | Ph.D. Florida State University                                                   |
| NANCY MAHECHA       | Program Professor, Master's Program in        | B.Ed. University of Miami                                                         
|                     | Speech-Language Pathology                    | M.S. Florida State University                                                     
|                     | LaBonte Institute for Hearing, Language, and  | Ed.S. Indiana University                                                          
|                     | Speech                                       | Ed.D. Indiana University                                                          |
| MARY ELLEN MAHER    | Program Professor of Education,              | B.S. Carson-Newman College                                                        
|                     | Ed.D. Program in Child and Youth Studies     | M.A. East Tennessee State University                                              
|                     |                                               | Ed.D. University of Mississippi                                                  |
| ABBEY MANBURG       | Director, Ed.D. Program in Child and Youth    | B.A. Temple University                                                            
|                     | Studies                                       | M.S. City College of New York                                                     
|                     |                                               | Ed.D. Nova University                                                             |
| DIANA MARCUS        | Director of Program Development,             | B.A. Hunter Program in Child and Youth Studies                                    
|                     | Ed.D. Program in Child and Youth Studies     | M.S. Queens College                                                               
|                     |                                               | Ph.D. University of Connecticut                                                  |
| JOAN M. MIGNEREY    | Program Professor, National Ed.D. Program     | B.S. Defiance College                                                             
|                     | for Educational Leaders                      | M.S. Bowling Green State University                                               
|                     |                                               | Ph.D. Michigan State University                                                  |
| ROBERT C. MILES     | Director of Licensure and State Relations     | B.S. University of Oklahoma                                                      
|                     |                                               | B.A. Connecticut State College                                                    
|                     |                                               | M.A. University of Connecticut                                                   
|                     |                                               | Ph.D. University of Connecticut                                                  |
| JACK MILLS          | Director, Master's Program in                | B.A. University of Texas                                                          
|                     | Speech-Language Pathology                    | M.A. University of Texas                                                          
|                     | LaBonte Institute for Hearing, Language, and  | Sc.D Johns Hopkins University                                                     |
|                     | Speech                                       |                                                                                   |
| PETER K. MILLS      | Associate Director, Ed.D. Programs for        | A.B. Saint Peter's College                                                        
|                     | Higher Education                             | Ed.M. Rutgers University                                                          
|                     |                                               | Ed.D. Rutgers University                                                          |
| AL P. MIZELL        | Director of Technology, Center for the        | B.Ed. University of Miami                                                         
|                     | Advancement of Education                     | M.S. Florida State University                                                     
|                     |                                               | Ed.S. Indiana University                                                          
|                     |                                               | Ed.D. Indiana University                                                          |
| ROSS E. MORETON     | Director, Ed.D. Programs for Higher Education | B.S. Wake Forest University                                                       
|                     |                                               | M.Ed. University of Florida                                                       
|                     |                                               | Ed.D. University of Miami                                                         |
| DENNIS MURPHY       | Program Professor, GEM Program                | B.S. Worcester Polytechnic Institute                                               
|                     |                                               | M.S. Northeastern University                                                      
|                     |                                               | Ph.D. Nova University                                                             |
| DONALD NANNY        | Coordinator of Internship Program             | B.S. Wake Forest University                                                       
|                     |                                               | M.Ed. University of Florida                                                       
|                     |                                               | Ed.D. University of Miami                                                         |
| DEO NELLIS          | Director of Academic Operations,              | B.A. State University of New York at Buffalo                                        
|                     | GEM Program                                  | M.S. Nova University                                                             
|                     |                                               | Ed.D. Nova University                                                             |
RON NEWELL  
Program Professor, National Ed.D. Program for Educational Leaders  
B.S. Southern Illinois University  
M.S. Southern Illinois University  
Ed.D. University of Arizona

WREN NEWMAN  
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech  
B.S. Ithaca College  
M.S. University of Oklahoma

VESNA OSTERTAG  
Program Professor, GEM Program  
B.A. University of Iowa  
M.A. Ball State University  
Ed.D. Nova University

BARBARA PACKER  
Coordinator of Audiology and Aural Rehabilitation, LaBonte Institute for Hearing, Language, and Speech  
B.A. Rutgers University  
M.S. Columbia University

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

ROBERT PARKS  
Lecturer, Education  
B.A. Belmont Abbey College  
B.B.A. Florida Atlantic University  
M.Ed. Florida Atlantic University

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

ALFRED PINKSTON  
Program Coordinator, Education  
B.S. Florida A&M University  
M.A. University of Minnesota  
Ph.D. University of Miami

ELIZABETH A. POLINER  
Director of Resource Information for External Programs  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova University

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

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

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

YOLANDA RIVERO  
Program Professor, GEM Program  
B.A. Queens College  
M.A. Columbia University  
Ed.D. Columbia University

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

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

SHARON SANTILLI  
Program Professor, National Ed.D. Program for Educational Leaders  
B.S. University of Massachusetts  
M.Ed. University of Massachusetts  
Ed.D. University of Massachusetts

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

REGINA SCHAWAROCH  
Admissions Supervisor, Center for the Advancement of Education

Marilyn Segal  
Dean, Family and School Center  
Senior Faculty Member, Ed.D. Program in Child and Youth Studies  
B.A. Wellesley College  
M.S.W. McGill University  
Ph.D. Nova University

Mark Seldine  
Student Counselor, GEM Program  
B.A. University of South Florida  
M.Ed. Florida Atlantic University

Thrisa G. Shiver  
Director of Academic Services, National Ed.D. Program for Educational Leaders  
B.S. Howard University  
M.S. Florida International University  
Ph.D. Pennsylvania State University
STEPHEN I. SIPLET
Director, Student Affairs and Admissions,
Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
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J. DONALD STANIER
Assistant Dean, Center for the Advancement
of Education
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M.Ed. Towson State University
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LINDA SWAILS
Director of Administrative Operations,
Center for the Advancement of Education

ALLAN S. TYLER
Program Professor, GEM Program
B.S. University of Southern Mississippi
M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

SHELLEY VICTOR
Coordinator, Communication Disorders Clinic,
LaBonte Institute for Hearing, Language,
and Speech
B.A. State University of New York at
Stony Brook
M.A. University of Miami

NOREEN T. WEBBER
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova University
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Doctoral and Professional Degrees
Doctor of Business Administration in:
  Accounting (D.B.A./Acc.)
  Business Administration (D.B.A.)
  Finance (D.B.A./Fin.)
  Human Resource Management (D.B.A./H.R.M.)
  International Management (D.B.A./I.M.)
  Marketing (D.B.A./Mkt.)
Doctor of Education (Ed.D.) in:
  Adult Education
  Child and Youth Studies
  Computing and Information Technology
  Computer Education
  Educational Leadership
  Health Care Education
  Higher Education
  Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
  International Business Administration
Doctor of Science (Sc.D.) in:
  Computer Science
  Information Science
  Information Systems
  Training and Learning
Doctor of Philosophy (Ph.D.) in:
  Clinical Psychology
  Family Therapy
  Oceanography
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
  Public Administration
Juris Doctor (J.D.) in:
  Law

Specialist Degrees
Educational Specialist (Ed.S.) in:
  Computer Education
  Computer-Based Learning
  Education

Master's Degrees
Executive Master of Business Administration in Banking (M.B.A./Ex.) in:
  Business Administration
Executive Master of Business Administration in Real Estate Development and Management (M.B.A./R.E.) in:
  Business Administration
Master of Accounting (M.Acc.) in:
  Accounting

Master of Business Administration (M.B.A.) in:
  Business Administration
  Financial Services Management (M.B.A./F.S.M.)
Master of International Business Administration (M.I.B.A.) in:
  International Business Administration
Master of Public Administration (M.P.A.) in:
  Public Administration
  Public Administration/Coastal Zone Management
  Public Administration/Environmental Resources Management
Master of Science (M.S.) in:
  Adult Education
  Child and Youth Care Administration
  Coastal Zone Management
  Computer-Based Learning
  Computer Information Systems
  Computer Science Education
  Education
  Elder Care Administration
  Family Support Studies
  Family Therapy
  Gerontology
  Health Services Administration
  Human Resource Management
  Human Services
  Information Systems
  Information Technology and Resource Management
  Management of Quality and Technology
  Marine Biology
  Mental Health Counseling
  School Guidance and Counseling
  Speech-Language Pathology
  Training and Learning
Master of Arts (M.A.) in:
  Liberal Studies

Bachelor's Degrees
Bachelor of Science (B.S.) in:
  Accounting
  Administrative Studies
  Applied Professional Studies
  Business Administration
  Community Psychology
  Computer Engineering
  Computer Information Systems
  Computer Science
  Computer Systems
  Elementary Education
  Exceptional Education
  General Psychology
  General Studies
  Hospitality Management
  Legal Studies (prelaw)
  Life Sciences (premedical)
  Ocean Studies
  Professional Management
  Secondary Education
Bachelor of Arts (B.A.) in:
  Liberal Arts
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student’s academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid. Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is not to disclose personally identifiable information contained in a student’s educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

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

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

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

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova University general policies on student relations are on file in the Office of the University Registrar.

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

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

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

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

- APTEC checklist of skills form
  APTEC specialization requires 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.

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

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

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

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

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

Students requiring financial aid must call (305) 475-7411 to secure current financial aid forms. Submit these to ensure that funds are available when your cluster begins. Send the application directly to the Financial Aid Office; however, it will not be processed until a start date has been set for the cluster.

In the event that any item is faxed to the admissions office, the original MUST be sent by mail. Only official transcripts, original signatureredations, etc. can be sent to the registrar’s office.
Graduate Admissions Application
Ed.D. Program in Child and Youth Studies

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

Please send this completed form and your $40.00 check (application fee) made payable to Nova University. Receipt of these two items establishes your personal file.

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

File #

Acknowledgement letter sent

File Use Only

Expected Starting Date / /
Mo. Day Year

Cluster Location City State

Soc. Sec. # / /
Sex: ( ) Male ( ) Female
Date of Birth / /
Mo. Day Year

Last Name First Name Middle Initial Maiden Name

Legal/Permanent Address: Street and Number

City State Zip Home Telephone Business Telephone/Ext.

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

Emergency Contact:

Name Street and Number

City State Zip Home Telephone Business Telephone/Ext.

Academic Goal: Ed.D. Program in Child and Youth Studies
Please list all colleges and universities attended. **An official copy of your master's transcript is required.**

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>State</th>
<th>Date Started (Mo/Yr)</th>
<th>Date Ended (Mo/Yr)</th>
<th>Major Field</th>
<th>Degree (B.S., M.S., Ed.S.)</th>
<th>G.P.A.</th>
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**Citizenship Status:**

- [ ] U.S. citizen
- [ ] Nonresident alien
- [ ] Resident alien

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

**International Students:**

Do you require an I-20? [ ] Yes [ ] No

If you have a visa, indicate status code __________________________

Country of citizenship __________________________

Native language __________________________

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

Check one of the following:

- [ ] Hispanic origin
- [ ] White (not of Hispanic origin)
- [ ] Asian or Pacific Islander
- [ ] Black (not of Hispanic origin)
- [ ] American Indian or native Alaskan

**Applicant Status at Time of Application:**

First time attending Nova University? [ ] Yes [ ] No

If NO, in what program were you enrolled? __________________________

Dates of attendance __________________________

**Financial Aid:**

Have you applied for financial aid? [ ] Yes [ ] No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? [ ] Yes [ ] No

If yes, when was the F.A.F. sent to Princeton, New Jersey? __________________________

Date __________________________

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

Applicant's Signature __________________________ Date __________________________

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.
Supplementary Application
Ed.D. Program in Child and Youth Studies

Name ___________________ Cluster Location ___________________

Address ___________________ Street ___________________

City ___________________ State ___________________ Zip __________

Home Telephone ( ) ___________________ Soc. Sec. # __________ / _________ / _________

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

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

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

   Application of Technology to Education and Training
   Appropriate for people WITH A STRONG BACKGROUND IN TECHNOLOGY who work as information or media specialists, technology coordinators or trainers, computer educators, learning resource personnel (applicants must submit APTEC checklist of skills form)
3. Previous Positions: please list previous employment in chronological order beginning with your present position.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer Name and Address</th>
<th>Brief Description of Responsibilities</th>
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4. Recommendations:

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

a. ___________________________ ( ) ___________________________
   Name                   Title                   Telephone

b. ___________________________ ( ) ___________________________
   Name                   Title                   Telephone

c. ___________________________ ( ) ___________________________
   Name                   Title                   Telephone

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Narrative Section

7. Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and must be typewritten on a separate sheet or sheets of paper. Answers to these questions will be assessed for content, organization, and critical thinking and writing skills and as an indication of your potential to perform successfully in this program. **Submit all four responses with the supplementary application cover sheet.**

a. The attached article, "A Leadership Challenge," by Hy Resnick, presents the argument that positive change in organizations is not haphazard, but the result of careful, detailed planning. Although Resnick is discussing one domain of working with children, his thesis has important implications for other fields as well. Discuss the ideas presented and apply them to your own work setting.

b. People in leadership positions must assume the role of change agent. Reflect on your own work setting. Describe a situation that needs improvement and discuss what you visualize yourself doing to effect positive change.

c. The fields of education and human service are undergoing rapid change. From your area of specialization, discuss current trends and their implication for the future of services to children and families. Substantiate your responses with references to current literature. **Please include citations.**

d. Describe the professional experience that was personally most rewarding to you.

8. A telephone conference with a member of the Admissions Committee is required of each applicant. Please indicate below the best day and time for this conference.

Day of the Week _________________________

Time of Day ___________________________________________________

Telephone Number ___________________________

Acknowledgement of Program Requirements:

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

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

Name (please print) ___________________________________________ Soc. Sec. #_______/_______/_______

Signature ___________________________ Date __________________

Mail the completed supplementary application and your narrative responses to:

Director of Student Development and Admissions
Ed.D. Program in Child and Youth Studies
Nova University
Abraham S. Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

APTEC applicants must include the completed checklist of skills form found on the next page.
CHECKLIST OF SKILLS
(APTEC SPECIALIZATION ONLY)

NAME ________________________

PREFERRED CLUSTER __________________

Audience: Students enrolled in the APTEC specialization should have a strong background in technology and work in the fields of information or media training, technology coordination or training, computer education, or learning resources.

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 that you have planned and presented.

AREA II: INSTRUCTIONAL TECHNOLOGIES

_____ 2. 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.

AREA III: COMPUTER COMPETENCY

_____ 3. 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?

_____ 4. I have used the computer to facilitate administrative tasks; these 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.
AREA IV: TELECOMMUNICATIONS

5. 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?
   Have you been online?
   Which communication software do you use?
   If so, what service have you used?

AREA V: ACCOMPLISHMENTS

6. I have made at least one successful application of technology that has been designed to improve my teaching/training/management skills.
   In one or two sentences, describe the most significant use you’ve made of technology.

AREA VI: ADDITIONAL COMMENTS

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

<table>
<thead>
<tr>
<th>Software Competencies</th>
<th>Hardware Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>Mouse or track ball skills</td>
</tr>
<tr>
<td>Spread sheets</td>
<td>Hard drive organizations (folders or subdirectories)</td>
</tr>
<tr>
<td>Data base management</td>
<td>Keyboarding</td>
</tr>
<tr>
<td>DOS or MAC operating environment</td>
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<td>Windows or MAC graphics interface</td>
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</table>

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

______________________________
Print Name

______________________________
Signature

______________________________
Date

______________________________
Approved:

______________________________
Date:

______________________________
Print Name

______________________________
Address

______________________________
Signature

______________________________
Date

______________________________
Phone Number
Managers are fond of saying that change is the only constant in their work. Either we manage change or we are managed by change (Oppenheimer, 1955). Managers of youth care organizations today face a demand for change in their organizations if only because change is so pervasive in the world around them.

Managing change means planning and organizing a sequence of activities (staff meetings, informal conferences, memos, retreats, etc.) that promotes administrative and staff team-work towards desirable changes in policies, programs, organizational culture, physical environment, procedures, or relationships. Such change in a youth care organization may lead to improved services, more efficient and cost-effective operations, or better morale (Bennis, Bennis, & Chin, 1975; Brager & Holloway, 1978). Some examples follow:

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

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

- What are some of the erroneous assumptions youth care managers make about people and change?
- What preconditions for change continue
A Leadership Challenge — continued

are desirable before a manager begins a change project?
— What basic dimensions of change should managers be aware of?
— What principles of successful change should guide the design and implementation of a manager's program for organizational change?
— What is resistance to change and where does it come from?

Erroneous Assumptions

One assumption often made by youth care managers is that staff resist change. Mogeson, an industrial psychologist, clarified the limitations of this notion by noting that people do not necessarily resist change, but resist being changed (Myers, 1978). Low and middle echelon staff often have useful ideas about what needs changing in their workplace, but they rarely are given the opportunity to suggest or make changes themselves (Patti & Resnick, 1984). Instead, changes often are “done” to them. When this occurs there is a tendency to resist these changes — to resist being changed. If staff were asked more often about what changes they wish, this assumption about staff resistance might wither away in the face of their innovative and practical ideas for change (Kantor, 1983).

A second assumption is that the planning of a change in one’s department or organization can be kept separate from the implementation of that change (Weatherly & Lipsky, 1977). Managers often assume that the planning of an organizational change is best done by management and implementation of a change is best performed by staff. Unfortunately, many have learned the painful lesson that the staff who implement a change have sufficient resistive power to block the best of management’s planned changes. This is especially true when it upsets the established work equilibrium. Managers of youth care organizations must learn how to make the staff partners in the change process. Staff needs to be brought in prior to the implementation of a change. It is preferable to get the staff involved as early as possible in the planning phase (Patti & Resnick, 1984).

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

Preconditions for Change

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

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

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

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

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

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

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

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

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

Five dimensions of special import:
1. Relative advantage of the posed change.
   This relative advantage can take the form of
   — Greater efficiency. For example, a change project might introduce a new procedure that is easier or quicker to perform than before.
   — Reduced conflict between departments or between the financial manager and the program director.
   — Increased job satisfaction. For example, if the social work staff shifted from doing group orientation interviews, their group work skills should improve, thereby increasing their sense of job satisfaction.

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

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

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

5. Complexity.
   Complex change projects are not likely to be adopted. Change projects that are easy to understand, implement, and utilize stand a better chance of being accepted and receiving support.

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

Principle #1
To change a unit or some aspect of a unit, relevant aspects of that unit’s environment in the organization must also be changed (Monane, 1967). An example from industry may serve to illustrate this point:

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

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

Principle #2
The second principle of change is related to the first. To change behavior at any one level of an organization, it often is necessary to achieve complementary or reinforcing change in the organizational levels above and below (Chin, 1976).

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

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

It was soon realized that if the new role of the sergeant was to work, then the role of the second lieutenant would have to be revised as well.

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

**Principle #3**

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

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

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

**Principle #4**

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

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

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

**Principle #5**

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

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

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

**Resistance to Change**

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

**Personality**

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

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

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

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

4. Glorification of the past. Another way to look at resistance is from a psychological point of view. Both managers and staff have a tendency to romanticize the past. Glorification of the past can prove to be a major obstacle to change because other bits of "property" that are developed in organizations. When changes threaten (i.e., appear to reduce the size, group composition, integrity, resource base, or physical environment of their territory), holders of this territory typically resist in a variety of ways in order to maintain their prerogatives.

Organizational

Another four variables explain resistance from an organizational perspective:

1. Territory. Organizational members spend considerable time and energy developing territories in their organization. These territories may take the form of formal departments, informal friendship groupings, or other bits of "property" that are developed in organizations. When changes threaten (i.e., appear to reduce the size, group composition, integrity, resource base, or physical environment of their territory), holders of this territory typically resist in a variety of ways in order to maintain their prerogatives.

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

3. Social power. Organizational members sometimes achieve a great deal of informal social power in their work groups. These "influentials" may wield enormous power in organizations and the capacity to lock and unlock the energies and high quality standards adhered to by the rank and file. "Shaking their tree" should be done only with caution or not at all.

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

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

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

- Provide staff with sufficient time to digest the details of the suggested change.
- Offer opportunities for small groups (as well as large groups) to discuss, critique, and perhaps modify organizational change items put forth by management.
- Involve the staff early in the planning phase of an organizational change.
- Share hidden agendas with the staff about the proposed change.
- Make explicit the kind and amount of resources available for a given change project.

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

Conclusion

Increasingly, managers of human service organizations are called upon to modify their agencies in response to changing environmental factors. The management of these changes can be guided by principles developed by management science re-
searchers and management practitioners. These principles help the child care manager not only to increase the effectiveness of given change efforts, but also to create a climate in the agency that is receptive to change.

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

REFERENCES


**Recommendation Form**  
**Ed.D. Program in Child and Youth Studies**

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

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Please send to:

Director of Student Development and Admissions  
Ed.D. Program in Child and Youth Studies  
Nova University  
Abraham S. Fischler Center  
for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7031

Signature

Name (type or print)

Position

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## Master's Degree Transcript Request and Transmittal Form
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**STUDENT:** To request that a transcript be sent from your former school to Nova University, fill in the blanks in both sections on this form.

Dear Alma Mater:

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

A. I attended your school from __________________ to __________________

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

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C. My student identification number was __________________

Thank you for your assistance.

Student: ___________________________  Sincerely,

Address: __________________________

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