6-1995

Programs in Education and Technology Catalog 1995-1996

Nova Southeastern University

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Fischler Center for the Advancement of Education

Programs in Education and Technology

Instructional Technology and Distance Education

Child and Youth Studies

Specializations

M.S.

Ed.D. Program in Child and Youth Studies

M.S. Program in Instructional Technology and Distance Education

Ed.D. Program in Instructional Technology and Distance Education

Catalog 1995-1996

Includes Application and Admission Forms
STATE DISCLOSURES

CALIFORNIA
Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814, (916) 445-3427.

INDIANA
This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number (800) 227-5695 or (317) 232-1320.

SOUTH CAROLINA
Nova Southeastern University is licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288.

WASHINGTON
Nova Southeastern 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. This authorization is valid until August 24, 1997, and authorizes Nova Southeastern University to offer the following degree programs: Ed.D. in Child and Youth Studies, Doctorate in Business Administration and Master of Business Administration. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Board office at P.O. Box 43430, Olympia, WA 98504-3430.

MEETING FACILITIES
Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.
CATALOG REQUIREMENTS

CHECK SHEET FOR AN ACCREDITED INSTITUTION OF HIGHER LEARNING

NAME OF SCHOOL  NSU Program in Educ & Tech

ADDRESS

DATE

1. CATALOG:
   A) Two (2) copies, CERTIFIED TRUE & CORRECT IN CONTENT AND POLICY by an authorized representative.
   B) Mimeographed, printed or xeroxed form.
   C) Identifying data, such as volume number & date of publication.

2. SCHOOL CALENDAR (should include drop/add dates or procedures). (Days and hours school is in session.) Attached

3. Entrance Requirements.

4. Maintain 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.

5. STANDARDS OF PROGRESS:
   A) School's progress requirements for graduation.
   B) Define Grading System.
   C) Minimum grades considered satisfactory.
   D) Conditions for interruption for unsatisfactory progress or grades. (Must be a definite statement.)
   E) Description of probationary period, if any, allowed by the institution.
   F) Conditions of reentrance for those students dismissed for unsatisfactory progress.
   G) Statement regarding the progress records KEPT by the institution and FURNISHED to the students.

6. Policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct.

7. Policy and regulations of the institution relative to granting credit for previous education and training. Must be evaluated and granted if appropriate with the training period proportionately, and the VA and the veteran so notified.

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

9. Tuition and Fees. (Include hourly tuition rate.)

10. Independent Study, Cooperative Training, and/or Practical Training approved?

(See Section 3675, Chapter 36, Title 38, United States Code; and Code of Federal Regulation 21.4253.)

FDVA-BSA-119 (03/94)
Policies and programs set forth in this catalog are effective through June 30, 1996. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require 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/center catalogs, bulletins, and handbooks must carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404·760·4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education and the Council of Great City Colleges of Education.

Published June 1995
Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, “even if you’re on the right track, if you just sit there you’ll get run over.”

Given our commitment to providing educational opportunities that prepare tomorrow’s professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow’s professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern’s goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.
THE UNIVERSITY

NOVA SOUTHEASTERN 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, North Miami Beach, and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine (physician assistant, occupational therapy, and physical therapy), pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern 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, in health professions, 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 Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center Unit provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From 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 the problems of immediate concern to mankind.

The 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, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Southeastern 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 the academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern University also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time bound or place bound. 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.

THE MISSION

Nova Southeastern 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.
As you review this catalog for the Programs in Education and Technology, you may be asking yourself this question: “Do these programs at Nova Southeastern University provide the best possible match with my profession, my learning styles, and my personal responsibilities?” The answer is “yes” if you make positive responses to the items below:

- Do I want to enhance my ability to improve my work environment and my professional competencies?
- Do I want to utilize technology to enhance my learning and professional skills?
- Do I want to be involved with faculty who integrate theory with practice?
- Do I want to remain on the job as I pursue a graduate degree?
- Do I want to join 45,000 NSU alumni who are leaders in their professions?
- Do I want to join a program that has a student-centered philosophy?
- Do I want to enroll in a program that is based on adult learning principles?

If you answered “yes” to the above questions, the Programs in Education and Technology at Nova Southeastern University will be an appropriate choice for your graduate studies. Please contact our program staff with your questions.

Good luck with your career and graduate studies.
MISSION STATEMENT

The 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.

Overview of the Fischler Center for the Advancement of Education:

At the master's or educational specialist level--

- M.S. in Child Care Administration
- M.S. in Child and Youth Care Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Instructional Technology and Distance Education
- M.S. in Speech-Language Pathology
- M.S. and Ed.S. in Education for Teachers, Graduate Teacher Education Program

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

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

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

- Ed.D. Program in Child and Youth Studies
- M.S. and Ed.D. Programs in Instructional Technology and Distance Education
- The Child and Youth Care Leader
- The Online Chronicle of Distance Education and Communication
- Bridges, a monograph series
PROGRAM ADMINISTRATION

Diana Marcus
Director of Program Development

Mary Ellen Sapp
Director of Practicums

Sue Fassanella
Coordinator of Administrative Operations

Hector Barajas
Coordinator of Curriculum Development

Carmen Dumas
Program Professor of Education

Lois Ann Hesser
Program Professor of Education

Joan Mignerey
Program Professor of Education

Suzanne Spahn
Coordinator of Technology

Noreen Webber
Program Professor of Education

Vera Flight
Director of Student Development and Admissions

Robert K. Greene
Practicum Associate

Gary Clay
Graduate Fellow

Pam Baker
Administrative Assistant, Admissions

Christine Keena
Administrative Assistant, Practicums

Jaime Lopez
Practicum Secretary

Marti Mitchell
Program Secretary

Gina Napoli
Curriculum Secretary

Sandy Parshall
Curriculum Secretary

Dawn Robertson
Curriculum Secretary

Elba Wilkinson
Practicum 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 participants 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 provisions in this catalog.
THE ED.D. PROGRAM IN CHILD AND YOUTH STUDIES

MISSION STATEMENT: The mission of the Ed.D. Program in Child and Youth Studies is to improve the lives of children and youth by improving the leadership skills and behaviors of educators and other child and youth professionals whose work affects the quality of life of children between the ages of birth and 18 years. The admission criteria and the doctoral curriculum are derived from this mission. As the program is designed to improve the delivery of services by modifying attributes of school, social services, and child and youth care program personnel, only men and women who are actively engaged in appropriate positions are admitted.

The curriculum, designed to promote the program’s mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are: (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the program’s mission, leadership requires action in the areas of education or social service for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem-solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one’s own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the program is reflected in the titles of the core curriculum areas: Leadership, Research and Evaluation, Technology, Developmental Issues, and Political Processes and Social Issues. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education and social services for children and families also requires a problem-solving orientation on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the program emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support services needs of children and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that students should assume a national perspective of child- and youth-related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and by enhancing their problem-solving capabilities, the program focuses on the relationship of theory to practice. Its aim, the improvement of professional skills for
their application to educational, health, or social service settings, can be observed in the pervasive application of learning to the students' personal work settings. Practicum requirements for the development of substantive professional improvement projects further exemplify the program's philosophy and the means for the realization of this objective.

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

THE CLUSTER CONCEPT

The Ed.D. Program in Child and Youth Studies is field-based. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components (study areas, specialization areas, and practicums) together.

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

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

THE NATIONAL CLUSTER CONCEPT

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

National Cluster instruction is accomplished through the following:

- Ongoing electronic communications and technology using electronic mail (email), the electronic classroom (ecr), and a Nova Southeastern-sponsored bulletin board
- On-campus instruction with faculty in Fort Lauderdale during 4-day or 5-day weekend sessions scheduled in February and October each year of the 3-year program
- An 8-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. The University's system allows access from any location in the United States at no charge.

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

STUDY AREAS

Each study area is designed to involve students in 3 to 5 months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, evaluation procedures, and commentary on the student's performance. Study guides and readings 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 3-year period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

The five core study areas are the following:

- Leadership
- Technology
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues
AREAS OF SPECIALIZATION

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

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

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

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

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the Ed.D. program office.

Students attend specialization classes during the 1st and 2nd years 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 8-day academic experience provides an opportunity for interaction among students from around the world with instructional and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each doctoral student must attend two summer institutes. Students are responsible for their travel, room, and meal costs. Students must register and reside in the hotel or site selected for the summer institute. Students must attend their specialization classes at the summer institutes during years 1 and 2 of the program. There are no exceptions to these policies.

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 actions, 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 sessions. One of these sessions occurs 5 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.
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
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 the following:

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

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

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

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

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

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 and Canada
(800) 986-3223, Ext. 7031

Fax
(305) 423-1224

Email
flightv@alpha.acast.nova.edu

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>Subject</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>
<tr>
<td>Political Processes and Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>Practicum Report II</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 66

TRANSFER OF CREDIT

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

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

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

GRADING SYSTEM

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

PROGRESS REPORT

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

PROGRAM TIMELINES

The life of the program is 36 months. Students who do not complete requirements within 3 years may be granted a 4th 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 4th year. Students may also register for a 6-month extension beyond the 4th 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 by the program director. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area and the date designated for practicum work. Consult the Student Handbook and the Practicum Guide for more information.

Students who officially withdraw may petition the director if they wish to reenter the program and resume their course 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 7-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 counselors are available to cluster members for the entire program life.
EMPLOYMENT

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

PROGRAM COSTS

Tuition for the Ed.D. Program in Child and Youth Studies is paid at the rate of $7,100 per year. Tuition payments are based on $473 per credit for 45 credits of coursework. Students register and pay for each credited component as they progress through the 3-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 $3,550 is charged to students who require all or part of a 4th year in order to complete program requirements. Students may receive a 6-month extension beyond the 4th year with permission of the program director. A fee of $1,775 is charged for this additional period.

Financial aid for the 4th year and for the 6-month period beyond the 4th 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 $65 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

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

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

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

WITHDRAWAL AND REFUND POLICY

Students may withdraw from the program at any time. However, they are cautioned to consult the Student Handbook to determine the date by which this withdrawal must be received if they wish to withdraw without penalty and remain in good standing with the option of returning to the program at a later date.
Students are entitled to a refund of all tuition payments (not including registration/application fees; not to exceed $100) if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when payment is required.

In addition, students will receive a full refund of tuition payments and registration/application fees paid, if they do not meet minimum admissions requirements, or for a cancelled course, seminar, workshop, or a cluster that does not begin.

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

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

Example #1:  
Student attended 3 classes (15 clock hours) of a 9-class (45 clock hours) course, for which the charge was $1,100.

Based on no. of classes  
9 - 3 = 6 classes not attended  
6 ÷ 9 = 67% of the term not completed  
67% x $1,100 = $737.00 refunded

Example #2:  
Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1,675.

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

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

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

**ABSENCE**

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

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

Cluster coordinators should be notified immediately if the student expects to be absent.

If a student is unable to attend 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 institute requirements
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire.

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the Board of Trustees. The board officially confers the 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.

DISMISSAL

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

Students must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, specialization area, or practicum that does not receive a passing grade. If a student is dismissed from the program, he or she cannot be readmitted.
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. 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 2-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 middle childhood and adolescence.

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 by procedures in research, evaluation, and educational assessment. The focus is upon the selection and interpretation of educational tests.
**Research and Evaluation II Study Area**

RES 8433 Research and Evaluation II (3 credits)
This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasiexperimental, (3) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 Practicum Research for Professionals (2 credits)
Researchers and evaluators have developed the interest and skill to engage in qualitative methods that have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.

**Political Processes and Social Issues Study Area**

PSI 8451 The Politics of Children’s Issues (1 credit)
A historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children.

PSI 8452 Political Dimensions of Programs for Children and Youth (3 credits)
This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

**Technology I Study Area**

CED 8483 Computer Literacy: Information Management and Telecommunications (2 credits)
This is an introduction to the application of computers in information management through the use of personal hardware and software. Students will demonstrate the use of a word processor, electronic spreadsheet, database, and telecommunications. Practical applications will be demonstrated in specialization areas. Hands-on experience is provided.
TECHNOLOGY II STUDY AREA

CED 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 2 months preceding instruction. Students complete readings, activities, and assignments prior to the summer institute. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes at the summer institute during their first 2 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 2-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 1 of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and in the implementation of instructional strategies and educational innovation.

During year 2 of the specialization, students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different. The focus is on a systems approach to maximizing the educational environment for children and youth. Grant-writing skills relevant to facilitating change are discussed.

MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH

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

Students analyze the growth and development of power within the organizational structure. 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.
**Course Descriptions: The Specialization Areas**

**Curriculum Development and Systemic Change I**

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

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

**Curriculum Development and Systemic Change II**

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

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

**Special Services/Exceptional Education I**

**SPS 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/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 in a world of cultural diversity and socioeconomic differences will be emphasized.

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

MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH II

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

MCY 8565 Organizational Theory and Practices: A Synthesis (3 credits)
This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of persons with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.
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 and apply 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, casual analysis, literature review, goal and objective writing, evaluation, and selection of solution strategies. Students select a problem within their specialty area and appropriate for their instructional level or professional role. Completion of this course requires attendance at and participation in the orientation and gaining approval for the Practicum 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 diagnosing problems in actual child and youth settings. Students assume a leadership role in solving the identified problem by implementing a solution and evaluating its effectiveness. The proposal approved in PCY 8491 is implemented, and a written report is prepared.

PCY 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 area and appropriate to their instructional level or professional role. 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 by practicum faculty of a written proposal, 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)
ACTIVE CLUSTER SITES AND COORDINATORS

ARIZONA
Phoenix

Dr. Grace Wright
Principal, Bush Elementary
602 East Siesta Way
Phoenix, AZ 85040

CALIFORNIA
Los Angeles

Dr. Stanley Oliver
Cluster Coordinator
10832 East Sunnydale Drive
Sun Lakes, AZ 85248-9268

DELAWARE
Wilmington

Dr. Thomas Craney
School Psychologist
Frederick County Public Schools
103 Prospect Street
P.O. Box 555
Middletown, MD 21701

Dr. Rosalyn Lenhoff
Assistant Professor
Department of Early Childhood and Family Studies
Kean College of New Jersey
Morris Avenue
Union, NJ 07083

FLORIDA
Bradenton

Dr. Brian Adams
ESOL Resource Specialist
School Board of Manatee County
215 Manatee Avenue W.
Bradenton, FL 34205

Fort Lauderdale

Dr. Marcia Skopp
2353 NE 26th St.
Lighthouse Point, FL 33064

Dr. Jeri Sorosky
Senior Site Administrator
Cluster Coordinator
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314
Fort Lauderdale
(National Clusters)

Dr. Michael Ferrentino
Behavior Specialist
Indian River County School District
4350 43rd Avenue
Vero Beach, FL 32967

Dr. Lois Ann Hesser
Program Professor
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

Dr. Jeri Sorosky
Senior Site Administrator
Cluster Coordinator
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

Orlando

Dr. Roanne Moreno
Executive Director
Childhood Development Services, Inc.
3230 SE Maricamp Road
Ocala, FL 34471

INDIANA
Indianapolis

Dr. Audrey Witzman
Educational Consultant
Illinois State Board of Education
100 West Randolph, C-14-300
Chicago, IL 60601

LOUISIANA
New Orleans

Dr. William Gunnell
Director, Department of Special Services
McComb School District
1000A Elmwood Street
P.O. Box 868
McComb, MS 39648

MASSACHUSETTS
Boston

Dr. Jo-Anne Murphy
Chairperson, Education Department
Coordinator, Special Education Master's Program
Salem State College
Lafayette Street
Salem, MA 01970
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<td>WISCONSIN</td>
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<td>Dr. Ellen Stern</td>
<td>Academic and Family Services</td>
<td>14460 West Capital Drive</td>
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THE M.S. AND ED.D. PROGRAMS IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION (ITDE)

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

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

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

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

The doctoral program continues the study areas listed above and introduces two new areas: Instructional System Design and Management and Human Resources Development. Students must plan, implement, and formally report on a doctoral-level practicum. Doctoral students must attend three summer institutes for hands-on experiences with various aspects of instructional technology and distance education.

THE NATIONAL CLUSTER CONCEPT

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

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet electronically between seminars and online classes to discuss assignments and to facilitate student progress.
Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

**INSTRUCTIONAL DELIVERY**

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

Instruction involves the use of the following:

- Ongoing electronic communication using electronic mail (email), electronic classroom (ecr), and an NSU-sponsored bulletin board.

- On-campus instruction with faculty in Fort Lauderdale during extended weekend sessions (3-6 days) in February and October.

- An 8-day summer institute in Fort Lauderdale in July of each year.

Students must have evening and weekend access to a computer and modem and have some prior online experience. Students who live in the United States will use a toll-free number to access the NSU network. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

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

**THE M.S. AND ED.D. PROGRAMS**

The programs are designed to be taken independently. That is, students with an earned bachelor's degree may take the master's program (21 months) and those with an earned master's degree may take the doctoral program (3 years).

Students have the option to combine master's and doctoral course work and, thereby, accelerate their matriculation. The combined program may be completed in 4 years.

**STUDY AREAS**

Each study area is designed to involve students in 3 to 5 months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, evaluation procedures, and commentary in the student's performance. Study guides and readings interrelate the study area material.

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

Study areas include the following:

- Leadership
- Research and Evaluation
- Curriculum Development
- Instructional Systems Design
- Management and Human Resource Development.
**SUMMER INSTITUTES**

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

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

There are no exceptions to these policies.

**PRACTICUMS**

Practicums in the M.S. and Ed.D. Programs in Instructional Technology and Distance Education are creative, problem-solving projects designed to use technology and/or distance education to improve a situation, 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. Students are assigned practicum advisers who provide guidance during the practicum experience. One practicum is required in the M.S. program and one practicum is required in the Ed.D. program.
# Program Components

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<thead>
<tr>
<th>M.S. (36 credits)</th>
<th>Ed.D. (62 credits)</th>
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<tbody>
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<td><strong>STUDY AREAS</strong></td>
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<td>• Research and Evaluation</td>
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<td>• Curriculum Development</td>
<td>• Instructional System Design</td>
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<td>• Management and Human Resources Development</td>
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<th>M.S. Practicum</th>
<th>Ed. D. Practicum</th>
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<th>SUMMER INSTITUTE</th>
<th>SUMMER INSTITUTES</th>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
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ADMISSION REQUIREMENTS

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

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

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

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

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

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

Come to our campus offices or call toll free for program information:
8:30 a.m.-5:00 p.m., Eastern Time, Monday-Friday
Broward County, Florida
(305) 475-7031
Dade County, Florida
(305) 940-6447, Ext. 7031
United States and Canada
(800) 986-3223, Ext. 7031
Worldwide
(305) 475-7031
Fax (305) 423-1224
Email flightv@alpha.acast.nova.edu

ACCEPTANCE TO PROGRAM

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

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

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

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

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
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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 master's program is 21 months; the doctoral program is scheduled to be completed in 36 months. Students who do not complete requirements within the scheduled time period may be granted an additional year of study by the program director. However, they must have an approved proposal for the practicum by the time they request an extension. Students may also register for a 6-month extension beyond the 1-year extension 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 by the program director. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area and the date designated for practicum work. Consult the Student Handbook and the Practicum Guide for more information.

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 who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a 7-year period from the beginning of the original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply.

Counseling Services

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

Employment

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

Tuition for the M.S. and Ed.D. programs is paid at the rate of $7,100 per year. Tuition payments are based on $344 per credit. Students register and pay for each component as they progress through the program.

Although the M.S. program is designed to be completed in 21 months, students will be allowed 2 years to complete all requirements. A student who requires additional time may be granted two 6-month extensions at the discretion of the program director. The fee for each 6-month period is $1,775.

Ed.D. students who have not completed requirements within the designated 3 years, may be granted up to three 6-month extensions at the discretion of the program director. The fee for each 6-month period is $1,775.

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

Other Fees

A one-time, nonrefundable application fee of $40 is required for each level degree and must accompany the completed application. A $65 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, their own computer and modem, travel and expenses at campus meetings and other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program 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 dismissed from the program for academic reasons may not reenter the program at a later time.
WITHDRAWAL AND REFUND POLICY

Students may withdraw from the program at any time. However, they are cautioned to consult the Student Handbook to determine the date by which this withdrawal must be received if they wish to withdraw without penalty and remain in good standing with the option of returning to the program at a later date.

Students are entitled to a refund of all tuition payments (not including registration/application fees; not to exceed $100) if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when payment is required.

In addition, students will receive a full refund of tuition payments and registration/application fees paid, if they do not meet minimum admissions requirements, or for a cancelled course, seminar, workshop, or a cluster that does not begin.

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

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

Example #1:
Student attended 3 classes (15 clock hours) of a 9-class (45 clock hours) course, for which the charge was $1,100.

Based on no. of classes
9 - 3 = 6 classes not attended
6 ÷ 9 = 67% of the term not completed
67% x $1,100 = $737.00 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not completed
67% x $1,100 = $737.00 refunded

Example #2:
Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1,675.

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

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

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

ABSENCE

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

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

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

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

Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program 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, practicum, and summer institute requirements
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire.

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

DISMISSAL

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

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

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

ITDE 7002 Computer Literacy: Accessing Technology and Telecommunications (3 credits)

A review of basic operating systems provides the foundation for the exploration of multiple sources of information concerning online services, programs, and databases. Students identify electronic resources that have potential value in their work settings. Applying computer literacy and telecommunications skills, students prepare research papers concerned with resources appropriate for a specific aspect of their programs.

RESEARCH AND EVALUATION I

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

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

ITDE 7004 Measurement and Evaluation (2 credits)

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

SUMMER INSTITUTE I

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

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

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

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

ITDE 6002 Curriculum Development: Integrating Technology in Design and Evaluation (3 credits)
After reviewing the evolution of educational technology and its influence on curriculum design and evaluation, students analyze curriculum design models and assess their potential impact on the development of programs using technology as a basic instructional tool. Students, choosing a model appropriate for their work setting, design a curriculum model pertinent to the clients they serve.

ITDE 6003 Academic Networking and Information Access: Infusing the Curriculum With Technology (3 credits)
The focus of this course is on the examination and consequences of diverse learning styles on the presentation of current curricula. Students assess online academic resources and information access methodologies. They review the application of the technology to group and individual learning and teaching processes. Existing and emerging academic networking and multimedia technologies are explored. Students apply these resources to the design of a technology-centered program.

ITDE 6004 Technology in Distance Delivery (3 credits)
This course is designed to provide students with the information and skills necessary to deliver curriculum through technology at a distance. Students investigate alternative distance delivery techniques that serve to enhance instructional or training programs. They consider the contribution of distance education technology's providing strategies that encourage collaborative learning as a result of technological advances. Students reflect on the use of the technology as an instrument that fosters reciprocity and promotes global communication.

PRACTICUM
MASTER'S PRACTICUM. The master's practicum is an action-oriented, problem-solving project designed by the student with the assistance of an adviser. Its purpose is to improve a situation, program, or product related to the delivery of distance education or instructional technology in the student's work setting. Students demonstrate leadership skills as they apply theory to practice.

ITDE 6012 Master's Practicum Proposal (5 credits)
Students attend an orientation to the problem-solving process and practicum requirements. An adviser is assigned, and students begin preliminary work that includes identification of the problem in the work setting and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 10-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled orientations and gaining approval of the practicum proposal.
ITDE 6013 Master’s Practicum Report (4 credits)
The student carries out the plan developed in ITDE 8012 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. Students present their practicums at a group session. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

CONTINUING SERVICES
ITDE 6016
6-month Master’s Extension I

ITDE 6017
6-month Master’s Extension II

INSTRUCTIONAL SYSTEMS DESIGN
ITDE 8001 The Use of Technology in Instructional Systems Design and Delivery (3 credits)
This course focuses on the critical relationship of Instructional Systems Design, learning style preferences, change processes, and distance education delivery through the use of diverse technologies. The course includes analyses of alternative programs and delivery mechanisms, as well as their impact on teaching strategies appropriate for multiculturally and instructionally divergent audiences. Technology-intensive curricula pertinent to the education and training of special needs populations are investigated. Students plan instruction germane to these needs and to program goals. A budget is presented that reflects current cost factors.

ITDE 8002 Linking Instructional Systems and Organizations Through Technology (2 credits)
Following an in-depth examination of current Instructional Systems Design trends and practices in the infusion of technology into the curriculum, students relate these trends to their influence on the immediate work setting, within the organization, across larger systems, and at a distance. Students appraise the implications of these influences on future planning and administrative decisions. Consideration of instructional and training challenges and the standards and values that will maximize the educational experience in coming years are envisioned.

RESEARCH AND EVALUATION II
ITDE 8003 Research Methods, Design, and Analysis (3 credits)
This advanced course for the instructional technology practitioner is intended to provide students with an in-depth examination of research methodologies and design and data analysis. Emphasis is on an integrated review of varied approaches to educational research. Organization and presentation of data related to instructional technology and distance delivery practices are introduced. Application to problems within the student’s work setting is a primary focus.

ITDE 8004 Seminar in Research Policies and Practices (2 credits) Students probe critical policies, trends, and ethical issues pertinent to instructional technology and distance delivery systems, as well as their solutions. Intensive investigation of effective, empirically based research studies is conducted. Policy-to-practice implications are explored.

SUMMER INSTITUTE II
ITDE 8005 Technology and Distance Delivery: Challenges for the Instructional Leader (4 credits)
This specialization component is designed to advance students’ skills in the application of technology to curriculum design, and to teaching and learning procedures. Emerging technologies that have impact on program development, instruction, and training are presented and analyzed within the framework of Instructional Systems Design principles, the organization, and distance delivery programs. Technological alternatives are considered in view of students’ diverse work requirements. Students demonstrate their increased technology skills throughout the experience.

ITDE 8006 Implementation of the Technology in Instruction, Training, and Distance Delivery (3 credits)
Working in tandem and in groups, students develop skills and strategies that support clients, institutions, and organizations in their efforts to implement technology as a collaborative effort. Toward this end, students plan an instructional technology/online resources program that requires two or more individuals to work cooperatively with one another. Students share their work with members of the cluster as they demonstrate their collaborative techniques.
MANAGEMENT AND HUMAN RESOURCES DEVELOPMENT

ITDE 8007 Effective Management in Instructional Technology and Distance Delivery: Policies and Practices (3 credits)
This course is designed to assist students in recognizing and defining operational structures employed in varied technology-based work settings. Focus is on (1) the application of management theory to the workplace, (2) organizational behavior, (3) database management, (4) decision-making processes, (5) strategic planning techniques, and (6) development of professional performance standards as an outgrowth of a total quality management program. Students demonstrate management policies and practices in their analysis of their work settings.

ITDE 8008 Human Resources: A Management Priority (2 credits)
This course explores management strategies necessary for the professional development of the organization’s human resources. Consideration is given to (1) social, ethical, and legal issues in instructional and business settings; (2) intra- and interorganizational communications skills; (3) teambuilding strategies; (4) collaborative management systems; (5) open organizations aligning personal and organizational values; and (6) personnel selection and evaluation criteria appropriate for a technology-based program. Students also deliberate on issues that arise in a pluralistic society.

SUMMER INSTITUTE III

ITDE 8009 Future Trends: Beyond Emerging Technology (4 credits)
A synthesis of the concepts, knowledge, and skills acquired throughout the program is demonstrated through presentation of personal projects. Future trends are inferred, their risks and challenges contemplated. Students redefine their roles and responsibilities as technology leaders and managers. A strategic plan for the implementation of current and emerging technology in the student’s immediate work setting or within the larger organization is developed. Evidence of increased technology skills is expected at summer instruction.

ITDE 8010 Developing Distance Education and Delivery Support Structures (3 credits)
This course focuses on the role and responsibilities of groups and structures that act to support instructional technology and distance education programs. The importance and functions of advisory task groups, peer mentoring programs, consultancy and referral resources, and program governing boards are investigated. Creative strategies for encouraging corporate support and foundation grants are studied. A grant proposal is submitted that reflects an area of professional need identified by the student.
LEADERSHIP II
ITDE 8011 Leadership, Technology, and Power (3 credits)
This course provides students with the opportunity to (1) synthesize and evaluate the learning progression of the program, (2) describe the interactive relationship of political power and ethical practices to leadership initiatives, (3) demonstrate the skills necessary for the proactive leader and policy maker, (4) define and employ quality indicators and criteria required in instructional technology and distance-delivered education and training, and (5) design a future vision of instructional technology and distance-delivered education that is based on a critical analysis of the issues affecting practitioners today.

PRACTICUMS
DOCTORAL PRACTICUMS.
Students apply theory to practice in their work setting as they carry out a major action-oriented project designed to improve a situation, program, or product of major importance related to the delivery of distance education and instructional technology.

ITDE 8014 Doctoral Practicum Proposal (6 credits)
Students attend a practicum orientation designed to facilitate their mastery of the problem-solving process. An adviser is assigned, and students identify a problem of major concern related to the delivery of distance education or instructional technology and then progress through sequential steps in the problem-solving model as they develop a proposal. Steps include documentation of the problem, casual analysis, review of the literature, development of goals and outcome measures, and the creation of an 8-month implementation plan. The proposal must present the student's leadership role in applying theory to practice. Completion of the course requires that a student attend the scheduled orientations and gain approval of the practicum proposal.

ITDE 8015 Doctoral Practicum Report (6 credits)
The student assumes a leadership role in carrying out the 8-month plan developed in ITDE 8014 to solve a problem of major importance related to the delivery of distance education or instructional technology in the work setting. Progress reports are submitted on a regular basis. Students discuss their practicums at a group session. The student evaluates the effectiveness of the implementation and submits a written report that documents the entire experience.

CONTINUING SERVICES
ITDE 8018
6-month Doctoral Extension I
ITDE 8019
6-month Doctoral Extension II
ITDE 8020
6-month Doctoral Extension III
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THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

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

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to 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 Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. Tendering of Information. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuit 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 Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; 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 Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

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

   For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the Student Handbook of the Programs in Education and Technology.
DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

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

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

PRIVACY OF RECORDS

Nova Southeastern University maintains a system of records that includes application forms, 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 accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student’s name, (b) dates of attendance, (c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

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

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

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

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

RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.
POLICIES GOVERNING STUDENT RELATIONS

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

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

NONDISCRIMINATION
NSU 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 disability, 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 Student Handbook of the Programs in Education and Technology.

FINANCIAL AID
Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7410 or (800) 522-3243.

When to Apply for Financial Aid
It is recommended that students apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 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. There is a priority deadline of April 3, 1995, for the 1995-96 academic year.
Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1995-96 is May 1, 1996.

As part of our ongoing efforts to improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid is implementing a telephone voice response system. We have named our system the Automated Telephone Counseling (ATC) System. Thanks to the ATC, you may, with the help of a touch tone phone, access information regarding your financial aid application, much as you would student loan information through your loan servicer's telephone system or your bank information system through your bank's online system.

Through the ATC, you will be able to obtain general financial aid information, request a packet be mailed to you, or check the status of your application (including loan disbursement information) simply by punching in your social security number and four digit pin number (your birth month and year). No need to wait on hold. No more waiting for a return phone call. No need to rush to a phone on your coffee break at work. The ATC will be available twenty-four hours a day, seven days a week, and file information will be updated daily.

Of course, financial aid counselors will continue to be available for questions and concerns not addressed by the ATC. If is our hope that contacting a counselor will become a faster and smoother process once the ATC is operational. The ATC will be available beginning May 1, 1995, and may be accessed locally at 452-3380 or toll free at 1-800-522-3243.

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 degree-seeking program at Nova Southeastern 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 Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 452-7240.

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) 452-7241 or toll free (800) 541-6682 (automated attendant—choose the "University Registrar" option Ext. 7241).
LEARNING RESOURCES

LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 162,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. 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.

The Health Professions Division Library is located at the North Miami Beach Campus in the Student Activities Building. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Learning Resources Laboratory, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, FAX, or home computer. To contact, DLS by phone, call (800) 541-6682 (automated attendant—enter number for "General Student Services" and follow the menu) or (305) 475-7388. E-mail: library@alpha.acast.nova.edu

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.
The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

**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.

**Student Access to Telecommunications**

The Graduate Programs at FCAE encourage its field-based faculty, staff, and students to avail themselves of the University's resources and to communicate with one another via telecommunications using the Computer Center's UNIX system on the NSU computer. Students receive this access through their tuition; no additional fees are charged. This system will enable users to communicate with others in their program through e-mail, request university electronic library services, participate in electronic classroom course experiences (when scheduled), and discuss issues in computer conferences. Through various external electronic networks, users will also gain access to practitioners, bulletin boards, library catalogs, full-text material, and data bases throughout the country and the world.

Interested persons need an MS-DOS-compatible or MAC* computer, terminal emulation software (VT100), and a 2400 baud or faster modem for connection to NSU over their local telephone line. (In some rural locations a toll call may be necessary to the nearest node.) To be assigned an account on the UNIX System, interested persons need to complete a Request for UNIX Accounts form, which is available from the office of your program office. After the form is processed by your program, The Fischler Center's Office of Technology will provide you with an account. You will be sent a letter with your usercode and password.

For information about the system's capabilities, or the answers to technical questions, call the FCAE Helpdesk at (305) 475-7216, or (800) 986-3223, Ext. 7216 (follow the automated attendant menu) or call the NSU general telecommunications Helpdesk at (800) 541-6682 (automated attendant choose “General Studies Services”, then choose the “Academic Computing User Support” option). Your call will be transferred to the Helpdesk and the staff member on duty.

*(limited MAC support available from NSU)*

**Computing Facilities**

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

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

**Textbooks**

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone (800) 509-2665 or (305) 476-4750 or FAX (305) 476-4759. Email: novabook@alpha.acast.nova.edu
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  Business Administration (D.B.A.)
  Finance (D.B.A./Fin.)
  Health Services (D.B.A./H.S.)
  Human Resource Management (D.B.A./H.R.M.)
  Information Systems (D.B.A./IS)
  International Management (D.B.A./I.M.)
  Marketing (D.B.A./Mkt.)
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  Adult Education
  Child and Youth Studies
  Computer and Information Technology
  Computer Education
  Educational Leadership
  Health Care Education
  Higher Education
  Instructional Technology and Distance Education
  Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
  International Business Administration
Doctor of Occupational Therapy (D.O.T.)
Doctor of Optometry (O.D.)
Doctor of Osteopathy (D.O.)
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  Dispute Resolution
  Family Therapy
  Oceanography
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  Public Administration
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  Computer Science
  Computer Technology in Education
  Information Science
  Information Systems
  Training and Learning
Juris Doctor (J.D.) in:
  Law

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  Family Systems Health Care
Educational Specialist (Ed.S.) in:
  Computer Education
  Computer-Based Learning
  Education

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  Master of Business Administration (M.B.A.) in:
  Business Administration
  Master of International Business Administration (M.I.B.A.) in:
  International Business Administration
  Master of Occupational Therapy (M.O.T.)
  Master of Physical Therapy (M.P.T.)
  Master of Public Administration (M.P.A.) in:
  Public Administration
  Public Administration/
  Coastal Zone Management
  Public Administration/
  Marine Biology
  Master of Science (M.S.) in:
  Child and Youth Care Administration
  Child Care Administration
  Coastal Zone Management
  Computer-Based Learning
  Computer Information Systems
  Computer Science Education
  Dispute Resolution
  Education
  Elder Care Administration
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  Family Therapy
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  Human Resource Management
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  Instructional Technology and Distance Education
  Management Information Systems
  Marine Biology
  Mental Health Counseling
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  Speech-Language Pathology
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Bachelor of Science (B.S.) in:
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  Administrative Studies
  Applied Professional Studies
  Business Administration
  Computer Information Systems
  Computer Science
  Elementary Education
  Exceptional Education
  General Studies
  Hospitality Management
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  Ocean Studies
  Physician Assistant
  Professional Management
  Psychology
  Secondary Education
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- Graduate admissions application form
- Supplementary application form
- Checklist of Skills (ITDE M.S./Ed.D. applications only)
- Three recommendation forms
- Three transcript request and transmittal forms
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The following materials may be removed from the catalog to apply for admission to the Ed.D. Program in Child and Youth Studies or the M.S. or Ed.D. Program in Instructional Technology and Distance Education. Enrollment in each cluster is limited. Complete your application early to ensure your place. Included are:

- A graduate admissions application
  Receipt of this form with a $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.

- Checklist of skills form
  The M.S. and Ed.D. Program in Instructional Technology and Distance Education 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
  Official transcripts of all previous academic coursework must be sent to the program office. An official transcript of your master's degree must be submitted immediately to begin your application process.

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

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

Students requiring financial aid must call (305) 452-3380 or (800) 522-3243 to secure current financial aid forms. Submit these to ensure that funds are available when your cluster begins. Send the application directly to the Office of Student Financial Aid; however, it will not be processed until a start date has been set for the cluster.

In the event that any item is faxed to the admissions office, the original MUST be sent by mail. Only official transcripts, original signature recommendations, etc. can be sent to the registrar’s office.
Graduate Admissions Application
Programs in Education and Technology

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

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

NOTE: All application material must be mailed directly to:
Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Please check one
Academic Goal:  ☐ Ed.D. Program in Child and Youth Studies
☐ M.S. Program in Instructional Technology and Distance Education
☐ Ed.D. Program in Instructional Technology and Distance Education

Expected Starting Date ___/___/____
Cluster Location ___
City ___ State ___
(South Carolina cluster members MUST submit GRE results.)

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

Last Name ____________ First Name ____________ Middle Initial ____________ Maiden Name ____________

Legal/Permanent Address: Street and Number

City ____________ State ____________ Zip ____________ Home Telephone ( ) Business Telephone/Ext. ( )

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

Emergency Contact:

Name ____________ Street and Number ____________

City ____________ State ____________ Zip ____________ Home Telephone ( ) Business Telephone/Ext. ( )
Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of your master's degree transcript should be submitted immediately to begin the admission process.

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<th>Name of College/University</th>
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<th>Ended (Mo/Yr)</th>
<th>Major Field</th>
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Citizenship Status:  
__ U.S. citizen  
__ Nonresident alien  
__ Resident alien

International Students:  
Do you require an I-20? Yes _______ No _______  
If you have a visa, indicate status code _______  
Country of citizenship _______  
Native language _______  

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

Ethnic Origin Data (this information is requested for reporting purposes only):
Check one of the following:  
__ 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 Southeastern University? Yes _______ No _______  
If NO, in what program were you enrolled? _______  
Dates of attendance _______  

Financial Aid:
Have you applied for financial aid? Yes _______ No _______  
Have you filed a Free Application for Federal Student Aid (FAFSA)? Yes _______ No _______  
If yes, when was the FAFSA sent to Iowa? _______  
Date _______  

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

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

__________________________  
Applicant's Signature  
__________________________  
Date  

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University practices a policy of nondiscrimination in employment and admission. Nova Southeastern University does not discriminate on the basis of any race, color, sex, age, nonqualifying disability, religion or creed, or national or ethnic origin.
Supplementary Application
Programs in Education and Technology

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: (Ed.D. Program in Child and Youth Studies Only)

   Indicate the area of specialization that is appropriate for you. Your CURRENT POSITION determines the area of
   specialization and the focus of the practicums. It may also determine reimbursement policies dictated by your employer.

   __________ Management of Programs for Children and Youth

   Appropriate for administrators, supervisors, coordinators, department heads

   __________ Curriculum Development and Systemic Change

   Appropriate for teachers, teacher trainers, curriculum developers, media specialists, librarians,
   learning resource personnel

   __________ Special Services/Exceptional Education

   Appropriate for special educators, counselors, school psychologists, social
   workers, residential and youth care workers, nurses, speech/hearing pathologists
3. Previous Positions: please list previous employment in chronological order beginning with your present position.

<table>
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<tr>
<th>Dates</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). **Please attach resume.**


6. List below the titles of any professional writing you may have done in the past. Please include undergraduate and graduate theses, publications, work-related projects, grants, etc.
Narrative Section

7. Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and must be typewritten on a separate sheet or sheets of paper. Answers to these questions will be assessed for content, organization, 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 the perspective of 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 .....................................................................................................................

Day Telephone Number ( ) ................................................................................................

Evening 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 summer institutes.

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

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

Signature ________________________________________________________________ Date __________________________

Mail the completed supplementary application and your narrative responses to:

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Applicants to the M.S. and Ed.D. Programs in Instructional Technology and Distance Education must include the completed checklist of skills form found on the next page.
CHECKLIST OF SKILLS  
(ITDE M.S./Ed.D. APPLICATIONS ONLY)

NAME ___________________________ PREFERRED CLUSTER START DATE ______________________

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

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

AREA I: INSTRUCTIONAL PLANNING

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

AREA II: COMPUTER COMPETENCY

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

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

AREA III: TELECOMMUNICATIONS

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

   What speed is your modem?  Which communication software do you use?
   Have you been online?          If so, what service have you used?
AREA IV: INSTRUCTIONAL TECHNOLOGIES OR DISTANCE EDUCATION

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

AREA V: ACCOMPLISHMENTS

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

AREA VI: ADDITIONAL COMMENTS

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

**Software Competencies**
- Word Processing
- Spread sheets
- Data base management
- DOS or MAC operating environment
- Windows or MAC graphics interface
- Send and receive electronic mail

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

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

Signature ____________________________

Print Name ____________________________ Address ____________________________

Date ____________________________ Phone Number (________) ____________________________

Approved: ____________________________ Date: ____________________________
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 teamwork 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.

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

Preconditions for Change

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

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

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

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

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—

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

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.

2. Impact on social relationships within the organization.

This important dimension of organizational change is not well discussed in the literature. Many beneficial changes planned by youth care administrators may be strongly resisted by staff, not because of the change idea itself, but because of the powerful impact these changes would have on the social or professional relationships. For example, establishing a clerical pool for word processing may be cost effective, but if as a result secretaries lose favorable and prestigious relationships with administrators, then this might be resisted. 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 secretaries. 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 respect 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.

**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.
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.

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 mighty, 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
Programs in Education and Technology

Name of Applicant: ___________________________ Cluster Location ___________________________

Address of Applicant:

Street and Number

City: ___________________________ State: ___________________________ Zip: ___________________________

Telephone Number of Applicant: ( ) ___________________________

Information waiver to be completed by applicant before giving it to source of reference.
Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO____ I DO NOT____ waive the right to inspect and review this completed recommendation.

Social Security Number: ___________________________ Applicant's Signature: ___________________________

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

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

Signature: ___________________________

Name (type or print): ___________________________

Position: ___________________________

Address: ___________________________

Street and Number: ___________________________

City: ___________________________ State: ___________________________ Zip: ___________________________

Phone ( ) ___________________________

Date: ___________________________

Please send to:

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center
for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031

Signature: ___________________________

Name (type or print): ___________________________

Position: ___________________________

Address: ___________________________

Street and Number: ___________________________

City: ___________________________ State: ___________________________ Zip: ___________________________

Phone ( ) ___________________________

Date: ___________________________
Recommendation Form
Programs in Education and Technology

Name of Applicant: ___________________________ Cluster Location _______________________

Address of Applicant:

Street and Number

City State Zip

Telephone Number of Applicant: ( ) ___________________________

Information waiver to be completed by applicant before giving it to source of reference.
Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
I DO ______ I DO NOT ______ waive the right to inspect and review this completed recommendation.

Social Security Number Applicant’s Signature

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

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

Signature ___________________________
Name (type or print) ______________________
Position ___________________________
Address ___________________________

Street and Number

City State Zip

Phone ( ) ___________________________

Date ___________________________

Please send to:
Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7031
Recommendation Form
Programs in Education and Technology

Name of Applicant: ___________________________ Cluster Location _________________

Address of Applicant:
Street and Number

City                      State                      Zip

Telephone Number of Applicant: (____) __________________________

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

Social Security Number
Applicant's Signature

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

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

Signature __________________________
Name (type or print) __________________________
Position __________________________
Address __________________________ Street and Number

City          State          Zip

Phone (____) __________________________
Date __________________________
Transcript Request and Transmittal Form
Programs in Education and Technology

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

Dear Alma Mater:

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

A. I attended your school from ________________ to _________________.

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

<table>
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<tr>
<th>Last</th>
<th>First</th>
<th>Middle/Maiden Name</th>
</tr>
</thead>
</table>

C. My student identification number was _________________________________.

Thank you for your assistance.

Student: ___________________________  Sincerely,

Address: ___________________________  Signature

-----------------------------------------

Transcript Transmittal Form

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

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Name ___________________________  Last

<table>
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<th>First</th>
<th>Middle/Maiden Name</th>
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</table>

Address ___________________________  Street and Number

<table>
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Cluster Location ___________________________

Social Security No. ___________ / ___________ / ___________ Date

Indicate Program Applied for

...
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Programs in Education and Technology

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A. I attended your school from ___________________________ to ___________________________.

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

[Blank lines for last, first, and middle/maiden name]

C. My student identification number was ___________________________.

Thank you for your assistance.

Student: ____________________________________________

Address: ____________________________________________

Sincerely,

[Signature]

-----------------------------------------

Transcript Transmittal Form

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

Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Name ____________________________ Last First Middle/Maiden Name

Address ____________________________ Street and Number

City ____________________________ State ____________________________ Zip

Cluster Location ____________________________

Social Security No. ____________________________ / ____________________________ / ____________________________ Date

Indicate Program Applied for
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Last        First        Middle/Maiden Name

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Address: ___________________________

Signature:

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Transcript Transmittal Form

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Director of Student Development and Admissions
Programs in Education and Technology
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Name __________________________________________________________________________

Last        First        Middle/Maiden Name

Address _________________________________________________________________________

Street and Number _____________________________________________________________________

City        State        Zip________________________

Cluster Location _____________________________________________________________________

Social Security No. ___________ / ___________ / ___________ Date ___________________________

Indicate Program Applied for ___________________________
# Keep Your Personal Application Record

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<td>Supplementary/Narrative Responses</td>
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<td>Checklist of Skills Form</td>
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