Fischler Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

1-1988

Center for the Advancement of Education 1987-88 Catalog

Nova University

NOVA
UNIVERSITY

Center for
the Advancement
of Education

1987-88 Catalog

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Volume 7, Published January, 1988

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.

Policies and programs set forth herein are effective through June 30, 1988. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

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Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected that indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality while it is meeting these needs.

Abraham S. Fischler
President, Nova University

Contents

Dear Educator,

The test for the quality of programs in a university is the performance of its graduates. Graduates from the Center for the Advancement of Education's seven graduate programs are in leadership positions in all states and Canadian provinces. A sample of the job responsibilities of our 10,000 graduates includes:

* Joseph Fernandez, Superintendant of the fourth largest school district in the United States - Dade County, Florida. (Graduate of the Ed.D. Program in School Leadership).

* Mary Ann Duke, an elementary teacher in Sarasota, Florida, completed a practicum report on the writing and performance of plays by young children. Copies of her report were distributed to each school in the county. (Completed the Graduate Education Module Program, M.S. in Education).

* Alicia MacWright, Director of the Douglass Psychology Child Study Center at Rutgers, The State University of New Jersey. (Graduate of the Master's Program for Child Care Administrators and the Ed.D. Program in Early and Middle Childhood).

* Gust Zogas, President of the Reading (Pa.) Area Community College. (Graduate of the Ed.D. Program in Higher Education).

* Laurel Glickstein, Certified Speech Pathologist, North Area, Dade Public Schools. (Graduate of the Master's Program in Speech and Language Pathology).

* Eileen Young, Director, Graduate Computer in Education Program at Spaulding University in Louisville, Kentucky, and a member of the board of trustees. (Graduate of the Ed.D. Program in Computer Education).

While the focuses for each of the graduate programs vary for these exemplary graduates, one element is imbedded in the programs; all graduates developed the skills necessary to bring positive changes in themselves and their organizations and institutions. These improvements are documented in evaluation studies, practicums, and major applied research projects. Results of the studies are disseminated through journal articles, books, and computer networks. The merging of theory with practice is at the core of each of the center's programs.

Study this catalog. Contact us with your questions and comments.

Good luck with your career and graduate studies.

Sincerely,

Richard Goldman, Ph.D.
Dean

Center for the Advancement of Education

The 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 geographical areas in which there are few resources for the training and for the professional support of the practitioners in education.

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

THE PROGRAMS OFFERED BY THE CENTER:

Master's Program for Child and Youth Care Administrators

This program, designed for administrators, emphasizes one of the following specializations: 1) Administration of Day Care and Preschool Programs for Young Children, and 2) Administration of Residential Treatment, Group-Living and Community-Based Programs for Children and Youth. Students study four modules of course work, complete a major applied project(practicum), and attend one summer institute. The primary mode of instruction is directed study.

Graduate Education Module(GEM) Programs

The participants include teachers, administrators, and health educators seeking master's and educational specialist degrees, additional areas of certification, extension of certificate and "redirection" credits in 23 majors. Graduate Education Module(GEM) learning experiences are organized into six-and nine-credit modules, the latter taught by faculty teams.

Master's Program in Speech and Language Pathology

This clinically-based program is designed for persons who wish to obtain Florida licensure in speech and language pathology and who wish to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. Individuals also may meet coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education. The primary modes of instruction consist of lecture, clinical teaching, and supervised practicum experience in a variety of service delivery settings. This training program prepares students for a professional life providing speech-language services to communicatively handicapped individuals of all ages. As a graduate speech pathologist, the individual can enjoy the respect and the professional and personal gratification that are afforded a competent, compassionate clinician.

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Ed.D. Program in Early and Middle Childhood

This field-based program is designed for employed professionals who who wish to enhance their leadership skills. Participation is open to educators, counselors, psychologists, social service personnel, and other helping professionals, who have an impact on the lives of young children. The program's three components consist of five study areas, two practicums, and two summer institutes.

Programs in Higher Education

The programs for Higher Education at Nova University provide field-based doctor of education (Ed.D.) degree to practitioners working in higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, independent study, and applied research into an integrated program of study.

National Ed.D. Program for Educational Leaders

The goal of this program is to improve the nation's schools by improving the leadership skills of school administrators. This field-based program is open to school administrators who wish to pursue graduate study without leaving their present positions. The program components include eight study areas, two practicums, and two summer institutes.

Computer-Based Graduate Programs in Computer Education

Doctor of Education in Computer Education
This computer-based degree program uses the UNIX* operating system and enables computer-literate trainers and educators (K-12 & college/university) to pursue doctoral training principally

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from their home setting using their own computer and modem on an interactive national telecommunications network.

Students complete eight six-credit areas, an individual professional development project, and three practicums involving the use of computers, telecommunications, and instructional design. Faculty, staff, and students across the country interact online in the evenings and on weekends, as students complete the various areas.

M.S. and Ed.S. in Computer-Based Learning

An eighteen month master's or educational specialist degree program is offered in a similar online format as used in the doctoral program. Students from across the country interact online during the year and meet on campus for one week for their summer institute. Two summer institutes are required. Ed.S. students are also required to attend a winter institute in Florida (usually in Orlando) for five days. Approximately one year's work (24 credits) in Ed.S. program may be applied/toward the doctor of education in computer education degree.

*UNIX is a trademark of AT&T Technologies and Bell Laboratories.

The GEM Programs

The GEM (Graduate Education Module) Programs provide opportunities for full-time professionals to pursue a master's or an educational specialist degree in 23 major areas. The focus is on the improvement of practice and the achievement of career objectives.

The programs are offered in locations that make it possible for students to complete a degree without interrupting their careers. Each GEM program site is managed by a site administrator who is a local educational leader. The site administrator is responsible for advising students, providing program information, and the overall leadership of the local site.

Requirements for the Master's Degree or Educational Specialist Degree

A total of 36 credits is required for a master's degree. The educational specialist degree requires 36 credits beyond the master's. Through the GEM Program the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a longer period.

Academic requirements in each graduate degree program are two nine-credit MODULES, four CORE courses and THE PRACTICUM. The graphic shows the five academic requirements for completion of a 36 semester-credit-hour GEM program. It is in circular form to indicate that entry into a program can occur at the beginning of any of these cycles during the year A more detailed description of the requirements follows.

Winter Cycle
CORE I COURSES
SIX CREDITS
January-February

Fall Cycle
NINE-CREDIT MODULE
September-December

Spring Cycle
NINE-CREDIT MODULE
March-mid-June

THE PRACTICUM
SIX CREDITS
Problem-solving research project
leading to educational
improvement
(individually scheduled).

Summer Cycle
CORE II COURSES
SIX CREDITS
Last two weeks of June
Intensive Schedule

Nine-Credit Module
July-early August Intensive
schedule

The requirements for graduation are:

Two Nine-credit Modules	=	18 credits
Two Core I Courses	=	6 credits
Two Core II Courses	=	6 credits
The Practicum	=	6 credits
		36 credits

Two NINE-CREDIT MODULES are required for degree programs. The graphic shows that there are three times during the year when these are offered. The "extra" time for the modules is during the summer cycle in a five-week intensive period in July and early August.

NINE-CREDIT MODULES contain three courses in specific areas of study, in single, content-integrated, nine-credit learning experiences. The modules are taught by faculty teams of highly qualified local instructors who are themselves current practitioners in the fields they teach.

The CORE COURSES, two in Core I and two in Core II, contain topics of broad interest and importance to educators. Students in most GEM majors take the core courses with students in other majors. Some GEM major programs include their own special courses (see Contents of Modules and Courses).

Educational specialist degree coursework may be undertaken only upon completion of a master's degree. Requirements for the educational specialist degree (36 credits beyond the master's) differ from requirements for the master's degree in two ways:
--Special core courses are required, parallel to the master's core courses but at a an advanced level.
--Candidates must satisfy more stringent requirements for the practicum, sharing and disseminating their work with other GEM students and the educational community, producing an annotated bibliography, and providing assistance at Practicum Orientation Workshops.

The PRACTICUM can be initiated any time after the completion of the first nine-credit module. It can be completed while attending classes or after all class work has been taken. A local practicum advisor, an expert in the particular area of study, is assigned to provide individual guidance and assistance. A practicum orientation workshop is conducted at each GEM site at least two times per year. Students are required to purchase a practicum orientation workshop packet before attending the workshop. The packet consists of a registration form, the Practicum Handbook, the Form and Style Manual, the Outstanding Educational Improvement Projects book, and a cassette training tape. After a proposal is approved by the practicum advisor and the CAE practicum department, the research project is implemented during a 10-20 week period, or longer. The final report documents the entire process and the results. Since the practicum involves a substantial application of learning (in the major area of study) to the solution of a critical problem existing in the student's own work setting (e.g., a classroom), the resulting improvement in educational practice is an exciting aspect of the GEM programs. Dissemination of excellent practicums by computerized network

to educators across the country is now gaining national exposure for many GEM students. The final grade is awarded by the director of practicums on the recommendation of the practicum advisor. All practicum manuscripts must follow the procedures outlined in the Form and Style manual.

The Educational Leadership major requires a PRACTICUM/INTERNSHIP. The practicum for EL students is the same in all respects described above except that it is implemented within an administrative internship setting.

The length of time varies for completion of all requirements. Students who register for consecutive cycles and complete the practicum requirement while attending classes can finish a degree program in one calendar year. Many students take 15-18 months to complete all requirements. CAE permits up to four years to finish a degree program.

The GEM Majors

The chart below shows the 23 major programs available and the two nine-credit modules required for each. An elective is any other available module the student selects. Some majors require both nine-credit modules in the major field, usually to meet state add-on certification requirements. In most cases either of the two modules may be taken first, i.e., the GEM programs are designed so that there are no prerequisites for the modules and core courses.

	Major	Module	Module
1)	Administration of Children's Programs	ACP	EC
2)	Adult Education	Adult Ed.	Elective Module
3)	Bilingual Education	BLE/TESOL-I	BLE-II
4)	Computer Application	CED I	CAP
5)	Computer Education	CED I	CED II
6)	Computer Studies	CED I	CED II & CED III
7)	Early Childhood	EC	Elective Module
8)	Early Intervention Programs	EIP	EC
9)	Educational Leadership* (Administration K-12)	EL I	EL II
10)	Elementary Education	Elem.Ed.	Elective Module
11)	Emotionally Handicapped*	EH	Elective Module
12)	English	ENG	Elective Module
13)	Gifted Child Education	Gifted	Elective Module
14)	Health Education	Health I	Health II, III or IV
15)	Learning Resources*	LR-I	LR-II
16)	Mathematics	MAT	Elective Module
17)	Mental Retardation*	MR	Elective Module
18)	Physical Education	PED	Elective Module
19)	Reading*	Read-I	Read-II
29)	Science	SCI	Elective Module
21)	Social Studies	SST	Elective Module
22)	Specific Learning Disabilities*	SLD-I	SLD-II
23)	Teaching English to Speakers of Other Languages	BLE/TESOL-I	TESOL-II

*All students majoring in these areas **MUST** contact a student advisor and obtain an approved program outline.

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The Computer-Hyphenated Major

The special Computer-Hyphenated Major offers the student interested in the educational uses of microcomputers a combined program applying computer knowledge and skills to another major GEM area. All registrants for this major **MUST** confer with a student advisor before registering. The requirements are:

Credits

2 MODULES in Computer Education Computer Applications or Computer Studies	= 18
1 MODULE in any other GEM major	= 9
1 CORE COURSE (suggested by a GEM counselor)	= 3
THE PRACTICUM (combining the two major areas)	= 6
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Contents of Modules and Courses

The following is a list of all GEM courses singularly or contained within nine-credit modules. After completion of nine-credit modules, grades are posted on transcripts with the courses listed just as they appear here. This listing is accurate as of August, 1987.

Core Courses*

State Department of Education certificates may be extended or renewed by completing combinations of certain CORE courses.

Master of Science:

M.S. Core I
  CU 500 Modern Curriculum
        Design

**CU 530 Measurement and
      Evaluation of
      Educational Systems

M.S. Core II
EP 560 Survey of
      Exceptionalities

AS 516 School Law

Educational Specialist:

Ed.S. Core I
EDU 547 Teaching: Principles
      and Practices

EDU 580 Educational
      Measurement

Ed.S. Core II
AS 580 Administration of
      Exceptional Student
      Education
AS 616 Applications of
      School Law

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* *These core courses may NOT be used toward a degree in learning resources, educational leadership, health, bilingual, and TESOL.*
Special cores for those majors are listed separately in this catalog.

** *To meet Florida certification requirements, M.S. students majoring in reading must take EDU 580 in Core I on the Ed.S. level instead of CU 530.*

Health, Learning Resources, BLE, and TESOL Core Courses

Health, learning resources, BLE, and TESOL majors are available at selected sites. Completion of the learning resources major leads to Florida State certification as a media specialist. These majors require completion of the following core courses.

M.S./Ed.S. Core I-Health
HE 500   Foundations of Health Education
HE 535   Program Development in Health Education

M.S. Core I-Learning Resources
LT 521   Innovative Operation of School Media Centers
LT 522   Analysis, Retrieval, and Dissemination of Information

Ed.S. Core I-Learning Resources
LT 621   Effective Functioning of School Media Centers
LT 622   Use of Modern Technology to Improve Bibliographic
          Control

MS./Ed.S. Core II-Learning Resources/Health
CU 514   Utilization of Multi-Sensory Materials
CU 519   Design of Mediated Learning Materials

M.S./Ed.S. Core II-Bilingual /TESOL
BLE/TESOL students take the regular Core I courses for the M.S or Ed.S. degrees. However, they will take the following courses for Core II.
BLE 546   Applied Curriculum Design in BLE/TESOL
BLE 547   Testing and Evaluation in BLE/TESOL

Educational Leadership Core Courses

Majors in Educational Leadership pursuing initial state certification in administration **must** complete four core courses as indicated below.

M.S./Ed.S. Core I

Select ONE of the following:

CU 502 Modern Curriculum Design: Early Childhood/Primary
                                    Education
CU 532 Measurement and Evaluation: Early Childhood/Primary
                                    Education

OR

CU 503 Modern Curriculum Design: Middle School Education
CU 533 Measurement and Evaluation: Middle School Education

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<u>OR</u>

| CU 504 Modern Curriculum Design: | Secondary School Education |
| CU 534 Measurement and Evaluation: | Secondary School Education |

<u>OR</u>

| CU 505 Modern Curriculum Design: | Exceptional Student Education |
| CU 535 Measurement and Evaluation: | Exceptional Student Education |

M.S./Ed.S. Core II

> For **MASTER'S** level only
> AS 516 School Law

> For **Ed.S.** level only
> AS 616 Applications of School Law

> For **MASTER'S AND Ed.S.** levels
> EL 600 Seminar in the Knowledge Base of Educational Leadership (PREREQUISITES: All other Educational Leadership course work)

Nine-Credit Modules

1) **Administration of Children's Programs**
   AS 500   Educational Resource Development *(Budget)*
   AS 520   Professional Seminar in Administration and Supervision of Educational Systems
   AS 550   Supervision of School Personnel

2) **Adult Education**
   AS 610   Organization and Administration of Adult and Community Education
   AS 630   Methods and Materials of Instruction for Adults
   AS 640   Community School Administration

3) **Bilingual Education/Teaching English to Speakers of Other Languages I**
   BLE 500   Foundations of Bilingual Education
   BLE 545   Methods of Teaching Bilingual Education
   BLE 567   Applied Linguistics: Contrastive Analysis

4) Bilingual Education II
BLE 542   Curriculum Development in Bilingual Education
BLE 543   Methods of Teaching Bilingual Education
BLE 563   Teaching the Culture of the Target Language

5) Computer Applications
BED 500   Word Processing with Microcomputers
CED 521   Computer Assisted Instruction, Courseware Version
CED 721   Administrative Applications of Microcomputers

6) Computer Education I
CED 600   Teaching Computer Literacy
CED 617   Software Search and Evaluation
CED 726   Programming Microcomputers in PILOT

7) Computer Education II
CED 680   Teaching BASIC Programming
CED 725   Programming Microcomputers
CED 735   Advanced Programming of Microcomputers in BASIC

8) Computer Education III
CED 621   Computer Assisted Instruction
CED 728   Programming Microcomputers in Pascal
CED 729   Advanced Programming of Microcomputers in Pascal

9) Early Childhood Education
EC 5281   Individualized Instruction in Early Childhood I *(Theory)*
EC 5282   Individualized Instruction in Early Childhood II *(Practice)*
HB 501   Child Development

10) Early Intervention Programs
EC 552   Assessment in Early Childhood
EC 557   Early Intervention Programs
EC 558   Observation and Assessment of Young Children

11) Educational Leadership I (Administration)
AS 500   Educational Resource Development
CU 510   Survey of Educational Innovations
CU 545   Educational Theory into Practice

12) Educational Leadership II (Administration)
AS 509   Clinical Supervision of Teachers
AS 520   Professional Seminar in Administration and Supervision of Educational Systems
AS 550   Supervision of School Personnel

13) Elementary Education
ELE 541   Creativity in Elementary School Curriculum
ELE 542   Materials in the Teaching of Elementary Arithmetic and Science
ELE 730   Reading in the Elementary School

14) Emotionally Handicapped
EP 529   Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
EP 530   Workshop in Class Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
EP 532   Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child

15) English
ENG 620   Developmental Writing
ENG 630   English Workshop
ENG 640   Rhetoric: Fundamentals of Speech Communication

16) Gifted Child Education
EDU 550   Introduction to the Nature and Needs of the Gifted Child
EDU 551   Educational Procedures for the Gifted Child
EDU 555   Seminar for the Guidance of Gifted Children

17) Health I
HE 565   Human Sexuality in Health Education
HE 570   Gerontology and the Health Educator
HE 575   Drug Abuse in Health Education

18) Health II
HE 526   Stress Management
HE 545   Fitness Education
HE 580   Behavioral/Medicine and Counseling

19) Health III
HE 502	Implications of Environmental Health
HE 505	Consumer Health Education
HE 510	Social Support Systems

20) Health IV
HE 530	Research and Evaluation of Health Problems
HE 540	Health of the Community and Preventive Care
HE 555	Marketing Health Care Systems

21) Learning Resources I
CU 516	Operation of Media Centers
CU 517	Bibliographic Methods for Learning Materials
CU 518	Selection and Evaluation of Learning Materials

22) Learning Resources II*
CU 643	Preparation of Learning Materials
LT 511	Production of Instructional Television Programs
LT 523	Planning, Production, and Presentation of Mediated Materials

23) Mathematics
MAT 610	Symbolic Logic
MAT 620	Abstract Algebra and Number Theory
MAT 630	Probability Theory

24) Mental Retardation
EP 501	Biological, Psychological, and Sociological Foundations of Mental Retardation
EP 509	Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
EP 510	Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

25) Physical Education
PED 710	Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
PED 730	Physical Education Programs to Promote Future Healthy Adulthood
PED 750	Problems of Negligence and Liability in Physical Education Programs

*Prerequisite: Specialized Core II

26) Reading I
RED 500   Techniques of Corrective or Remedial Reading
RED 554   Assessment in Reading
RED 570   The Reading Process

27) Reading II
RED 750   Literature for Children and Adolescents
RED 5271   Reading Supervision and Curriculum
           Development I
RED 5272   Reading Supervision and Curriculum
           Development II

28) Science
SCI 610   Current Issues in Energy and Ecology
SCI 620   Biology and Human Affairs
SCI 630   Scientific and Social Perspectives in the Physical
           Sciences

29) Social Studies
SST 610   Political Thought and Analysis
SST 620   Contemporary Theories in Behavioral Science
SST 630   Contemporary Social Problems/Issues

30) Specific Learning Disabilities I
EP 5261   Workshop in Learning Disabilities: Theory
EP 5262   Workshop in Learning Disabilities: Practice
EDU 558   Classroom Management of the Learning Disabled
           Child

31) Specific Learning Disabilities II
EP 556   Educational Assessment for Exceptional Children
EC 580   Speech and Language Development
CU 665   Theories of Learning and Effective Teaching

32) Teaching English to Speakers of Other Languages II
TSL 515   ESOL Curriculum Development in Bilingual
           Programs
TSL 562   Cultural and Cross-Cultural Studies
TSL 569   Methodology of TESOL

Course Descriptions

Administration

AS 500 Educational Resource Development (3 Cr.) This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state and local funding sources, as well as to funding by foundations. Non-financial resources discussed include school volunteer programs as well as free-loaned and reduced rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and will develop techniques for writing proposals.

AS 509 Clinical Supervision of Teachers (3 Cr.) This course emphasizes the development of practical competence in classroom supervision. Students observe and participate in supervision, and their skills are analyzed and criticized.

AS 516 School Law (3 Cr.) This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies includes acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems (3 Cr.) This is a basic administration course covering all aspects of leadership philosophy, style, and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the chief building-level administrator.

AS 550 Supervision of School Personnel (3 Cr.) This course provides an orientation to school planning, organization, personnel motivation, inservice training, supervision, and the techniques of successful supervision.

AS 580 Administration of Exceptional Student Education (3 Cr.) This course familiarizes the student with federal regulations and state laws that surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special needs of exceptional students. Emphasis is placed upon developing the administrator's ability to handle the responsibilities encountered in monitoring the preparation of individual educational plans, providing

due process within the laws, for parental involvement in educational planning, and in documenting mandated procedures.

AS 610 Organization and Administration of Adult and Community Education (3 Cr.) Participants become familiar with theoretical and empirical foundations of adult and community education. Students in this course are able to describe appropriate ways in which they can organize, administer, and evaluate adult-oriented educational programs.

AS 616 Applications of School Law (3 Cr.) The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations, and precedents.

AS 630 Methods and Materials of Instruction for Adults (3 Cr.) Following an exploration of various concepts, materials, and instructional techniques which are appropriate for adults, including reaching disadvantaged adults, participants develop materials and methods which are appropriate for their own educational settings.

AS 640 Community School Administration (3 Cr.) Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by the state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of needs assessment; familiarity with life-long learning curricula; and the planning needed to meet the cultural, recreational, academic and social needs of the community.

Bilingual Education

BLE 500 Foundations of Bilingual Education (3 Cr.) A survey of the history, rationale, and organization of bilingual education in the U.S. The course includes a study of various bilingual-bicultural-education programs already in existence.

BLE 542 Curriculum Development in Bilingual Education (3 Cr.) A study of content, development, and evaluation of curricula for the bilingual classroom or individual student. Techniques for

assessing needs, determining objectives, and designing curriculum materials are included.

BLE 543 Methods of Teaching Bilingual Education (3 Cr.) This course deals with various approaches to bilingual teaching. Methods involved in teaching subject matter through the medium of the target and native languages are examined.

BLE 545 Classroom Principles in Bilingual Education and TESOL (3 Cr.) A description of the general principles involved in assessing and managing the bilingual and ESOL class. Emphasis is on the importance of cultural and linguistic sensitivity in identifying the problems of the students and in organizing and scheduling the class according to relevant needs.

BLE 546 Applied Curriculum Design in BLE/TESOL (3 Cr.) Using their own (or hypothetical) BLE or ESOL classes, participants describe actual or projected learning needs, state course objectives, and select and design curriculum materials accordingly.

BLE 547 Testing and Evaluation in BLE/TESOL (3 Cr.) Using course objectives and curriculum materials from the other component of this core module, participants will select and design tests to measure and evaluate BLE or ESOL proficiency and achievement.

BLE 563 Teaching the Culture of the Target Language (3 Cr.) A study of techniques involved in teaching the culture of the target language, including an examination of the problems involved in the biculturation process.

BLE 567 Applied Linguistics: Contrastive Analysis (3 Cr.) An overview of the principles of linguistics and how they can be applied to language teaching and learning. Emphasis is on a contrastive analysis of native and target languages and on how this analysis can be applied to teaching the student in bilingual/ESOL classes.

Computer Education

BED 500 Wordprocessing With Microcomputers (3 Cr.) Electronic technology can increase the efficiency of the preparation of written documents of all types from business letters to books. In this course, the student will examine critically the state-of-the-art microcomputer as wordprocessor, along with the most advanced word processing software. Upon completion of the course, the successful student should be an intelligent selector and component user of this technology and will be prepared to evaluate and reduce it to practice.

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CED 521 Computer Assisted Instruction, Courseware Version (3 Cr.) This course traces the theoretical foundations of CAI from its origin on large time-shared systems through to the modern setting. Students will use packages courseware and software such as CDS1, Aristotle's Apple, and Caiware to learn to prepare interactive computer aided instruction sequences for microcomputers. The role of microelectronics in present and future directions of CAI will be covered to broaden the student's understanding of the potential of CAI. **Prerequisite: CED 600**

CED 600 Teaching Computer Literacy (3 Cr.) This entry level course explores the capabilities of fourth generation computer systems in classroom and school administrative environments. Much of the focus is on the newer microcomputer systems costing under $10,000. Some limited hands-on experience is provided Basic computer organizations and educational applications are discussed.

CED 617 Software Search and Evaluation (3 Cr.) New microcomputer software, programs, and instructional courseware are becoming available at a geometrically increasing rate. The distribution process, the terms of availability and the quality vary widely. Students will learn to identify sources, evaluate terms and quality and to match software uses. The curriculum theory implications and learning theory applications will be included along with concepts of good programming, and standards of good documentation practice will be covered. **Prerequisite: CED 600**

CED 621 Computer Assisted Instruction (3 Cr.) Using both the PILOT language and BASIC language, students will learn to prepare interactive Computer Assisted Instruction lessons for microcomputers. The theoretical foundations of CAI will be traced from its origins on large time-shared systems through to the contemporary scene. The role of microelectronics and future directions of CAI will be covered in an attempt to broaden the student's understanding of the potential of CAI. **Prerequisite: CED 726 or CED 735**

CED 680 Teaching BASIC Programming (3 Cr.) Content, materials and methods for teaching BASIC programming in the schools. Program development, evaluation techniques, resources, and teaching principles will be discussed. **Prerequisite: CED 735**

CED 721 Administrative Applications of Microcomputers This course will examine the evolving role of micrcomputers in school administration. Applications range from wordprocessing to budget preparation. Special attention will be given to the concept of

distributed processing. Students will receive hands-on experience in several applications. **Prerequisite: CED 600**

CED 725 Programming Microcomputers (3 Cr.) This introductory course in BASIC programming is geared exclusively to microcomputers. The opportunity will be offered for the student to become familiar with the specific requirements for programming and writing BASIC programs for several varieties of state-of-the-art microcomputers. The course is taught in a laboratory with extensive hands-on opportunity. **Prerequisite: CED 600**

CED 726 Programming Microcomputers in PILOT (3 Cr.) PILOT is a specialized, mnemonic, high level language designed to permit efficient creation, evaluation, and revision of Computer Assisted Instruction courseware. Alternative learning theories are used to guide students in the construction of a variety of program sequences illustrating sophisticated and effective lesson logic. **Prerequisite: CED 600**

CED 728 Programming Microcomputers in Pascal (3 Cr.) This is an applied course in a structured language. It is especially useful to students who wish to write software for broad distribution. **Prerequisite: CED 735**

CED 729 Advanced Programming of Microcomputers in Pascal (3 Cr.) In this advanced course in Pascal programming, UCSD Pascal will be used to enable students to prepare software for a variety of microcomputers. **Prerequisite: CED 728**

CED 735 Advanced Programming of Microcomputers in BASIC (3 Cr.) An advanced course in BASIC programming exclusively geared to microcomputers. Special emphasis will be placed on more conceptually sophisticated applications and on file design. The special needs and capabilities of a variety of state-of-the-art microcomputers will be covered in the problem-solving oriented course. **Prerequisite: CED 725 or equivalent**

Curriculum

CU 500 Modern Curriculum Design (3 Cr.) This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

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CU 502 Modern Curriculum Design: Early Childhood/Primary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Early Childhood/Primary Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 503 Modern Curriculum Design: Middle School Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Middle School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 504 Modern Curriculum Design: Secondary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Secondary School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 505 Modern Curriculum Design: Exceptional Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Exceptional Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 510 Survey of Educational Innovations (3 Cr.) This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. The overview includes multi-media approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational process.

CU 514 Utilization of Multi-Sensory Materials (3 Cr.) This course deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

CU 516 Operation of Media Centers (3 Cr.) This course comprises methods of establishing, organizing, and operating media facilities for schools, school systems, and training operations: how to achieve media accountability and equipment, material, and procedural considerations.

CU 517 Bibliographic Methods for Learning Materials (3 Cr.)
The student studies means of incorporating media materials into a
school library structure and learns to catalog, process, store, and
retrieve materials in media formats.

CU 518 Selection and Evaluation of Learning Materials (3 Cr.)
This course provides the student with experience in distinguishing
among media and in selecting, analyzing, and valuing various
learning materials.

CU 519 Design of Mediated Learning Materials (3 Cr.) Each
student is required to design valid mediated learning materials to
meet specific learning objectives. The course emphasizes the
integration of media technology into instructional strategies.

CU 530 Measurement and Evaluation of Educational Systems
(3 Cr.) Criteria for evaluation of instructional systems and techniques
for measurement are considered. Topics include analysis of objectives,
planning, programming and budgeting systems, performance
contracting, and accountability.

CU 532 Measurement and Evaluation: Early Childhood/Primary
Education (3 Cr.) Criteria for evaluation of early childhood/primary
instructional systems, including techniques for measurement, are
covered in the course. Topics include: criteria for selection and
development of goals and objectives, instrumentation, measures of
accountability and performance, research-based planning, selection of
research methodology and design, taxonomy and syntax of
measurement and evaluation, utilization of base line data,
implementation of needs analysis.

CU 533 Measurement and Evaluation: Middle School Education
(3 Cr.) Criteria for evaluation of middle school education instructional
systems, including techniques for measurement, are covered in the
course. Topics include: criteria for selection and development of goals
and objectives, instrumentation, measures of accountability and
performance, research-based planning, selection of research
methodology and design, taxonomy and syntax of measurement and
evaluation, utilization of base line data, implementation of needs
analysis.

CU 534 Measurement and Evaluation: Secondary Education
(3 Cr.) Criteria for evaluation of secondary education instructional
systems, including techniques for measurement, are covered in the
course. Topics include: criteria for selection and development of goals
and objectives, instrumentation, measures of accountability and
performance, research-based planning, selection of research
methodology and design, taxonomy and syntax of measurement and

evaluation, utilization of base line data, implementation of needs analysis.

CU 535 Measurement and Evaluation: Exceptional Education (3 Cr.) Criteria for evaluation of exceptional education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 545 Educational Theory into Practice (3 Cr.) This course focuses on the relationship between various disciplines and educational practice. In addition, new lines of research are explored that appear to have promise for improving educational practice.

CU 643 Preparation of Learning Materials (3 Cr.) Utilizing basic techniques of illustration, mounting, lettering, coloring, and duplication, the participant prepares an inexpensive set of print and static visual learning materials which may be used in the classroom to help meet specific learning objectives.

CU 665 Theories of Learning and Effective Teaching (3 Cr.) This course examines both modern and traditional learning theories and their relationship to effective teaching behavior. Also included are new brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

CU 670 Multicultural Education (3 Cr.) This course investigates strategies for teaching children from cultural minorities. Students will become sensitive to ethnic differences and similarities. They will become familiar with ways of providing students with experiences and opportunities to understand their uniqueness. Participants will examine and design strategies for teaching children of cultural minorities; they will evaluate conventional and innovative materials and programs for minority children, and will study the values, attitudes, and customs of ethnic minorities.

Early Childhood

EC 552 Assessment in Early Childhood (3 Cr.) In this course the student becomes familiar with formal and informal preschool and primary level screening tests, as well as a variety of techniques for

assessing learning potential, language development and reading readiness.

EC 557 Early Intervention Programs (3 Cr.) This is an overview of theory and research in early intervention. Model early intervention programs are examined.

EC 558 Observation and Assessment of Young Children (3 Cr.) In this course students participate in early childhood settings, observing characteristic behaviors of children. Students practice observation and assessment techniques in the classroom.

EC 580 Speech and Language Development (3 Cr.) This course provides the student with a basic understanding of the nature of speech and language; developmental progression in language acquisition; problems associated with dialectal and cultural differences, bilingualism, or cerebral dysfunction; and techniques for evaluating language development and remediation programs.

EC 5281 Individualized Instruction in Early Childhood I (Theory) (3 Cr.) This course comprises exploration of early childhood model programs for young children and indepth studies of curricula including self-concept development, social studies experiences and activities, mathematics for early childhood programs.

EC 5282 Individualized Instruction in Early Childhood II (Practice) (3 Cr.) This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in early childhood setting.

Education

EDU 547 Teaching: Principles and Practices (3 Cr.) Principles of effective teaching styles, micro-teaching and techniques for teaching are emphasized in this course.

EDU 550 Introduction to the Nature and Needs of the Gifted Child (3 Cr.) This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 Cr.) This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement,

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and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr.) This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

EDU 558 Classroom Management of the Learning Disabled Child (3 Cr.) This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EDU 580 Educational Measurement (3 Cr.) This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 624 Parental Counseling (3 Cr.) This course is designed to help classroom teachers acquire skill in parental counseling. Participants in this course will examine contemporary problems of American families, the ways in which the family members communicate, and how the quality of communication affects the education of the child. Teachers will become better able to facilitate communication both within the family and between family and social agencies.

Educational Leadership

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.) All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. (PREREQUISITES: All other Educational Leadership course work)

Elementary Education

ELE 541 Creativity in Elementary School Curriculum (3 Cr.) Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 542 Materials in the Teaching of Elementary Arithmetic and Science (3 Cr.) Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

ELE 730 Reading in the Elementary Classroom (3 Cr.) Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.

English

ENG 620 Developmental Writing (3 Cr.) In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.

ENG 630 English Workshop (3 Cr.) Each participant is expected to synthesize from the surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the context of English.

ENG 640 Rhetoric: Fundamentals of Speech Communication (3 Cr.) Students will study the history of rhetoric and the fundamentals of speech communication in terms of the development of their history and practice. They will examine some of the seminal ideas proposed by leading rhetoricians. With this foundation, students will then examine contemporary manifestations of persuasion in the mass media. Students will be given guidance in actively applying this theory and practice to their individual educational concerns.

Exceptionalities

EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child are emphasized.

EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

EP 556 Educational Assessment for Exceptional Children (3 Cr.) This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities, and mental retardation.

EDU 558 Classroom Management of the Learning Disabled Child (3 Cr.) This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EP 560 Survey of Exceptionalities (3 Cr.) This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

EP 5261 Workshop in Learning Disabilities (Theory) (3 Cr.) A practical introductory overview of the field of learning disability with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading, and techniques for individualization based on evaluation.

EP 5262 Workshop in Learning Disabilities (Practice) (3 Cr.) Application of techniques of individualized instruction for the LD child. This course requires the demonstration and application of diagnostic and remedial skills.

Human Behavior

HB 501 Child Development (3 Cr.) This course focuses on growth and development of the child from the prenatal period through the

middle child years. All facets of development are considered including physical, social, emotional and creative.

Health Education

HE 500 Foundations of Health Education (3 Cr.) The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

HE 502 Implications of Environmental Health (3 Cr.) Students examine the relationships of individual health to the physical environment and industrial process. Strategies for influencing change; special concerns; and needs of schools, medical care setting, industry, and labor will be examined.

HE 505 Consumer Health Education (3 Cr.) This course is a study of reliable and fraudulent health products, services, information and personnel. Education methods for preventing and reducing consumer misconception and exploitation will be analyzed.

HE 510 Social Support Systems (3 Cr.) The interrelation of economic, political, and educational systems with community and personal health is explored. Students gain insight into the accessibility of health resources and referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation is discussed as well as health systems areas and health and rehabilitative services.

HE 526 Stress Management (3 Cr.) Students will be able to recognize and identify personal stressors, employ methods of relaxation to control the stress response, and to teach these techniques to others.

HE 530 Research and Evaluation of Health Problems (3 Cr.) Statistical methods and research design will be applied to health programs. Sources of scientific information (census data, vital statistics) and collection and dissemination of health information will be examined.

HE 535 Program Development in Health Education (3 Cr.) This course covers techniques for the management of programs of health including grant and proposal writing, program budgeting, program report writing, design and management of health education programs and resources and program evaluation.

HE 540 Health of the Community/Preventive Care
(3 Cr.)Identification and exploration of means for promoting and preserving the health of the community, including the development of skills in evaluating the effectiveness of community health efforts, are skills which the health educator will utilize.

HE 545 Fitness Education (3 Cr.) Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 555 Marketing Health Care Systems (3 Cr.) Organizational theory of marketing geared toward marketing health care will be a major focus of this course. Program promotion, strategies and how to carry them out successfully, will be considered. Students will learn to identify needs of the community as opposed to wants.

HE 565 Human Sexuality in Health Education (3 Cr.) Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

HE 570 Gerontology and the Health Educator (3 Cr.) Through this course, all health care professionals will become familiar with the problems, misconceptions and needs of the elderly of American society. Participants will compare and critique programs for the elderly, such as preretirement counseling, recreation and exercise programs. In addition, participants will examine various pedagogical techniques used in aging education.

HE 575 Drug Abuse in Health Education (3 Cr.) Health care professionals will explore common drug abuse problems and investigate methods to address them.

HE 580 Health Counseling (3 Cr.) Physical, mental, emotional, and social health problems are discussed. Students gain expertise in administration of remedial procedures, handling of confidential records, and various counseling techniques.

Learning Resources

LT 511 Production of Instructional Television Programs
(3 Cr.)The objective of this course is to teach students master television production techniques and the operation of basic video equipment. They design, plan and produce an instructional TV program for use in their own teaching situation.

LT 521 Innovative Operation of School Media Centers (3 Cr.)
Students explore ways of improving the operation of media centers
through the innovative use of modern technology. Students acquire
basic literacy in the use of modern technology as it relates to their
professional roles as media specialists.

**LT 522 Analysis, Retrieval and Dissemination of Information
(3 Cr.)** Following an examination of various techniques for the
analysis, retrieval, and sharing of information in a variety of formats,
students attain basic proficiency in the use of modern technology to
help accomplish these tasks. Each student plans a project to handle
information more efficiently in a media center using a specific
technique as the focus of the project.

**LT 523 Planning, Production and Presentation of Mediated
Materials (3 Cr.)** Based on a study of the effectiveness of various
media formats now available for instructional use, students will learn
how to plan, produce and present instructional program in a variety of
media formats. Script writing, story boarding techniques will be
studied as they relate to the production of video tapes, sound/slide
programs, film, still photography and other related forms of media.

LT 621 Effective Functioning of School Media Centers (3 Cr.)
Students examine common problems in the operation of school media
centers, and they explore ways to use technology to improve the
effectiveness of such centers.

**LT 622 Use of Modern Technology to Improve Bibliographic
Control (3 Cr.)** Students explore currently available techniques to
handle information in various formats. Each student designs a system
for the efficient analysis, retrieval, and/or sharing of information
commonly found in media centers.

Mathematics

MAT 610 Symbolic Logic (3 Cr.) Participants apply standard
notations, methods, and principles of symbolic logic to determine the
validity or invalidity of arguments. Participants demonstrate
successfully more complex modes of argumentation.

MAT 620 Abstract Algebra and Number Theory (3 Cr.)
Beginning with thorough introduction to sets and functions,
participants then develop their ability to use modern postulational
methods and abstract postulational systems, using as a vehicle what
is commonly known as "Number Theory."

MAT 630 Probability Theory (3 Cr.) Participants associate probabilistic mathematical models with phenomena in the real world. They apply probability theory in deducing from the known content of the population the probable content of a sample.

Mental Retardation

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation (3 Cr.) This course focuses on the etiology of mental disability. It covers the social, emotional and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning and program development.

EP 509 Curriculum Development, Methods and Materials for the Trainable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for trainable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for educable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

Physical Education

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes (3 Cr.) Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood (3 Cr.) Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and

elements of mental health into the existing school physical education classes. Examples, problems and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems in Negligence and Liability in Physical Education Programs (3 Cr.) Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education program. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems. Attention will be paid to special problems such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped and physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

Reading

RED 500 Techniques of Corrective and Remedial Reading (3 Cr.) This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.

RED 554 Assessment in Reading (3 Cr.) This course familiarizes the students with a variety of techniques both formal and informal for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

RED 570 The Reading Process (3 Cr.) This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

RED 750 Literature for Children and Adolescents (3 Cr.) Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 5271 Reading Supervision and Curriculum Development I (Theory) (3 Cr.) This workshop is designed for reading majors as an

integrated experience. Emphasis is on the development of an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development II (Practice) (3 Cr.) This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

Science

SCI 610 Current Issues in Energy and Environmental Studies (3 Cr.) The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamic forces acting on the nearshore environments and effects on reef growth distribution.

SCI 620 Biology and Human Affairs (3 Cr.) This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy and behavior of intact organisms. In addition, a study of various biological factors that affect the health and survival of man in modern society, as well as the evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences (3 Cr.) Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

Social Studies

SST 610 Political Thought and Analysis (3 Cr.) Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing

selected books, writing summary papers, and demonstrating research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science (3 Cr.) Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics as they apply to counseling, emotional problems, criminal behavior, business, and education, will be explored. The student will be familiar with classical theories and evaluate contemporary literature in such areas as self concept, self awareness, encountering, consciousness raising, promoting self, and similar approaches.

SST 630 Contemporary Social Problems/Issues (3 Cr.) In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The students will develop skill in gathering information on problems encountered within the family, local government, and the nation.
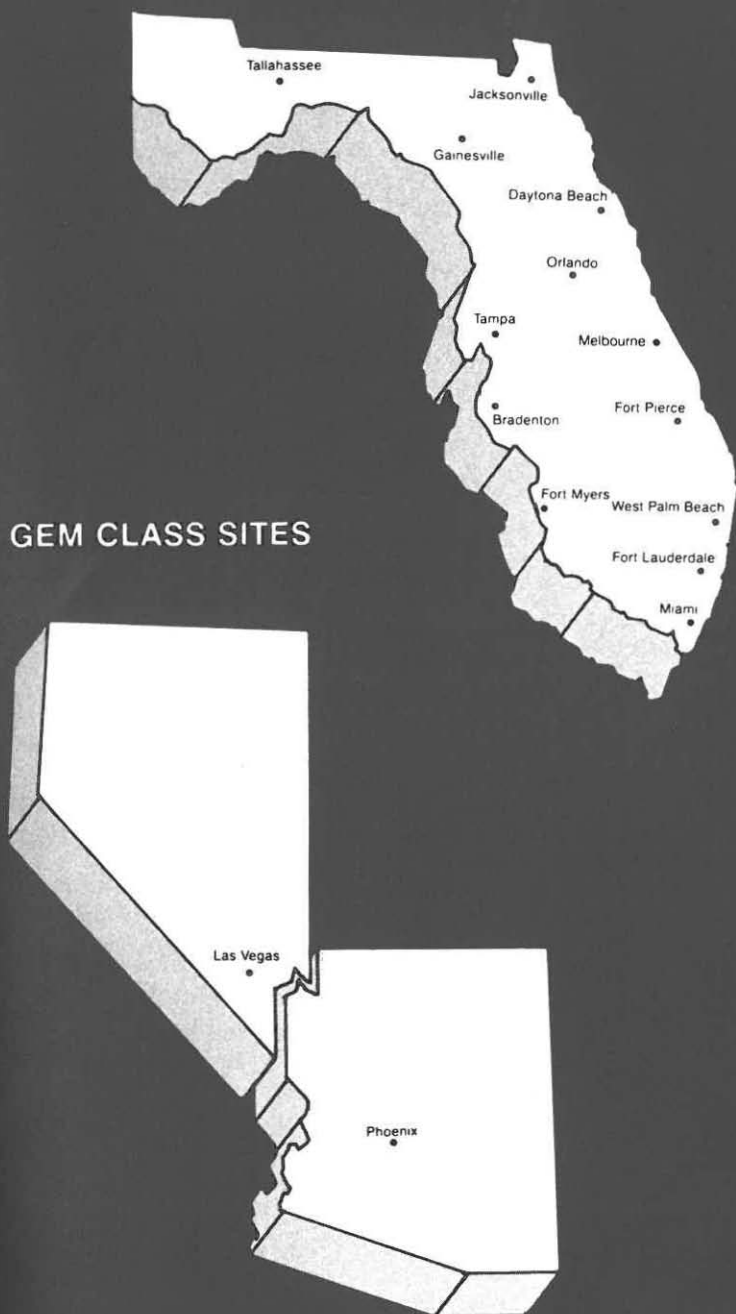
Tesol

TSL 515 ESOL Curriculum Development in Bilingual Programs (3 Cr.) A study of the content development, and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

TSL 562 Cultural and Cross- Cultural Studies (3 Cr.) This course examines cultural factors which influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 Cr.) A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

GEM CLASS SITES

Tallahassee

Jacksonville

Gainesville

Daytona Beach

Orlando

Tampa

Melbourne

Bradenton

Fort Pierce

Fort Myers

West Palm Beach

Fort Lauderdale

Miami

Las Vegas

Phoenix

GEM Site Locations

GEM Information

Come to Our Campus Offices or Call a Toll-Free Number
8:30 A.M.-5:00 P.M., Monday-Friday

The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's Turnpike.

Call the University on a Toll-Free Number for Program Information

Broward County	475-7440
Dade County	940-6447, extension 7440
Palm Beach County	732-6600, Extension 7440
All other Counties	1-800-432-5021/22, extension 7440

GEM Offices, Las Vegas
333 N. Rancho Dr., #625
Las Vegas, NV 89106
(702) 648-1971/72

GEM Offices, Arizona
2255 W. Northern Ave.
Suite B-119A
Phoenix, AZ 85021
(602) 995-5999

General Information

Admission Requirements--Master's Program

General admission requirements for the student wishing to matriculate in the master's program of the GEM programs are listed below.

The applicant must--
1. have earned a baccalaureate degree from an accredited college or university,
2 provide three letters of recommendation that have been written to the center that indicate the applicant's ability to do graduate work,
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a $30 nonrefundable application fee.

Admission Requirements--Educational Specialist Program

General admission requirements for the student wishing to matriculate in the educational specialist program of the GEM programs are listed below.

The applicant must--
1. have earned a master's degree from an accredited college or university,
2 provide three letters of recommendation that have been written to the center that indicate the applicant's ability to do graduate work,
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a $30 nonrefundable application fee.

Admission to Degree Candidacy

Upon completion of all application procedures, students are admitted to the GEM Programs. GEM students become eligible for admission to degree candidacy (master's or educational specialist) after successful completion of their first nine-credit module. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program.
The requirements for admission to degree candidacy are--
1. A 3.0 ("B") grade point average or higher in the GEM program.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues stating why, in their opinion, the student will be successful in the program. All items for the student file should be mailed directly to CAE or submitted to a CAE staff member.
After the Candidacy Committee has reviewed the file and recommendations, the student is informed of his or her status by mail.

Counseling Services

The CAE Student Affairs department employs full-time counselors who are available in person and by telephone for information and advice to GEM students. A number of other CAE staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information. A publication called the "Factsheet," containing program information, is distributed to all GEM students at least once each cycle.

Directed Study

In some cases, nine-credit modules needed to complete programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM programs when this occurs,

the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same 15- or 16-week period. The instructors, based on the main campus at Fort Lauderdale, schedule biweekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments, which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. A special fee is charged to directed study students to cover costs of postage, telephone, and administrative expenses. The following policies apply to directed study work:

• Only degree-seeking students who have received candidacy will be permitted to complete nine-credit modules using this format.
• Only students who have already completed another nine-credit module in the regular classroom format are eligible for directed study.
• No directed study is offered in Learning Resources, Educational Leadership, Bilingual Education, any Computer Modules, Health II, III, IV, Mental Retardation, or TESOL.

Transfer of Credits

CAE will accept up to six semester hours of graduate transfer credits into most GEM programs, provided the following conditions apply:
• CAE has received a Request for Transfer of Credit form. Forms are available at all sites.
• The credits were earned at a regionally accredited, graduate institution, within a ten-year period preceding the request for transfer.
• The grades assigned for the credits are either "A" or "B".
• An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.
Credits transferred in will normally replace core courses and decrease the overall total of 36 credits required for the GEM degree program but will not be computed into the grade point average or considered part of the candidacy requirement. Certain GEM programs permit only three credits of transfer or none:

- The Educational Leadership program for Florida teachers accepts no transfer of credits.

- Administration certification requirements differ among the states, therefore it is important for non-Florida students to obtain transfer of credit information from the CAE Student Affairs department.

- Computer-Hyphenated majors may transfer in only three credits since only one core course is included in the program.

Fees

Application Fee	$30
This a one-time, nonrefundable fee	
Tuition(*no cash accepted*).............................	$175/credit
Educators	$115/credit

Nine-Credit Module

...Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise, a $25 late fee will be charged.

...For students receiving the Nova University educators scholarship and wishing to make three payments, an initial payment of $345 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $345 is due no later than the fifth class session. The third payment of $345 must be received no later than the ninth class session. A $25 late fee will be charged if either the second or third payment is received after the due dates. All tuition payments may be submitted to the site administrator on or before the due dates or mailed to CAE in time to be received by the due dates. Students may register for a minimum of six of the nine credits.

Core Courses

...Payment and registration must be received by CAE or by the site administrator at least one week before the first class session: otherwise a $25 late fee will be charged.

...For students wishing to make two payments, an initial payment of $345 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $345 must be received no later than one week before the first class session of the second Core Course; otherwise a

$25 late fee will be charged. Since the second payment for Core II (intensive) courses comes due just a few days after the initial payment due date, it is suggested that students submit the entire Core II tuition in one payment.

The Practicum *(six credits)* $690

The full tuition or initial payment of $345 is due prior to commencement of the praticum requirement. For students wishing to make two payments, the second payment of $345 must be received four weeks later; otherwise a $25 late fee will be charged. Practicum Orientation Workshop (POW) packets cost $45 each. Students have 4 years to complete the GEM degree program. However, if the final report is not received in the main office one year after registration for the practicum, an annual maintenance fee of $200 will be charged.

Graduation Fee $30

...It Is the student's responsibility to request a degree application form from the CAE records department at least two months prior to the projected date of completion of all requirements.

...An additional fee will be charged by the registrar's office at Nova University for the commencement announcements and for cap and gown for those desiring to attend the commencement exercises in the summer at Fort Lauderdale.

Directed Study Fee $80

...This fee covers the cost of services and some learning materials and is due at the time of registration. The fee does not cover the cost of textbooks.

Local Fees

GEM programs are offered by Nova University in cooperation with local teacher organizations in Alachua, Brevard, and Dade counties in Florida. Students in those counties must either be members of the cooperating professional organization or pay a fee to that organization.

Learning Materials

...Students are expected to purchase textbooks and other materials as required. Textbooks may be purchased on the first night of the class. Payment for learning materials may require two separate checks. Receipts will be provided for those students who require them for reimbursement.

Laboratory Fees

...	Computer classes	$5/credit
...	Learning Resources Core I and II and Module II	$5/credit

(All fees are subject to change without notice.)

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, in writing, the director of the GEM programs or the site administrator of their reason for withdrawal. Refunds will be based on the date of receipt of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies to payments for each module or core course:

- For 100% refund: withdrawal in writing prior to the first class session
- For 75% refund: withdrawal in writing before the second class session regardless of class attendance
- For 50% refund: withdrawal in writing before the third class session regardless of class attendance
- No refunds after the third class session regardless of class attendance

Practicum Tuition Refund Policy

* A handling fee of $50 will be charged to each practicum student requesting a refund.
* If a practicum advisor has been assigned, the student will be entitled to 75% refund.
* Students who drop the practicum within 90 days of registration may transfer 75% of the total fees to another course.
* There will be no refund or credit beyond 90 days of registration for the practicum.

Grading

GEM students must maintain a grade point average of at least 3.0 ("B") for retention in the program. Incomplete grades (I) must be made up within four months, or sooner if stipulated by the instructors, of the final class meeting of the module or course: otherwise a grade of F will automatically appear in the permanent records.

A = Excellent achievement
B = Good achievement
C = Below expectations for
       graduate work

D = Poor achievement
F = Failure
I = Incomplete

Transcript Requests

Transcript requests must be made by completing the Request for Transcript Form, which may be obtained from the site administrator. Please include complete information and send request directly to CAE.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one absence during any module or course is cause for serious concern and the instructors and the CAE student affairs department must be consulted for counseling.

Grievance

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. An appeals policy is available upon request from the student affairs department.

Financial Aid

Information regarding financial aid can be obtained by using the toll-free telephone number within Florida, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Planning and Resources. Nova University offers all Educators a scholarship of $60 per credit. Educators pay $115/credit. Information concerning veterans' benefits is available by using the Florida toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.

Application and Registration

The official Nova University application form (yellow) and the $30 fee will be accepted at an Open House presentation at a GEM site, may be submitted to the local site administrator at any time, or can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a students file on the computerized Student Information System. Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM program. All items must be completed on the application form, front and back.

A registration form (white) must be completed for each module or course taken and for the practicum.

Registrations will not be accepted after the cycle has commenced. Students who are in class for the cycle, without registering, will not receive credit or grades.

A check for the entire tuition, or partial tuition payment for a module, as indicated in the fees section, must accompany the registration form. To avoid the late fee, tuition must be paid on or before the deadline dates specified in the fees section.

Original Work

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

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 expressed 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. Students violating this policy will be penalized up to and including expulsion.

FAILURE TO READ THIS CATALOG DOES NOT EXCUSE STUDENTS FROM THE RULES AND PROCEDURES DESCRIBED HEREIN. PERSONAL FACTORS, ILLNESS, OR CONTRADICTORY ADVICE FROM ANY SOURCE IS NOT ACCEPTABLE FOR SEEKING EXEMPTION FROM THESE RULES AND PROCEDURES.

Our Graduates say:

"I felt that Nova's GEM Program gave me the ability to better cope with a variety of children's needs. GEM courses were enjoyable and well planned. The program was worthwhile and I am still using things I learned."

Hazel M. Young
Daytona Beach

"GEM's Saturday format is far superior to traditional night classes. The Nova experience recharged me with new interest and insight into my teaching. The GEM Program should be available to teachers in every state."

Jeffrey J. Boyle
Daytona Beach

"As a result of my Practicum, the faculty in my school has become unified into a group of hard-working professionals. Nova's GEM Program helped me pursue personal goals which I am beginning to achieve."

> Catherine Charlton
> Ft. Myers

"As a result of my graduate program, I was honored with a membership into Delta Kappa Gamma. Because of GEM's program and certification, I was asked to assume an administrative position. Coursework in the areas of finance, budget, time management and personnel management were excellent."

> Jennifer Jean Mowry
> Tampa

"GEM's team-teaching breaks the monotony, offers flexibility and provides variety of teaching styles. I would recommend Nova's GEM Program to my colleagues."

> Peggy G. Green
> Ft. Lauderdale

"GEM's Practicum experience taught me how to do research in a professional library. I am now more familiar with the journals available in my field. Faculty teams worked well together on planning an effective program."

> Beverly Warren
> Ft. Lauderdale

"The GEM Program has made me more aware of the newest literature, reports and studies currently being reported by educators. I learned how to be more diplomatic in a classroom situation. Other teachers are currently implementing my Practicum project. GEM provides a valuable service to teachers."

> Ruth D. White
> Ft. Myers

GEM Site Administrators

BRADENTON
William E. Lance
B.S. University of Northern Iowa
M.S. Nova University

DAYTONA BEACH
James L. Whitaker
B.A. Oklahoma City University
M.A. Midwestern University

FORT LAUDERDALE
Linda R. Lopez
B.S. Nova University
M.S. Nova University

FORT PIERCE
Marian C. Williams
B.S. Fisk University
M.Ed. University of Maine

FORT MYERS
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B.A. Florida A&M University
M.A Florida A&M University
Ed.S. University of South Florida
Ed.D. Nova University

GAINESVILLE
John W. Buys
B.A. Hope College
M.A. Purdue University
Ph.D. University of Florida

JACKSONVILLE
Marlene J. Kovaly
B.A. St. Francis Academy
M.Ed. University of Pittsburgh
Ph.D. University of Florida

LAS VEGAS, NEVADA
Richard L. Lundquist
B.S. Northern Illinios State College
M.A. Northern Arizona University

MELBOURNE
Shirley Ross
B.A. Rollins College
M.S. Nova University

MIAMI
John A. McKinney
B.S. Florida A&M University
M.S. Barry College
Ed.D. Nova University

Frances C. Altman-Winfrey
B.S. Texas Tech University
M.S. Florida International University
Ed.D. Nova University

ORLANDO
Janice Davis-Dike
B.A. University of Central Florida
M.A. University of Central Florida

PHOENIX, ARIZONA
Mary J. Cook
B.A. Arizona State University
M.S. Arizona State University
Ed.D. Nova University

TALLAHASSEE
David L. Fairbanks
B.S. Eastern Michigan University
M.S. Florida State University
Ph.D. Florida State University

TAMPA
Elizabeth Argott
B.A. Trenton State College
M.A. University of Tampa

WEST PALM BEACH
Michael Robbins
B.A. University of Florida
M.Ed. Florida Atlantic University
Ed.D. Nova University

GEM Personnel

RICHARD GOLDMAN, Ph.D.
Dean, Center for the Advancement of Education

J. DONALD STANIER, Ph.D.
Director, GEM Programs

CARMEN E. DUMAS, Ed.D.
Director of Practicums

VERA FLIGHT, M.S.
Coordinator of Marketing

ROBERT K. GREENE
Student Advisor and Call Back Specialist

RICHARD DZIK, Ed.D.
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TONI HEPPLER, B.S.
Coordinator of Curriculum Development

MARY KREUTZER, B.S.
Student Advisor

PEARLINE J. MARTIN, M.S.
Coordinator of Practicums

DEO NELLIS, M.S.
Associate Director, GEM Programs

JOHANNE PECK, Ph.D.
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ELIZABETH A. POLINER, M.Ed.
Director, Information Retrieval Service

SANDRA K. RAMIREZ
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MARK SELDINE, M.Ed.
Student Advisor

STEPHEN I. SIPLET, Ed.D.
Director, Student Affairs

LINDA SWAILS
Operations Manager
Center for the Advancement of Education

DORIS WILKINSON
Student Advisor
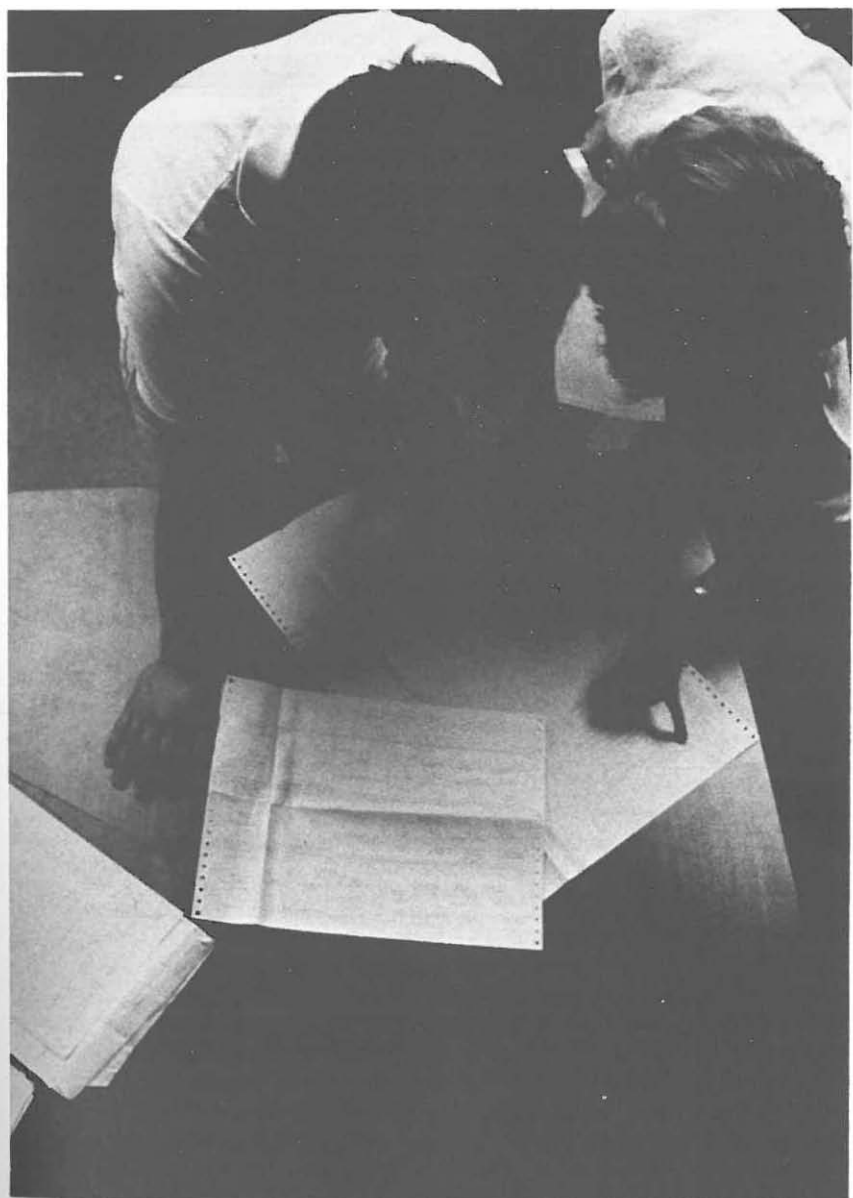
GEM PROGRAMS

FALL CYCLE -1987

Nine Credit Modules- All Majors

FIRST CLASS SESSION - 6:00 - 9:00 P.M.

Tuesday, Sept. 8, 1987	Wednesday, Sept. 9, 1987	Thursday, Sept. 10,1987	Friday, Sept. 11, 1987
Jacksonville	Bradenton	Ft. Myers	Miami
Tampa	Daytona Beach	Ft. Pierce	Phoenix
West Palm Beach	Ft. Lauderdale	Orlando	
	Gainesville	Tallahassee	
	Las Vegas		
	Melbourne		

REMAINING SESSIONS-ALL SITES
8:30 A.M. - 4:30 P.M.
September 12, 19, 26
October 3, 10, 17, 24,31
November 7, 14, 21
December 5, 12, 19

WINTER CYCLE - 1988

Core I-January
Three Credits

M.S. Level-CU 500 Modern Curriculum Design
Ed. S. Level-EDU 547 Teaching: Principles and Practices

FIRST CLASS SESSION - 6:00-9:00 P.M.

Tuesday, Jan. 5, 1988	Wednesday, Jan. 6, 1988	Thursday, Jan. 7,1988	Friday, Jan. 8, 1988
Jacksonville	Bradenton	Ft. Myers	Miami
Tampa	Daytona Beach	Ft. Pierce	Phoenix
West Palm Beach	Ft. Lauderdale	Orlando	
	Gainesville	Tallahassee	
	Las Vegas		
	Melbourne		

REMAINING SESSIONS - ALL SITES
8:30 A.M.-4:30 P.M.
January 9, 16, 23, 30

Core I-February
Three Credits

M.S. Level-CU 530 Measurement and Evaluation of Educational Systems
Ed. S. Level-EDU 580 Educational Measurement

FIRST CLASS SESSION - 6:00-9:00 P.M.

Tuesday, Feb. 2, 1988	Wednesday, Feb. 3,1988	Thursday, Feb.4, 1988	Friday, Feb. 5, 1988
Jacksonville	Bradenton	Ft. Myers	Miami
Tampa	Daytona Beach	Ft. Pierce	Phoenix
West Palm Beach	Ft. Lauderdale	Orlando	
	Gainesville	Tallahassee	
	Las Vegas		
	Melbourne		

REMAINING SESSIONS-ALL SITES
8:30 A.M.- 4:30 P.M.
February 6, 13, 20, 27

NOTE: HEALTH EDUCATION and LEARNING RESOURCES students should obtain special CORE information from the Site Administrator.

NOTE: Master's candidates in Reading in Florida should enroll in EDU 580.

SCHEDULE 1987-88

SPRING CYCLE -1988

Nine Credit Modules- All Majors

FIRST CLASS SESSION - 6:00 - 9:00 P.M.

Tuesday, March 1, 1988	Wednesday, March 2, 1988	Thursday, March 3,1988	Friday, March 4, 1988
Jacksonville	Bradenton	Ft. Myers	Miami
Tampa	Daytona Beach	Ft. Pierce	Phoenix
West Palm Beach	Ft. Lauderdale	Orlando	
	Gainesville	Tallahassee	
	Las Vegas		
	Melbourne		

REMAINING SESSIONS-ALL SITES
8:30 A.M. - 4:30 P.M.
March 5, 12, 19, 26
April 9, 16, 23, 30
May 7, 14, 21
June 4, 11, 18

SUMMER CYCLE -1988

Core II
Monday - Friday   4:00 - 10:00 P.M.

June 20- 24 (3 credits)

M.S. - AS 516 School Law
Ed. S.-AS 616 Applications of School Law

June 27 - July 1 (3 credits)

M.S. - EP 560 Survey of Exceptionalities
Ed. S. - AS 580 Admin. of Exceptional Student Education

NOTE: HEALTH EDUCATION and LEARNING RESOURCES, BILINGUAL EDUCATION and TESOL students should obtain special CORE information from the Site Administrator.

SUMMER CYCLE - 1988

Nine Credit Modules- All Majors

July 5 - August 4, 1988
EVENING SCHEDULE - 4:00 - 10:00 P.M.

Tuesday, July 5	Wednesday, July 6	Thursday, July 7
Monday, July 11	Tuesday, July 12	Thursday, July 14
Monday, July 18	Tuesday, July 19	Thursday, July 21
Monday, July 25	Tuesday, July 26	Thursday, July 28
Monday, August 1	Tuesday, August 2	Thursday, August 4

NOTE: STUDENTS MAY TAKE NO MORE THAN 15 CREDITS DURING THE SUMMER CYCLE.

REGISTRATION SESSIONS for each cycle are scheduled at
GEM class sites.
REGISTER from 9:00 A.M.-12.00 Noon
August 29, 1987
December 19, 1987
February 20, 1988
June 4, 1988

FORT LAUDERDALE, PHOENIX and LAS VEGAS
students may also register at their local Nova University
offices Monday-Friday.

Nova Main Campus	2255 W. Northern	333 N. Rancho Drive
Mailman Family	Ave.	#625
Center	Suite B-119A	Las Vegas
3rd Floor	Phoenix	3:30 P.M.- 5:00 P.M.
3301 College Ave.		
Ft. Lauderdale		
8:30 A.M. - 5:00 P.M.		

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Master's Program in Speech and Language Pathology

Nova's Master of Science Degree Program with a major in Speech-Language Pathology was designed to provide the necessary coursework and clinical experience for persons who plan to obtain Florida certification in Speech-Language Pathology and who plan to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA). The Master's Program in Speech and Language Pathology has been approved by The Florida State Department of Education. Consequently, individuals may complete coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education.

The Speech-Language Pathology major is offered at the master's level. However, persons with bachelor's degrees in other disciplines can obtain necessary background prerequisite courses. Individuals completing an undergraduate degree at Nova College can enroll for prerequisite courses as electives.

Admission Requirements

Persons with an undergraduate degree or specialty in speech-language pathology and/or audiology, in most cases, will have met the requirements for prerequisite and related area courses. Prospective graduate students with a background in speech correction and/or audiology may transfer to the graduate program a maximum of 150 clock-hours with accompanying documentation from the university in which the hours were accumulated.

Persons eligible for admission to the program are:

1) Individuals with a bachelor's degree from a regionally accredited college or university with specialty in speech-language pathology and/or audiology and a cumulative grade point average of 3.0 (B) or above (on a 4-point scale) on all coursework in the major or specialty. Persons with less than a 3.0 (B) average enter the program on a probationary status.
2) Individuals with a B.A or a B.S. in a major other than speech-language pathology enter the program taking the prerequisite course sequence and must maintain a 3.0 (B) average in order to begin the graduate sequence.
3) Students completing a bachelor's degree may begin taking the prescribed prerequisite and related area courses. A minimum grade point average of 3.0 (B) must be maintained in the speech-language prerequisite courses. Any prerequisite course with grade lower than C must be repeated (one time only) and a grade of a B or A achieved.

Program Requirements and Transfer of Credit

Thirty-nine credits of graduate work (exclusive of labs and practicums), 25 hours of guided clinical observation, and 300 clock hours of supervised clinical experience must be completed for the M.S. degree in Speech-Language Pathology and for meeting the requirements of the American Speech-Language-Hearing Association (ASHA). Requirements listed above are minimal requirements and may be increased depending on individual needs.

Transfer of graduate level credit up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed. These credits must have been earned within the ten years prior to acceptance into the Nova program. Transfer of a maximum of 150 clock hours of clinical practicum experience will be allowed when documented by the accredited institution where the hours were accrued and verified by the signature of a faculty member holding the Certificate of Clinical Competence (CCC).

Program Overview

All students are expected to complete a minimum of 39 credit-hours (exclusive of all labs and practicums) in specific required master's level coursework at Nova University. This basic 39 credit-hour program is designed so that it meets course requirements for the Certificate of Clinical Competence (CCC) awarded by ASHA, for Certification in Speech Correction by the Florida State Department of Education, and for state licensure. The typical course of study can be completed in approximately two years including both the academic and clinical requirements. In addition to the 39 credit hours, students are required to complete a minimum of 25 clock hours of observation and 300 clock-hours of clinical experience under the supervision of program faculty or staff from University approved clinical affiliates. Supervisors hold the Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology.

Admission to further coursework in the program beyond the first six graduate credit hours requires completion of the BA/BS degree. Courses are offered evenings and Saturdays and clinical practicums and labs are scheduled with respect to the availability of clients presenting specific disorders, and the student's schedule.

Academic Expectations

Admission to Degree Candidacy

Students majoring in Speech-Language Pathology become eligible for admission to candidacy for the master of science degree after:

1) Completion of two six-credit modules with a 3.0 (B) average. Prerequisite or related courses may not be used for this purpose but a plan must exist for the completion of such courses.

    Note: It is the student's responsibility to apply for "Admission to Degree Candidacy" by completing the appropriate form and submitting it to the department at the end of the second semester. Only students who have been admitted to degree candidacy will be permitted to enroll for clinical labs/practicums.

2) Submission of a positive recommendation from program faculty who have worked with the student in an instructional and/or supervisory capacity. The basis for this evaluation includes all coursework; clinical work; and the student's communication skills--including speech, oral and written language skills.

    Following completion of the above steps, a review of the student's records by the program faculty will result in one of the following recommendations:

    a) unqualified acceptance;

    b) probationary status (which may require additional coursework and/or clinical hours, speech-language remedial work, or health status certification from a designated professional); or

    c) termination from the program.

    After the candidacy committee has reviewed the student's files and recommendations, formal letters are mailed to the students indicating their status.

    Note: Following admission to candidacy, the student must continue to maintain a 3.0 (B) average in both coursework and clinic work in order to remain in the program.

Grading

Speech-language pathology students must maintain a grade point average of at least 3.0 (B) to remain in the program. Students are expected to maintain a 3.0 (B) average in both the clinic practicums and labs as well as the academic courses. If a student fails to maintain a 3.0 (B) average in either the course work or the clinic work (on or off campus) the student is automatically dropped from the program.

Incomplete (I) grades must be made up within six months of the final meeting of the course, as stipulated by the instructor; otherwise, a grade of F will automatically appear in the permanent records. An "Incomplete Grade Contract" must be signed by the student and the instructor or supervisor.

Students who receive a grade of D or F in any course, must repeat the course and earn a grade of A or B. The grade earned the first time the course is taken is not averaged with the grade achieved when the course is repeated. In order to receive credit for clock hours completed in any lab or practicum, a grade of A or B must be earned for that experience. Students who earn a grade of C, D, F in any lab or practicum will not receive credit for any clock hour completed; they must repeat the lab/practicum. A course may not be repeated more than once because of a low grade.

The University grading system is as follows:

A (4.0) = Excellent achievement
B (3.0) = Good achievement
C (2.0) = Below expectations for a graduate student
D (1.0) = Poor achievement
F (0)   = Failure
I   (0)   = Incomplete

Degree Completion Requirements

To graduate a student must complete a minimum of 39 credit hours of master's level coursework, any prerequisite and related area courses prescribed in order to meet ASHA certification requirements, and all clinical practicums/labs to fulfill requirements for numbers of clock hours and/or types of communication disorders. Students in the 39 credit-hour basic program may take up to a maximum of five years from the date of their first registration to complete all degree requirements.

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.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort should complete a temporary withdrawal form and submit it to the program director. Students who officially withdraw may petition the program director if they wish to re-enter the program with another cohort, continuing their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations and pay all fees and tuition applying to the new cohort they join and its program sequence.

Registration

Students at the main campus must register in the department at a date and time announced for each semester. When departmental registration is complete, the students must go to the Registrar's office to pay fees, etc. Students in Field- Based Programs will register with the Curriculum Coordinator for each program, generally on the first day of classes for a new module. All students should meet individually with the Associate Program Director to plan a program sequence and practicum/lab assignments. Students will then be assigned a faculty advisor for the remainder of the program.

Graduation

Although a formal graduation ceremony is held once a year in June, students may receive their diplomas soon after the completion of all degree requirements throughout the year. When the student is in the last semester of academic/clinical work, he/she must apply for graduation and pay a fee in the Registrar's office. The student must also notify the department, in writing, of the intention to graduate. The department will review the student's credentials to determine whether all degree requirements have been met.

Grievance

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. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Student Costs

Costs include a $30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova program. Tuition is $195.00 per credit hour for all work taken in the program: courses, clinical labs, and practicums. Students who must take additional coursework at the graduate or undergraduate level register for these additional courses at the tuition rate prevailing at the time in either Nova University or Nova College. Tuition and registration fees must be paid at least one week before the first class session; otherwise, a $25.00 late fee will be charged.

Tuition Payment Policy

Payment and registration must be received by the Registrar or, for field-based students, by the curriculum coordinator by the first class session; otherwise, a $25 late fee will be charged.

For students wishing to make three payments, one third of the total tuition payment must be received at least one week before the first class session. The second payment of one third is due no later than the fifth class session. The third and final payment must be received no later than the ninth class session. A $25 late fee will be charged if any of the three payments is received after the due dates. When taking only one course, practicum, or lab, the same payment schedule and procedure to be followed.

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a refund of tuition must notify, in writing, the director of their reasons for withdrawal. Refunds will be based on the postmark date of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies:

· For 100% refund: withdrawal in writing prior to the first class session.

· For a 75% refund: withdrawal in writing before the second class session, regardless of class attendance.

· For a 50% refund: withdrawal in writing before the third class session, regardless of class attendance.

· After the third class session, no tuition will be refunded.

Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Planning and Resources, Nova University. Telephone number (305) 475-7410.

Program Sequence

The course sequence is designed to meet the coursework requirements for the Master of Science Degree in Speech-Language Pathology and the Certificate of Clinical Competence.

Typical Sequence for Individuals with a Background in Speech-Language Pathology:

Spring #1	Summer #1	Fall #1	Winter #1
SLP 5101 Anatomy and Physiology of the Auditory and Vocal Mechanism	**SLP 5104** Speech Perception and Phonology	**SLP 5110*** Diagnosis of Language and Speech Disorders	**SLP 5105** Phono-logical Disorders
SLP 5301 Speech-Language Development	**SLP 5601*** Clinical Procedures	**SLP 5504** Language Disorders in Children	

Spring #2	Summer #2	Fall #2
AUD 5101 Fundamentals Of Audiology	**SLP 5115** Voice Disorders	**SLP 5116** Stuttering Disorders in Children and Adults
AUD 5104 Audiology Practicum	**AUD 5501** Habilitative/ Rehabilitative Procedures for the Hearing Impaired	
SLP 5502 Language Disorders in Adults	**AUD 5105** Aural Habilitation Practicum	
	SLP 5993	

*Must be completed prior to enrolling in labs or practicums.

Note: Students will schedule SLP 5993 On-Campus clinical lab for the cycles mutually agreed upon with an advisor. This lab will be offered to students who are eligible to accrue clock hours; they are scheduled according to previous clinical experience. Students must also complete two off-campus clinical practicums which may be any combination of SLP 5400 (nonpublic school placement) and SLP 5500 (K-12 placement).

Typical Prerequisite Sequence for Individuals without a Background in Speech-Language Pathology:

Spring #1	Summer #1	Fall #1	Winter #1
SLP 5002	SLP 5000	SLP 5003	SLP 5001
Phonetics	Introduction to Hearing, Language, and Speech Disorders	Anatomy and Physiology of Hearing	Anatomy and Physiology of the Auditory and Vocal Mechanism

Note: In addition to the coursework requirements, the University and ASHA require a minimum of 25 clock hours of observation and 300 clinical clock hours of experience.

Course Descriptions

SLP 5104 Speech Perception and Phonology (3 credits)
Theories related to the physical process of speech, motor speech production, distinctive feature analysis and phonological processes.

SLP 5105 Phonological Disorders (3 credits). Application of speech production theory to the management of disorders of phonology, including: apraxia, dyspraxia, oral motor dysfunction, and dysphagia.

SLP 5101 Anatomy and Physiology of the Auditory and Vocal Mechanisms (3 credits) Anatomic and physiologic basis for the normal development and use of speech, language, and hearing.

SLP 5110 Diagnosis of Language and Speech Problems (4 credits) Study of test interpretation and relationships between subtests in order to make a differential diagnosis.

SLP 5504 Language Disorders in Children (3 credits) Clinical procedures for an array of pathological conditions of language affecting children, including developmental and acquired problems.

SLP 5502 Language Disorders in Adults (3 credits) Clinical procedures for an array of pathological conditions of language affecting adults.

SLP 5115 Voice Disorders in Children and Adults (3 credits) Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.

SLP 5116 Stuttering Disorders in Children and Adults (3 credits).Etiology, diagnosis, and managementof children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, and cluttering.

SLP 5601 Clinical Procedures (3 credits) Introduction to clinical management including testing, remedial procedures, parent counseling, test construction, progress monitoring.

SLP 5301 Speech and Language Development (3 credits) Study of normally developing communicative skills in infants and young children. Observational techniques, precursors to speech, pragmatics, analysis of vocal output.

AUD 5101 Fundamentals of Audiology (3 credits) Introduction to hearing testing, test interpretation, and implications for client management.

AUD 5501 Habilitative/Rehabilitative Procedures for the Hearing Impaired (3 credits) Remediation of communication problems resulting from hearing impairment. Use of amplification and assistive devices.

Labs and Practicums

SLP 5993 Lab (2 credits) On-campus clinical practice to be repeated as necessary to satisfy clinical clock hours, to obtain experience with varied pathologies, and to obtain faculty recommendations for off-campus placement.

SLP 5400 Clinical Practicum I (2 credits) Off-campus placement in speech-language-hearing department of hospital, clinic, private practice, etc. May be repeated once to satisfy clinical clock hours and to obtain experience with varied pathologies.

SLP 5500 Clinical Practicum II K-12 (2 credits) Off-campus placement in a private or public school setting. Must be taken by those students without school experience who wish to obtain certification as speech pathologists for the State Department of Education.

AUD 5104 Audiology Practicum (1 credit) Initial practice in hearing testing and opportunity to accrue ASHA clock hours.

AUD 5105 Aural Habilitation/Rehabilitation Practicum (1 credit) Clinical practice in the management of children and adults who are hearing impaired, e.g., use of amplification, speech reading, and auditory training techniques.

SLP 5000 Introduction to Hearing Speech and Language Disorders (3 credits) An overview including manifestations, classifications and causes. Identification, screening, and referral procedures for speech pathologists, classroom teachers, special educators, and school and public health administrators.

SLP 5003 Anatomy and Physiology of Hearing (3 credits) Introduction to the anatomy, physiology, and neuroanatomy of the auditory system.

SLP 5001 Anatomy and Physiology of the Vocal Mechanism (3 credits) Introduction to the anatomy, physiology and neurophysiology of the vocal mechanism.

SLP 5002 Phonetics (3 credits) Introduction to articulatory and acoustic phonetics as related to speech communication.

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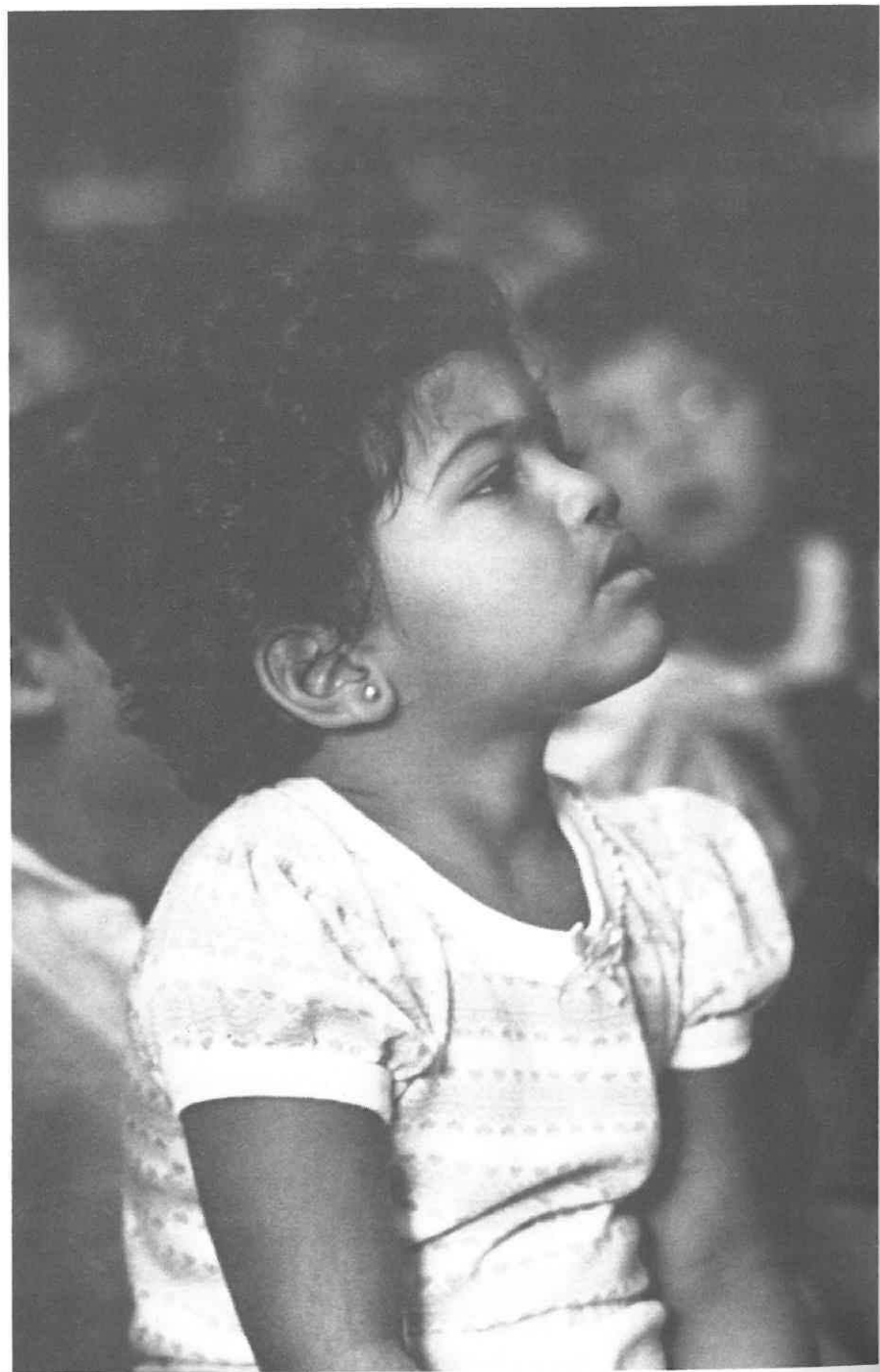
Master's Program for Child and Youth Care Administrators

Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. There are two specializations within this major: administration of day care and preschool programs for young children; administration of residential treatment, group-living, and community-based programs for children and adolescents. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do reading and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also perform practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their settings.

Admission Requirements

Because the master's program for child and youth care administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children:
1) A baccalaureate degree from a regionally accredited college or university
2) Administrative or supervisory responsibilities in a program for young children (for example, Head Start, day care, and preschool program directors are eligible for admission, as are administrators with umbrella agencies.)
3) Evidence of ability for successful independent study at the graduate level

Admission requirements for administrators of residential treatment, group living and community-based programs for children and youth:
1) A baccalaureate degree from a regionally accredited institution
2) Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based program
3) Administrative or supervisory responsibility in a youth or child care program
4) Evidence of ability for successful independent study at the graduate level

Transfer of Credit

Forty credits of graduate work must be completed for the M.S. degree. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the Student Affairs Advisor. These credits must have been earned within the past ten years.

Program Overview

Students in the master's program for child and youth care administrators enter at specified times and form a "cohort" that follows the same schedule and meets at the required summer institute session during the program. Members of a cohort may be widely distributed geographically but will have opportunities to interact and share assignments through the summer institute.

Coursework for the program is grouped into six-credit modules and nine-credit modules, units of two and three related courses under supervision of the same faculty member. Each cohort will have its own schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Coursework will require approximately 20 months. An additional period may be taken by students to finish the practicum, providing a total of 26 months for completing the program. During the students' time in the program they must attend one summer institute. The summer institute is a required, one-credit experience when students meet with members of their cohort, Nova faculty, and other experts in their fields.

The summer institute is held in Fort Lauderdale in July. Students receive detailed information regarding the summer institute in the spring. Students are responsible for their travel and lodging costs related to the summer institute.

Specialization in Administration of Day Care and Preschool Programs	Specialization in Administration of Residential Treatment, Group-Living, and Community-Based Programs for Children and Youth
Nine-Credit Module: Development of Programs for Young Children	Nine-Credit Module: Therapeutic Programs for Children

Nine-Credit Module: Administration of Children's Programs
Six-Credit Module: Politics and Policy in Child Care
Nine-Credit Module: Management: Legal and Financial Aspects and Program Evaluation
Practicum(6 credits)

The practicum may be initiated at any time after the student successfully completes a nine-credit module. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

Summer Institute
"Leadership and Management
in Programs for Children and
Youth" (one credit, one week, required)

Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 or higher grade-point average, the student is eligible for admission as a candidate for the master's degree. During the first module the student must submit three letters of recommendation from colleagues or other persons who know his/her work and an official transcript, sent directly to Nova University from the previous degree granting institution. The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade-point average was earned in the initial module, and notifies the student of admission to degree candidacy.

Grading

Since students are expected to produce quality, graduate-level work, a grade-point average of at least 3.0 (B) must be maintained for retention in the program. Incomplete grades must be made up within four months of the ending date of the module. Failure to do so within the four-month limit will result in a change of grade from I to F.

The evaluation system includes:

A = Excellent achievement	D = Poor achievement
B = Good achievement	F = Failure
C = Below expectations for	I = Incomplete
a graduate student	P = Pass

Degree Completion Requirements

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, a total of 33 credits, and a six-credit practicum. In addition, students are expected to attend and participate actively in every session of one institute during the twenty-six month program. Students receive one credit for the summer institute.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to reenter the program with another cohort, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations applying to the new cohort they join. Students who withdraw from the program are required to reenter at a point which will allow completion of all requirements within a five-year period from the beginning of the original cohort. No extension is possible beyond this point.

Registration

Students register through the director of the Master's Program for Child and Youth Care Administrators. Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy.(Students may register for the practicum at any time after admission to degree candidacy.)

Grievance

When questions about procedures, decisions, or judgements occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. The appeals policy is available upon request from the Student Affairs Department.

Student Costs

Costs include a $30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova program. Tuition is $135.00 per credit, with a $175.00 materials fee for guided study course work. A nine-credit study module costs $1,390.00; a six credit module, $985.00; the practicum module, $810.00; the summer institute, $135. Total cost for the program is $6,100.00. Students will have no textbook costs, since textbooks, guides and all course-related materials are included in the materials fee charged for guided study course work. (Tuition and fees are subject to change without notice.)

Students may receive an extension of nine months beyond the 26 month limitation by submitting a written request to the director. The director will make a determination based on the amount of work outstanding and the probability of completion within nine months. The director will respond to the student's request in writing. A fee of $600 will be charged for the nine-month extension.

Tuition Payment Policy

Application Fee:	--$30.00 payable with all new student applications
Nine-Credit Module:	--$1215.00 plus $175.00 materials fee
	--$580.00 payable two weeks before the cohort's starting date for the module
	--$405.00 payable by the end of the fifth business week of the module
	--$405.00 payable by the end of the ninth business week of the module
Six-Credit Module:	--$810.00 plus $175.00 materials fee
	--$580.00 payable two weeks before the cohort's starting date for the module
	--$405.00 payable by the end of the fifth business week of the module
Summer Institute:	--$135.00 payable upon registration prior to the week

Students who began the program prior to Cohort XXXIV will pay a summer institute fee of $95.00. The summer institute will appear on their transcripts as a non-credit course. These students have the option of earning one credit for the summer institute by paying the full tuition of $135.00 rather then the fee of $95.00.

A late fee of $25.00 will be charged for payment received after the due date.
A fee of $30.00 must accompany the degree application at the conclusion of the course study.
A fee of $250.00 will be charged for reinstatement after withdrawal from the program.

Tuition Refund Policy
Any student wishing to withdraw from the program must notify the director of the Master's Program for Child and Youth Care Administrators in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:

For 100% refund, withdrawal in writing prior to the official beginning of the module;
For 75% refund, withdrawal in writing before the third week of the cohort's involvement with the module;
For 50% refund, withdrawal in writing before the fifth week of the cohort's involvement in the module;
No refund after the fifth week.
Refunds will be based on the postmark date of the written notification.

Financial Aid

Nova University operates several programs for student financial aid in order to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Planning and Resources,NovaUniversity. Telephone number (305)475-7410.

Module Descriptions

POLITICS AND POLICY IN CHILD AND YOUTH CARE,
6 credits This module is an introduction to child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.(CCM 510, CCM 565)

MANAGEMENT: LEGAL AND FINANCIAL ISSUES AND PROGRAM EVALUATION,

9 credits This module provides basic background in financial management and budgeting and laws relating to nonprofit and proprietary programs for children and youth, and an investigation of the administrator's responsibilities. (CCM 525, CCM 545, AS 505).

DEVELOPMENT OF PROGRAMS FOR YOUNG CHILDREN, **9 credits**

This module covers theory and research in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation skills. (HB 501, EC 5281, CU 501)

THERAPEUTIC PROGRAMS FOR CHILDREN, **9 credits**

This module provides an overview of theory, research, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program. (CCM 501, CCM 502, CCM 503)

ADMINISTRATION OF CHILDREN'S PROGRAMS - Management Skills, **9 credits**

This module is designed to provide current administrators with the skills required to run small and large scale programs or projects. There is an emphasis on program planning, grantsmanship, budgeting, and program development in addition to leadership and supervisory skills. (AS 500, AS 520, AS 550)

Course Descriptions*

CHILD CARE MANAGEMENT

CCM 501 Theories and Research in the Development of Personality Behavior This course covers theories and research in child development, personality, and learning that form the foundations for therapeutic and support programs for children and youth.

CCM 502 Counseling and Intervention Techniques for Children's Programs This course is an overview of counseling and intervention techniques and practices for use in residential, treatment, and community-based programs for children and youth.

CCM 503 Design of the Therapeutic Environment This course covers the design and implementation of therapeutic milieus for children and youth.

CCM 510 Profession An historical review of child and youth care and a socio-political analysis of its status as an occupation and as a human service.

CCM 525 Legal Issues in Child Care Management This course surveys the manager's legal responsibilities. Issues addressed include personnel law, licensing, child abuse and neglect, liability, etc.

CCM 535 Legal and Financial Aspects of Child Care Management This course covers basic background in financial management and law relating proprietary and nonprofit programs for children and youth. Topics include financial management and planning, budgeting, personnel law, licensing, and child custody issues.

CCM 545 Financial Issues in Child Care Management The budget process is surveyed from the perspective of fiscal management, program planning and policy determination.

*Descriptions of the courses which are grouped together to form 6- and 9-credit modules.

ADMINISTRATION

AS 500 Educational Resource Development This course covers major sources of financial resources for programs. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include volunteer programs and free-loaned and reduced-rental equipment and materials. Through this course, students will develop skills in approaching and negotiating with various

funding agencies and they will develop techniques for writing proposals.

AS 505 Evaluation for Administrators This course will prepare the administrator to evaluate the full range of activities for which he or she is responsible. Techniques will range from informal, in-house methods to the employment of sophisticated consultants.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems This is a basic administration course covering all aspects of leadership philosophy, style and performance, as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the administrator at each level in the organizational hierarchy.

AS 550 Supervision of Personnel This course provides an orientation to planning, organization, personnel motivation, in-service straining, supervision and evaluation of personnel, and the techniques of successful supervision.

CCM 565 Policy The policy-making process as it relates to children and families. A review of current agencies and organizations involved in developing and implementing child and family policy programs. Principles of child advocacy.

CURRICULUM

CU 501 Curriculum Study of the design and implementation of formal curriculum models. An examination of the research completed on these models as well as the conceptual basis for less formal models of curriculum.

EARLY CHILDHOOD

EC 5281 Individualized Instruction in Early Childhood Education l(Theory) Exploration of different early childhood model programs for young children, in-depth studies of curriculum including self-concept development, social studies experiences, activities, and mathematics for early childhood programs.

HUMAN BEHAVIOR

HB 501 Child Development This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, intellectual, social, emotional, and creative.

PRACTICUM

CCM 688 The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory educational situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the required institute, receives a descriptive handbook, and works closely with a faculty advisor during this component of the program.

SUMMER INSTITUTE

CCM 651 and CCM 652 Leadership and Management in Child and Youth Care. This six-day seminar focuses on the issues of leadership, management, administration and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

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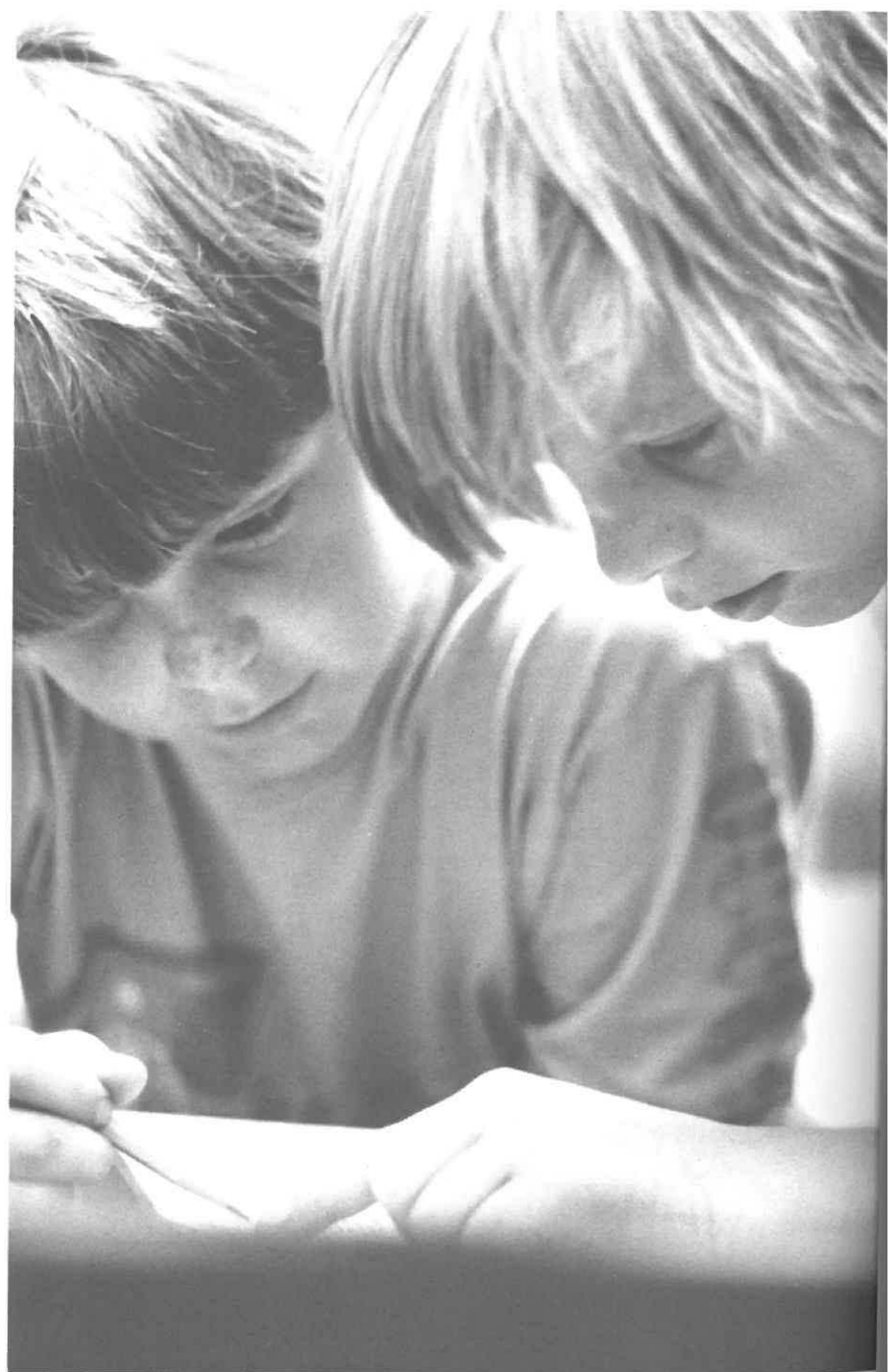   College
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Ed.D. Program in Early and Middle Childhood

The Ed.D. Program in Early Childhood was created in 1972 to provide responsible leadership for the growing need in this field. The program was designed to foster increased academic and leadership competencies for persons who made a genuine commitment to the field of early childhood and who demonstrated exceptional capabilities within the field. In January, 1984, the program was extended to include study in the middle as well as the early childhood years. Employed professionals whose work impacts the quality of life for children are best suited for this program.

The Cluster Concept

The Ed.D. Program in Early and Middle Childhood is a field-based program. Formal instruction takes place in Saturday cluster seminars. Each cluster is a cohort of 20-30 early and middle childhood professionals who live and work in a variety of settings but within geographic proximity of each other. Students in each cluster begin the program at the same time and progress through the program components (study areas, practicums, and summer institutes) together.

The cluster is intended to serve as both an administrative and an 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 form study groups that meet between seminars to initiate and complete assignments. Program funds are available for arranging for guest lecturers, for hosting special educational events, for initiating community related activities, and for other educational activities designed by the cluster.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator is a facilitator of many administrative details and cluster activities. He/she acts as academic support person and advisor to students.

Program Overview

During the three-year program students receive instruction through a variety of mechanisms. The major program components, however, are the study areas, the practicums, and the summer institutes.

STUDY AREAS - There are five areas of study in the program, each representing a core of knowledge and including a series of related academic experiences essential for the development of childhood professionals.

Each study area is designed to involve students in five to eight months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; for evaluation procedures; for the coordination of national guest lecturers' presentations; and for providing commentary on the student's performance. Study guides and books of readings interrelate the study area material. Students meet one Saturday per month for seven hours of instruction. Attendance is expected at all meetings.

When a cluster completes the five study areas, a culminating activity is scheduled. The cluster, under the direction of the coordinator, determines and designs the experience.

PRACTICUMS - Nova University practicums are actions taken to improve a system, program, or product in early or middle childhood. Students take an active part in improving their professional settings through direct involvement in solutions designed to solve identified problems. The concept of the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought. Practicums require identification of a significant problem, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in early or middle childhood. Instruction in the practicum component is organized into two day-long cluster sessions. One of these sessions occurs about five months after the cluster begins the program; the second occurs half-way through the program.

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SUMMER INSTITUTES - The event in the program that brings students together from all clusters is the annual summer institute. This conference provides an opportunity for interaction among students from all clusters, faculty, cluster coordinators, staff, and invited lecturers and guests. The institutes have national focus and provide for a broad perspective concerning early and middle childhood issues. A theme is selected and experts in related areas are present for formal presentations, small group sessions, workshops, and individual discussions.

Each doctoral student must attend two summer institutes. These are "live-in" experiences and students are responsible for their travel, room, and meal costs. Summer institutes have been held in St. Petersburg, Florida; in Washington, D.C.; in Oakland, California; in Chicago, Illinois; and in Palm Beach Gardens and Fort Lauderdale, Florida.

Grading and Student Evaluation

Students in the Ed.D. Program in Early and Middle Childhood must achieve a Pass grade in each study area and in each practicum component to remain in the program. A Pass is equal to a grade of B or better. Evaluative commentary on the student's performance is provided by each faculty member. A final examination is required in each study area.

Incomplete grades may be fulfilled by a Request for Time or Contract for Alternative. Readmission following academic dismissal is not possible in this program.

The University grading system appears in the section on Nova University Policies Governing Student Relations.

Admission Requirements

The Ed.D. Program in Early and Middle Childhood seeks competent, experienced childhood professionals actively involved in the field. It serves practitioners who demonstrate leadership abilities, academic competencies, and who are committed to improving the quality of life for children and families.

Specific requirements for enrollment and admission to the program include:

- A master's degree in education, child development, or a related field from a regionally accredited institution.
- Evidence that the applicant has the academic competence to be successful in the program. This judgment will be based on 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 early and middle childhood.
- Applicants must occupy a position that requires or allows them to work independently and to have a direct or indirect impact on children.
- Three years of work experience in an early or middle childhood related setting.

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, comprised of administrators, faculty and/or alumni, may accept him/her on a provisional basis.

Credits and Certification

Credits are awarded for work as it is completed.

Child Growth and Development	12	credits
Practicum Orientation Workshop	3	credits
Research and Evaluation	9	credits
Program Development	10	credits
Practicum I	6	credits
Management and Leadership	11	credits
Political Processes and Social Issues	9	credits
Practicum II	12	credits

Because the Nova program differs in so many fundamental ways from traditional programs, there is no equivalent course work for which credit could be transferred. Transfer and life work

experience credits are therefore not accepted in fulfillment of the Ed.D. requirements.

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

Program Timeline

The life of the program is thirty-six months. Students who do not complete requirements within the three years may request a fourth year of the Program Director. Students may also petition the Director of Student Affairs for a six-month extension beyond the fourth year.

Information Retrieval Service

This service houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 270,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 57,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 200 other databases, including many social and behavioral science databases, such as Psycinfo, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which IRS has access contain more than 100 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums, MARPs, and other research projects.

Counseling Services

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

Faculty and Visiting Lecturers

The Ed.D. Program in Early and Middle Childhood is directed by Abbey Manburg. Mary Ellen Sapp is director of practicums and Diana Marcus is director of program development. A part of the Center for the Advancement of Education, which is under the direction of Richard Goldman, the program seeks to promote maximum student-faculty interaction.

The following educators serve as senior faculty members for the five study areas: Warren Groff, Dominic Gullo, Beverly Hardcastle, Paul Kleine, Richard Kohler, Peggy Moreno, Polly Peterson, Marilyn Segal, Gerald Sroufe, Jule Sugarman, and Jethro Toomer, Jr. Richard Goldman, E. Riley Holman, Krishna Kumar, Georgianna Lowen, Muriel Lundy, Abbey Manburg, Dorothy Adams Peck, Polly Peterson, JoEllen Salce Rogers, and Walter Schurman are the practicum advising faculty. Among the outstanding national lecturers who visit cluster meetings are Don Adcock (University of Colorado), Nicholas Anastasiow (Hunter College), Alice Honig (Syracuse University), Paul Kleine (University of Oklahoma), Larry Krafft (Temple University), Samuel Meisels (University of Michigan), and Michele Paludi (Kent State University). These prominent distinguished lecturers have excellent qualifications and bring to the students expertise in a variety of areas related to early and middle childhood.

Program Costs

Tuition for the Ed.D. Program in Early and Middle Childhood is $3,700 per year for each year of the three year program. A payment of $1,850 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with the permission of the student affairs committee. An $925 fee is charged for this additional period.

OTHER FEES - A one-time, nonrefundable application fee of $30 is required and must accompany the completed application.

A $30 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

OTHER PROGRAM EXPENSES - Program 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 Payment Plans

PRE-PAYMENT IN FULL - Students may pay one year's full tuition at the first cluster meeting thus avoiding service fees.

LATE PAYMENTS PENALTIES - All payments must be met according to this schedule. No exceptions will be made for students in the process of obtaining loans. A late payment penalty of $50 will be assessed each time a payment date is missed. Repeated late payments will result in termination from the program.

INSTALLMENT PLAN - Students may pay their tuition in three payments over the year. Those choosing this payment plan will be billed once a year and are responsible for adhering to the payment dates outlined in the billing. A breakdown of fees and dates for each year follows:

DATE	YEAR 1	YEARS 2 & 3
To be paid before the first official cluster meeting	$280 (deposit* & application fee) $1,000 (tuition)	$1,300 (tuition)
To be paid on or before the first day of the 4th month following the first	$1,250 (tuition & $25 service fee)	$1,225 (tuition & $25 service fee)
official cluster meeting To be paid on or before the first day of the 8th month following the first official cluster meeting.	$1,250 (tuition & $25 service fee)	$1,225 (tuition & $25 service fee)

Program Deposit - A $250 deposit is required prior to the first official cluster meeting. The deposit and any paid tuition will be refunded if the applicant notifies the director before the start of the cluster that he/she does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.

REFUNDS - Students will receive a full refund of tuition paid if they withdraw before the first official cluster session; the total tuition paid less the deposit of $250 if they withdraw after attending the first cluster session; the total tuition paid less the first payment if they withdraw after the first session but prior to the fourth month in the program; the total tuition less the first and second payments if they withdraw prior to the eighth month in the program.

All students must notify the program director in writing of their intention to withdraw. Refunds and liabilities are calculated from the date the director receives written word of the students' intentions. Students paying on the installment plan must notify the director of their withdrawal before entering a new payment period, or they will be liable for an additional payment.

Re-entry into the program following withdrawal or as a result of being dropped for nonpayment must be discussed with the program director. A $250 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement.

STUDENT LOANS - Federally Insured Student Loans are available for eligible students. For more information, contact Nova's Office of Student Financial Planning and Resources at 475-7410.

Student Rights and Responsibilities

Student dismissal for reasons of nonprofessional behavior will be determined by an Appeals Committee comprising graduates, peers, and faculty.

Grievance

When questions about procedures, decisions, or judgments arise, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeal policy is available upon request from the center's Student Affairs Department.

Degree Requirements

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

- completion of all admissions requirements;

- successful completion of all study area requirements, i.e., attainment of a pass grade signifying that all work is of B quality or better;

- successful completion of all summer institute requirements; and

- current status in all tuition and fee payments.

Course Descriptions

The Study Areas

Child Growth and Development

EC 606 The Child and the Family (3)
This course focuses on the child within his total life space--his family, community, society, and culture. Major emphasis is given to a study of the changes that are taking place in the American society and the impact of these changes on the family.

EC 625 Social and Emotional Development in Children (3)
Beginning with a study of early bonding and attachment behavior in the infancy period, this course examines social and emotional development in children. Particular emphasis is placed on theory and research relating to the development of both aggressive and prosocial behavior.

EC 630 Observing and Assessing the Young Child (3)
This course familiarizes students with the characteristics and capabilities of young children and with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Students are required to participate in settings in which they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the student is expected to have developed skills in the use of a variety of formal and informal instruments and to recognize the usefulness and limitations of testing.

EC 635 Trends and Issues in Exceptional Child Education (3)
Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment,

definition of specific learning disability, labeling practices, and parental involvement.

EC 700 Practicum Orientation Workshop (3)
This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification, diagnosis, and documentation; literature review; goal setting and assessment; and selection of solution strategies. Completion of this course requires an approved Practicum I Proposal.

Research and Evaluation

RS 610 Descriptive and Inferential Statistics (3)
This course provides for development of understanding of the basic analytic tools of quantitative inquiry. Focus is on development of sound understanding of probability theory and inferential techniques. Considerable attention is given to the demonstration of interpretive skills.

RS 712 Research Methodology and Design (3)
A skill building course in the selection and utilization of appropriate research design and analysis. Student experiences include understanding of basic design concepts, conducting critiques of actual research designs, and utilization of research methodologies to attack student-generated problems.

AS 505 Evaluation for Administrators (3)
This course will prepare administrators to evaluate the full range of activities for which they are responsible. Techniques will range from informal in-house methods to those for the more sophisticated researcher.

Program Development

CU 500 Modern Curriculum Design (3)
This course covers curriculum and materials design based on a predetermination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

EDU 644 Grantsmanship (1)
Participants become familiar with grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals on problems in early and middle childhood.

CU 665 Theories of Learning and Effective Teaching (3)
This course examines both modern and traditional theories and their relationship to effective learning behaviors. An effort is made to evaluate the implications and significance of learning research for the childhood professional.

CU 666 Curriculum: Theory and Practice (3)
Students examine the historical antecedents to early and middle childhood curricula. They track the effect of numerous persons (e.g., Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Montessori, Piaget) on current curriculum practices. A culminating activity involves the students in observing numerous early and middle childhood environments. From those observations and interviews with staff, the students infer relationships between the ideas of the historical leaders and current practices in early and middle childhood.

EC 701 Practicum 1 (6)
This practicum involves the exposure to a sequential series of experiences designed to insure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and in diagnosing problems in actual childhood settings. Students assume a leadership role in solving the identified problem; they implement a solution and evaluate its effectiveness. The proposal approved in EC 700 is implemented and a written report prepared.

Management and Leadership Study Area

AS 525 Human Relations in Educational Change (3)
This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

EC 516 Budget as a Management Tool (2)
The course introduces students to the basic concepts and procedures of budgeting. It is a skill building course in which program budgets are actually designed, critiqued, and modified to achieve given objectives. The course introduces budgeting techniques appropriate to small and large scale operations and to private and public programs.

AS 551 Overview of Educational Administration (3)
This is a course designed to provide the essential understanding of administration in America's public education on federal, state, intermediate, local, and individual levels. Concepts, processes, and organization; decision making; and roles of administrators and teachers are explored.

SU 605 Supervision in Educational Settings (3)
This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

Political Policies and Social Issues

AS 651 Policy and Political Processes in the American System (3)
This is a graduate course in the dynamics of the American political system. Students are expected to gain familiarity with basic concepts of government and policy making as they are revealed in ongoing political systems. The development of policy related to human services provides a focal point for study of national, state, and local political systems.

EC 567 Policy Analysis in Early and Middle Childhood (3)
In this course students are required to gain and demonstrate skill in analysis of specific policies related to early and middle childhood. Classical as well as contemporary analytic models are introduced as tools for policy analysis, and study of the strengths and limitations of each model is required.

EC 612 Socio-Political Setting in Early and Middle Childhood (3)
This course provides a historical and sociological perspective about the development of programs in early and middle childhood.

While the focus is on the development of such programs in significant historical periods in the United States, cross-national experiences are studied as well. Specific attention is paid to the historical shifts in basic conceptions of the child and family.

EC 702 Major Practicum (12)
A problem of major significance to the early and middle childhood student is identified and documented and an appropriate solution is designed. After approval of a written proposal by practicum faculty, the student implements a solution and evaluates its effectiveness. A written report documents the entire procedure.

Program Timeline

The life of the program is thirty-six months. Students shall complete all requirements in accordance with the following schedule:

Year One - 24 credits (first and second study areas and introductory practicum proposal).

Year Two - 27 credits (third and fourth study areas and introductory practicum report).

Year Three - 21 credits (fifth study area and the major practicum).

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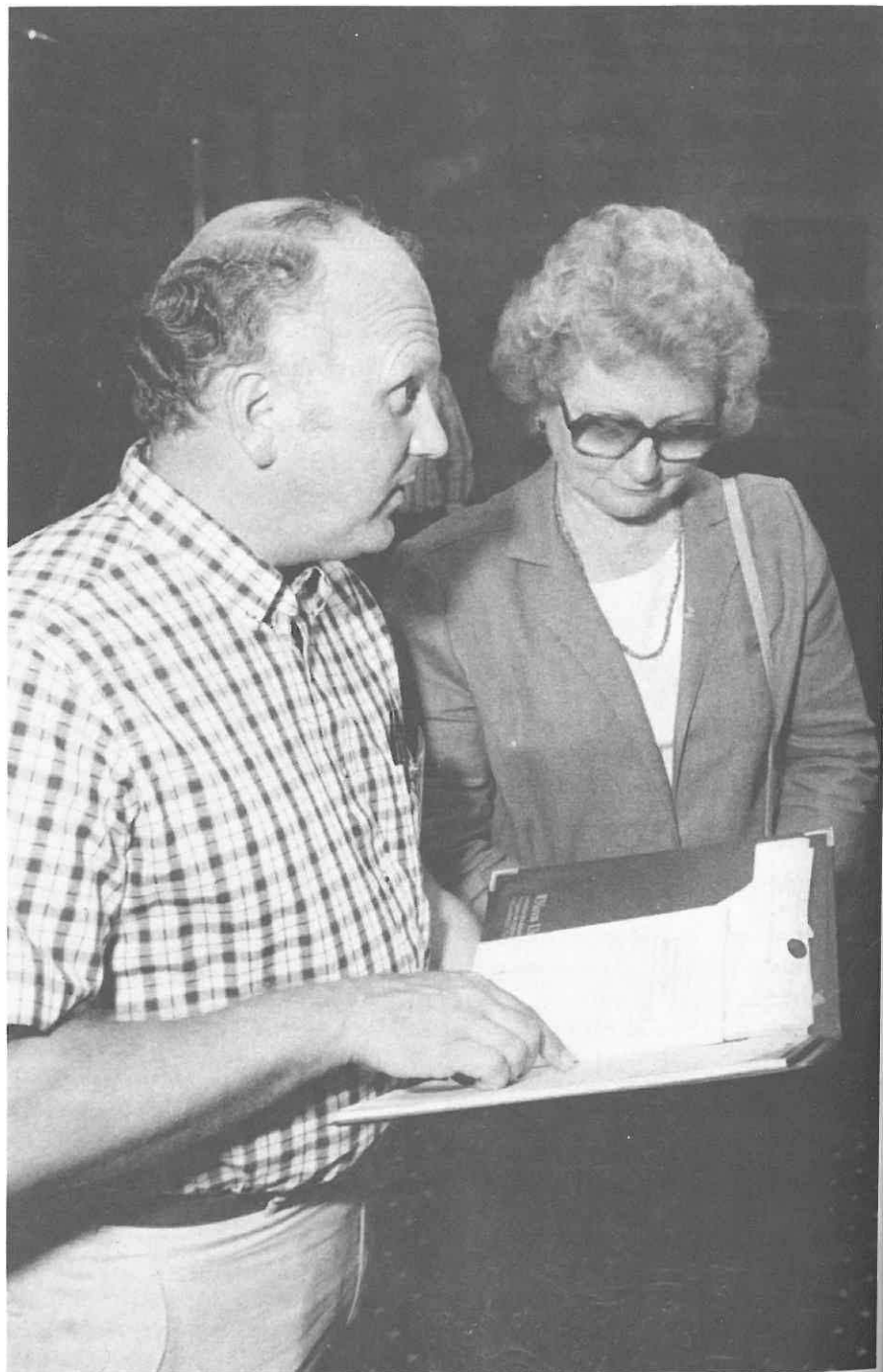
Programs for Higher Education

Statement of Philosophy and Mission

The Programs for Higher Education at Nova University provide a field-based doctor of education (Ed.D.) degree to practitioners working in the specializations on higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research into an integrated program of study.

Each of the specializations offered by the Programs for Higher Education embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision making in educational programs and systems. The overall goal of the Programs is to make a positive impact on education by influencing those responsible for its administration and delivery.

The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality newly acquired knowledge and competencies, through direct application within their own institutions or organizations.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the doctor of education degree offered by theiPrograms for Higher Education, it is a condition for earning the degree.

CLUSTERS. In the Programs for Higher Education, all students are organized into groups called local or regional clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova University. Cluster coordinators are responsible for managing within the guidelines set by the University, the business affairs of a local cluster such as operating funds, meeting facilities, cluster library, student records, etc., and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. Cluster coordinators also render academic assistance to students. All cluster coordinators are professional educators with earned doctorates.

LOCAL CLUSTERS. During the first two 9-month academic years for local clusters, formal instruction covers five of seven required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for the meetings of the five core seminars .

Members of a local cluster are generally from the same geographic area and many may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually gel into closely-knit educational-professional-social groups that students often find as sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster. Clusters are now operating throughout the United States.

REGIONAL CLUSTERS. Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.

Regional clusters employ a combination of field-based delivery, supervised study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an orientation meeting in the

winter of 1988, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida, from July 18 through July 29, 1988. The Summer Institute will be held in Ft. Lauderdale, Florida, from July 31 through August 6, 1988.

Regional clusters currently exist in Atlanta, Georgia; Birmingham, Alabama; and Denver, Colorodo. New clusters are planned for Honolulu, Hawaii; Kansas City, Missouri; Las Vegas, Nevada; Los Angeles, California; and Saint Louis, Missouri.

Admissions

Admission to the program requires a master's degree from a regionally accredited institution, current full-time employment in a job related to the applicant's area of specialization, and three recommendations from senior academic or administrative personnel in the applicant's place of employment. The recommendations are to be written on forms provided by the Programs for Higher Education. An interview with a Programs for Higher Education administrator and portfolio are also required.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, three letters of recommendation, and a portfolio. Applications are received and considered throughout the year. Specific criteria for admission are as follows:

LEADERSHIP IN ADULT EDUCATION. A person employed full time in adult education (e.g., training or educational programs in business, industry, or military; postsecondary educational programs; or basic adult education programs).

HIGHER EDUCATION. A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college, or university).

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION. A faculty member or administrator employed full time in vocational, technical, or occupational education.

If an applicant meets all requirements and has submitted the required credentials, final admission to the program is dependent upon the formation of a cluster within the applicant's geographic area. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster can be formed and merged into the schedule. Students are notified by their coordinator regarding enrollment and registration.

Financial Information

FEES AND TUITION. An application fee of $30 must be submitted with the application. The following tuition and fees are effective October 1, 1987:

Tuition for 1987-88 academic year is $3,800 (four partial payments of $950 each).

Tuition beyond the third year is $500 per three month term. Students who enroll and pay tuition beyond the third year will receive a refund of $300 if they complete all requirements for the degree within the first month of the term.

Attendance at two summer institutes is required for graduation. While there are no additional fees for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a major applied research project (MARP) fee of $25. Additional fees include a late payment fee of $50 for those students not meeting a tuition payment deadline. There is also a readmission fee of $20 for those who withdraw and then reenter the program.

REFUNDS. A student paying tuition prior to the start of a seminar and notifying the Admissions Office in writing of withdrawal from the program before the first seminar meeting, will be entitled to a full refund of all monies paid, with the exception of the $30 nonrefundable application fee. A student attending any part of a seminar is responsible for the full tuition and fees for that term. If a cluster does not form in the applicant's geographic area, all monies will be returned.

WITHDRAWAL. Students who wish to withdraw from the program, either temporarily or permanently, must inform the Admissions Office in writing to be eligible for allowable refunds. Students who give written notice of their intent to withdraw prior to the first meeting of a seminar will not be assessed for that or subsequent terms until they are readmitted.

Some seminars are offered only once at a particular site. Students are advised that failure to attend a seminar when it is offered at their cluster site may encounter some difficulties in making up the missed seminar. For this reason, students are urged to maintain continuous enrollment during the seminar portion of the program.

READMISSION. Individuals withdrawn from the Programs for Higher Education who wish to be readmitted must complete a readmission form and be approved by the Admissions Committee of the Programs for Higher Education.

FINANCIAL AID. Nova University maintains an Office of Student Financial Planning and Resources to assist students in meeting educational expenses. Aid programs open to the Programs for Higher Education students include National Direct Student Loans, Plus Loans and State or Federal Guaranteed Student Loans (305-475-7410).

VETERAN'S BENEFITS. The Programs for Higher Education is approved for veteran's training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information (305-475-7413).

GRADUATE FELLOWSHIPS. Two graduate fellowship positions are available in the Programs for Higher Education.

The purpose of offering these fellowships is to make it possible for a student (1) to come to the campus and gain the experience of working in the Programs for Higher Education; (2) to attend seminars with the South Florida cluster that meets on the Nova campus; (3) to engage in practicums and a MARP that will be of value to the Programs for Higher Education.

The stipend for each of these fellowships is $17,000.00. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus. Tuition and Summer Institute expenses are paid by the Programs for Higher Education.

Student Conduct and Rights

Students are expected to comply with the legal and ethical standards of Nova University and the Programs for Higher Education. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the University, and forging or altering University documents or academic credentials.

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Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is contained in the Policies and Procedures Manual and is available from the Programs for Higher Education.

Privacy of Records

Nova University maintains a system of records which include 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's office will not release transcripts of students' academic records until all their accounts, both academic and non-academic, 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.

Student or parent not wishing to have this information disclosed should notify the Office of the Registrar in writing prior to September 1st 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 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 aid 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 United States Department of Education.

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

Seminar Descriptions

Students must attend and pass seven seminars. Five of these are "core" seminars, and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for the related specialization. Core seminars are offered at local cluster sites and on-campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING.
3 Semester Hours Credit - This seminar is designed to familiarize the student with the various theories, principles, and practices related to instructional content and delivery. It includes the study of philosophical and ideological bases of curriculum theory, curriculum change and development, organization of learning experiences, contemporary theories of curriculum, and evaluation of instructional programs. In addition, other topics related to curriculum and program planning are studied. Such topics include human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

ECD 8007 - GOVERNANCE AND MANAGEMENT.
3 Semester Hours Credit - This seminar covers theories, models, and processes in the management of educational organizations or programs. Theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION.
3 Semester Hours Credit - This seminar covers the principles of applied research and evaluation including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social

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sciences. Specifically, this seminar leads to the development of competencies in the identification of researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

ECD 8016 - LEARNING THEORY AND APPLICATIONS.
3 Semester Hours Credit - This seminar covers three broad areas related to learning theory and applications. The first area is basic theories of learning, including the stimulus-response tradition, the cognitive approach (Gestalt psychology, purposive behaviorism, etc.), and Skinnerian behaviorism. The second area covers the management of learning, including transfer of learning, massed vs. distributed learning, the role of reward and punishment, the relationship between personality development and learning, and the adult learner. The third area is concerned with learning as applied in various educational/instructional settings and focuses on the assessment of learning and the development of alternate strategies to facilitate learning.

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION. 3 Semester Hours Credit - This seminar explores the forces in society that affect lifelong education, including (1) the nature of social systems (organizations, communities, states, nations), norms, values, leadership, relationships, quality of life, dynamics of maintenance and change, control, roles, conflicts, and characteristics of learning environments; (2) social trends and their impact on education, including the knowledge explosion, technological change, changing population patterns, value shifts, changes in family life, changes in the world of work, and changes in interinstitutional relationships; and (3) planning for the future, including theories of change, strategies for intervention, the role of the change agent, the art of forecasting, organization renewal, and the role of education in societal change.

Specialization Seminars--Leadership in Adult Education

EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION. 3 Semester Hours Credit - The broad goal of this seminar is to provide students with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal.

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Vertical perspective is the ability to see the present situation in the light of past developments and future trends--to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now--to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society, (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

EAD 8006 - THEORY AND METHODS OF ADULT EDUCATION. 3 Semester Hours Credit - In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

Specialization Seminars--Higher Education

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION. 3 Semester Hours Credit - This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA. 3 Semester Hours Credit - The areas of study in this seminar are the historical and philosophical roots of higher education: the Medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the

dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact are explored.

Specialization Seminars--Vocational, Technical, Occupational Education

ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT. 3 Semester Hours Credit - This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered. The emphasis is on the organization of the future.

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL (VTO) EDUCATION IN AMERICA. 3 Semester Hours Credit - This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, government, and, the economics of VTO education.

Practicums

Students receive four semester hours credit for each practicum approved. Practicums are applied research projects that are designed to promote the solution to current problems in the students' institution. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is the formulation and the implementation of a plan of action that will lead to improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by the cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

Major Applied Research Project

21 Semester Hours Credit - The major applied research project (MARP) is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

MARPs involve the application of research to actual problems and issues in education. Since the program stresses experiences that contribute to the professional improvement of the students and the MARP year is the capstone of those experiences, the nature of the projects undertaken is useful in professional situations, most likely in the institutions or organizations in which students are employed.

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP Committee when seven seminars, four practicums and the comprehensive examination have been passed.

Summer Institute

Each student must attend two summer institutes (ECD 8060 & ECD 8061). Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars

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and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from all across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Since 1977, an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others, new, innovative, or in some way unique, projects that they have successfully undertaken. In this way, the problems and concerns of those in the "front lines" of education and training are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

Grading System

Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, NO PASS, and UNACCEPTABLE are assigned for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators.

A PASS indicates the student has satisfied the requirements for a seminar or practicum.

An INCOMPLETE for a seminar indicates the student has not completed the seminar requirements. To be considered for an incomplete grade, a student must have demonstrated timely progress in the seminar up to the point when extenuating circumstances hindered seminar completion. If after a discussion with the national lecturer, the lecturer determines it is reasonable to expect that the student will be able to complete the requirements of the seminar within a specified time period, the student will be granted an incomplete grade. An INCOMPLETE must be made up by the date stipulated in the Policies and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, or (3) has not completed all requirements and there is no evidence that an attempt to do so has

been made. Any student receiving a NO PASS must repeat the seminar.

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

Students who receive two NO PASS grades will be terminated from the program and are not eligible for readmission.

Each VA student will be provided a grade/progress report at the end of every evaluation period. A copy of each report will be placed in the student's permanent file maintained by the school.

The University maintains up-to-date progress reports on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted.

Calendar

The calendar year of the Programs for Higher Education is divided into four terms:

Fall Term: October 1 - December 31
Winter Term: January 1 - March 31
Spring Term: April 1 - June 30
Summer Term: July 1 - September 30

A new cluster may start at the beginning of the fall or winter term.

All seminar work takes place during the first two years of the program. For local clusters, one seminar per term is scheduled for seven of the eight terms. The core seminars are scheduled for a minimum of three day-long sessions on Saturdays. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each student should have completed the seven required seminars.

During the third year of the program, each student completes the practicum requirements, or if eligible, works on the major applied research project (MARP). Students meet with their MARP advisors and other Programs for Higher Education staff for counseling and advising.

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One of the large group sessions at a Summer Institute.

Students who require more than three years to complete the program come under the jurisdiction of the Office of Continuing Services (OCS). This office assists such students in obtaining needed advice and counseling for completing the program.

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Learning Resources

FIELD-BASED CLUSTER LIBRARIES. The Programs for Higher Education provide each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar. This material supplements the required textbooks purchased by students. The cluster coordinator makes provisions for storing these materials and distributing them to students as needed.

In addition, each cluster is provided with an annual operating fund to cover cluster administrative expenses and to obtain additional resources considered necessary by the cluster. This practice allows substantial local discretion to each cluster in determining and obtaining resources that are most appropriate for local needs.

CAMPUS-BASED LIBRARY. The libraries of Nova University serve as a major resource for the institutional and research programs in many fields and constitute a vital support activity. The following libraries have been organized to provide services to several user groups as follows:

The Albert and Birdie Einstein Library serves as the main collection for undergraduate and graduate students. The library contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communications, and the humanities. The library also includes individual study carrels, copy facilities, a media room, microfiche readers, and a microfiche reader printer. An interlibrary loan service is available to locate materials not immediately available at the Einstein Library.

The William Springer Richardson Library serves graduate students in the ocean sciences. Housed in the Oceanographic Center at Port Everglades, it contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The Law Library provides a collection of 250,000 volumes and volume equivalents for legal study and research; it is a depository for United Nations' documents, U.S. Government documents, and Florida State documents.

INFORMATION RETRIEVAL SERVICE. All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 270,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from I.R.S. at no charge. Since it began operation in September of 1976, I.R.S. has distributed over 60,000 documents on microfiche.

I.R.S. also has computer access to ERIC and more than 200 other databases, including several social science databases that contain education-related information. I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, I.R.S. has access to databases containing more than 100 million records.

Graduation Requirements

To graduate, a student must fulfill the following requirements:

1. Attend and pass seven seminars (3 semester hours credit each)
2. Pass five practicums (4 semester hours credit each)
3. Successfully complete the MARP proposal and MARP report (21 semester hours credit)
4. Attend two summer institutes (no credits awarded)
5. Submit an individualized evaluation
6. Pass a general comprehensive examination
7. Be current in all tuition and fees
   All requirements must be completed within seven years of the date of the beginning of the term of entry.

TRANSFER CREDIT. A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. No credit for life experience, or other forms of advanced standing will be granted.

National Lecturers

Students are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers travel to each cluster to conduct the sessions for each of the required seminars.

Core Seminars
ECD 8003 - CURRICULUM AND PROGRAM PLANNING.
3 Semester Hours Credit
BARTON HERRSCHER, Ed.D., University of Houston
AL MIZELL, Ed.D., Nova University
ALBERT PAUTLER, Jr., Ed.D., State University of New York at Buffalo

ECD 8007 - GOVERNANCE AND MANAGEMENT.
3 Semester Hours Credit
DANIEL AUSTIN, Ph.D., Nova University
WARREN GROFF, Ed.D., Shelby State Community College
JOHN SCIGLIANO, Ed.D., Nova University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION.
3 Semester Hours Credit
GARY RANKIN, Ph.D., Oklahoma City Community College
MARCIA BELCHER, Ph.D., Miami-Dade Community College

ECD 8016 - LEARNING THEORY AND APPLICATIONS.
3 Semester Hours Credit
JOHN FLYNN, Ed.D., Nova University
JOHN LOSAK, Ph.D., Miami-Dade Community College
EARL WRIGHT, Ph.D., San Antonio Community College

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION.
3 Semester Hours Credit
KENNETH VARCOE, Ph.D., The Pennsylvania State University
DAVID ZIERATH, Ph.D., University of Wisconsin

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Specialization in Leadership in Adult Education

EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF
ADULT EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

EAD 8006 - THEORY AND METHODS OF ADULT
EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

Specialization in Higher Education

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER
EDUCATION.
3 Semester Hours Credit
J. TERENCE KELLY, Ed.D., Miami-Dade Community College
SEBASTIAN MARTORANA, Ph.D., The Pennsylvania State
University
LAWRENCE A. NESPOLI, Ed.D., Maryland State Board of
Community Colleges

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN
AMERICA.
3 Semester Hours Credit
DONALD BRYANT, Ed.D., Carteret Technical College
FREDERICK KINTZER, Ed.D., University of California
at Los Angeles (Retired)
JAMES WATTENBARGER, Ed.D., University of Florida

Specialization in Vocational, Technical,
Occupational Education

ETD 8002 - PERSONNEL - HUMAN RESOURCES
DEVELOPMENT.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College
GEORGE MEHALLIS, Ph.D., Broward Community College

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL,
OCCUPATIONAL EDUCATION IN AMERICA.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College
GEORGE MEHALLIS, Ph.D., Broward Community College

Practicums

EAD 8071 or EHD 8071 or ETD 8071 - (4 Semester Hours Credit)
Practicum - Governance and Management

EAD 8072 or EHD 8072 or ETD 8072 - (4 Semester Hours Credit)
Practicum - Curriculum and Program Planning

EAD 8073 or EHD 8073 or ETD 8073 - (4 Semester Hours Credit)
Practicum - Learning Theory and Applications

EAD 8074 or EHD 8074 or ETD 8074 - (4 Semester Hours Credit)
Practicum - Societal Factors Affecting Education

EAD 8075 or EHD 8075 or ETD 8075 - (4 Semester Hours Credit)
Practicum - Applied Educational Research and Evaluation

EAD 8076 - (4 Semester Hours Credit)
Practicum - History, Philosophy, and Practices of Adult Education

EHD 8076 - (4 Semester Hours Credit)
Practicum - Emergence of Higher Education in America

ETD 8076 - (4 Semester Hours Credit)
Practicum - Personnel - Human Resources Development

EAD 8077 - (4 Semester Hours Credit)
Practicum - Theory and Methods of Adult Education

EHD 8077 - (4 Semester Hours Credit)
Practicum - Politics, Law, and Economics of Higher Education

ETD 8077 - (4 Semester Hours Credit)
Practicum - Emergence of Vocational, Technical,
Occupational Education in America

Summer Institutes - (No Credit Awarded)
ECD 8060 - Summer Institute - 1
ECD 8061 - Summer Institute - 2

Major Applied Research Project

EAD 8093 or EHD 8093 or ETD 8093 (7 Semester Hours Credit)
Major Applied Research Project Proposal

EAD 8094 or EHD 8094 or ETD 8094 (7 Semester Hours Credit)
Individualized Evaluation and Satisfactory Progress on the Major
Applied Research Project

EAD 8095 or EHD 8095 or ETD 8095 (7 Semester Hours Credit)
Major Applied Research Project

Programs for Higher Education Faculty

DENNIS T. ADAMS, Ed.D., Coordinator of the Alabama Cluster, is Director of Adult Basic Education at Jefferson County Board of Education in Birmingham, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

DANIEL AUSTIN, Ph.D., National Lecturer in Governance and Management, is Director, Institute of Health Policy and Administration for the Center for the Study of Administration at Nova University in Fort Lauderdale, Florida.

ANITA G. BARRETT, Ph.D., Coordinator of the Dallas Cluster, is Associate Dean of Instruction at Tarrant County Junior College, South Campus in Fort Worth, Texas.

HAROLD W. BEDER, Ed.D., Advisory Panel member, is Associate Professor at the Graduate School of Education and Director of the Center for Adult Development at Rutgers University in New Brunswick, New Jersey.

MARCIA BELCHER, Ph.D., National Lecturer in Applied Educational Research and Evaluation, is a Senior Research Associate, at Miami-Dade Community College in Miami, Florida.

EDWARD BERNSTEIN, Ed.D., Local Research Associate for the South Florida Cluster, is Director of Management Information Systems and Assistant Professor in the Department of Mathematics at Miami-Dade Community College in Miami, Florida.

JOHN W. BOUSEMAN, Ph.D., Practicum Evaluator, is Instructor of Philosophy at Ybor City Campus of Hillsborough Community College in Tampa, Florida.

DONALD W. BRYANT, Ed.D., National Lecturer in Emergence of Higher Education in America, is President of Carteret Technical College in Morehead City, North Carolina.

DONALD BUSCHE, Ed.D., Local Research Associate for the Santa Ana Cluster, is Associate Dean of Instruction/Vocational Education at Saddleback College in Mission Viejo, California.

RAUL CARDENAS, Ph.D., Coordinator of the Phoenix Cluster, is Founding President of South Mountain Community College in Phoenix, Arizona.

CHARLES COLLINS, Ed.D., Coordinator of Regional Clusters, is a Professor of Geography and Chairman of the Geosciences Department at the University of Wisconsin in Platteville, Wisconsin.

DALE L. COOK, Ed.D., National Lecturer in the specialization courses for Leadership in Adult Education, is Associate Professor of Educational Administration and Director of the Center for Community Education at Kent State University in Kent, Ohio.

PHYLLIS S. COOPER, Ed.D., Coordinator of the Philadelphia Cluster, is an Assistant Professor at Trenton State College in Trenton, New Jersey.

PHILIP H. DETURK, Ed.D., Major Applied Research Project Advisor, is Dean of Nova College, the undergraduate division of Nova University in Fort Lauderdale, Florida.

JOHN M. FLYNN, Ed.D., National Lecturer in Learning Theory and Applications, is Director of the Institute for Applied Social Research at Nova University, President of the Nova University Clinic, Inc., and Professor of Psychology at Nova University in Ft. Lauderdale, Florida

JOHN D. FOY, III, Ph.D., Local Research Associate for the West Florida Cluster, is an Assistant Professor of Mathematics at Pensacola Junior College in Pensacola, Florida.

GRADY M. GRIZZLE, Ph.D., Local Research Associate for the Dallas Cluster, is Coordinator of Research at Dallas County Community College District in Dallas, Texas.

WARREN GROFF, Ed.D., National Lecturer in Governance and Management and the specialization courses for Vocational, Technical, Occupational Education, is Dean of Academic Affairs at Shelby State Community College in Memphis, Tennessee.

BARTON R. HERRSCHER, Ed.D., Major Applied Research Project Advisor and National Lecturer in Curriculum and Program Planning, is an Associate Professor at the University of Houston in Houston, Texas.

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Business and Social Science at Harper College in Palatine, Illinois.

MARVIN HOLE, Ed.D., Coordinator of the Alaska Cluster, is an Adjunct Professor of Education and Human Resource Development at Alaska Pacific University in Anchorage, Alaska.

J. TERENCE KELLY, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Vice-President of the North Campus, Miami-Dade Community College in Miami, Florida.

FREDERICK C. KINTZER, Ed.D., Major Applied Research Project Advisor and National Lecturer in Emergence of Higher Education in America, is Professor Emeritus of Higher Education and Director of the Community College Leadership Program at the University of California in Los Angeles, California.

MALCOLM S. KNOWLES, Ph.D., National Lecturer in History, Philosophy, and Practices of Adult Education and in Theory and Methods of Adult Education, is Professor Emeritus at North Carolina State University in Raleigh North Carolina.

JAMES E. LORION, Ph.D., Practicum Evaluator, is Admissions Counselor at Cuyahoga Community College in Cleveland, Ohio.

JOHN LOSAK, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, and National Lecturer in Learning Theory and Applications, is Dean of Institutional Research at Miami-Dade Community College in Miami, Florida.

LEO M. MCGUIRK, Ph.D., Local Research Associate for the Massachusetts Cluster, is Associate Professor of Education at Bridgewater State College in Bridgewater, Massachusetts.

MARGARET S. MARTIN; Ph.D., Local Research Associate for the Greenwood Cluster, is Adjunct Associate Professor of Health Sciences Administration at Medical University of South Carolina in Charleston, South Carolina.

S. V. MARTORANA, Ph.D., Major Applied Research Project Advisor and National Lecturer in Politics, Law, and Economics of Higher

Education, is Professor of Higher Education and Research Associate, Center for the Study of Higher Education at The Pennsylvania State University in University Park, Pennsylvania.

JANE E. MATSON, Ed.D, Major Applied Research Project Advisor, is Professor of Education at California State University in Los Angeles, California.

GEORGE MEHALLIS, Ph.D., National Lecturer in the specialization courses for Vocational, Technical, Occupational Education and Cluster Ccoordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

PETER MILLS, Ed.D., Major Applied Research Project Advisor, is Dean of the Ray M. Evans College of Life Long Learning at the University of Charleston in West Virginia.

MILTON MITCHEL, Ph.D., Local Research Associate for the Regional·Clusters, is Associate Professor at the University of Wisconsin in Platteville, Wisconsin.

AL MIZELL, Ed.D., National Lecturer for Curriculum and Program Planning, is Director of the Ed.D. Program in Computer Education at Nova University in Fort Lauderdale, Florida.

ROSS E. MORETON, Ed.D., Major Applied Research Project Advisor, is Director of the Programs for Higher Education. He also serves as a Central Staff Committee Member for many major applied research project students.

JOHN A. MORGAN, Ed.D., Coordinator of the Greenwood Cluster, is Vice-President for Business and Financial Affairs at Piedmont Technical College in Greenwood, South Carolina.

JUNE MULLINS, Ph.D., National Lecturer for History, Philosophy, and Practices of Adult Education and Advisory Panel Member, is an Associate Professor in the School of Education, Department of Special Education at the University of Pittsburgh in Pittsburgh, Pennsylvania.

HAROLD NAWY, Ph.D., Local Research Associate of the Oakland Cluster, is a Social Science Consultant.

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MARTHA NAWY, Ph.D., Coordinator of the Oakland Cluster, is a Lecturer in the Women's Studies Department of San Francisco State University in San Francisco, California.

LAWRENCE A. NESPOLI, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Director of Instruction, Program of the Maryland State Board for Community Colleges.

RONALD A. NEWELL, Ed.D., Major Applied Research Project Advisor, is an Educational Consultant.

ALBERT J. PAUTLER, JR., Ed.D., National Lecturer in Curriculum and Program Planning, is Professor in the Department of Educational Organization, Administration and Policy at State University of New York in Buffalo, New York.

LINWOOD W. POWELL, Ed.D., Cluster Coordinator for the Fort Bragg Cluster, is Administrative Assistant to the President at Fayetteville Technical Institute in Fayetteville, North Carolina.

GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Applied Educational Research and Evaluation, is the Vice-President for Student Development at Oklahoma City Community College in Oklahoma City, Oklahoma.

DONALD C. RIGG, Ed.D., Practicum Evaluator, Broward Community College, South Campus, Hollywood, Florida, is retired.

KENNETH C. ROBERTS, Ph.D., Local Research Associate for the Phoenix Cluster, is Assistant Provost at Paradise Valley Community College in Phoenix, Arizona.

VALDA M. ROBINSON, Ed.D., Coordinator of the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.

JOHN A. SCIGLIANO, Ed.D., National Lecturer in Governance and Management, is Director, Center for Computer-Based Learning, at Nova University in Fort Lauderdale, Florida.

ROBERT S. SHARPLES, Ed.D., Coordinator of the Massachusetts Cluster, is Associate Director in Administrative Services at Bridgewater State College in Bridgewater, Massachusetts.

JERRY J. STEPIEN, Ed.D.,
Coordinator of the Fond du Lac
Cluster, is Chairperson for the
Safety Division at Moraine
Park Technical Institute in
Fond du Lac, Wisconsin.

KENNETH G. STUART,
Ph.D., Local Research
Associate for the
Hampton/Richmond Cluster, is
Operations Research Analyst
with the Department of the
Army in Fort Monroe,
Virginia.

GASPARE B.
TAMBURELLO, Ed.D.,
Coordinator of the West
Florida Cluster, is a
consultant to Pensacola Junior
College in Pensacola, Florida.

ELIZABETH L. VAN
DALSEM, Ed.D., Major
Applied Research Project
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Counseling and Coordinator of
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State University in San
Francisco, California.

KENNETH E. VARCOE,
Ph.D., Practicum Evaluator
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Societal Factors Affecting
Education, is Assistant Vice-
President for Student Affairs
at The Pennsylvania State
University in University Park,
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RENE E. VILLA, Ed.D.,
Local Research Associate for
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Hillsborough Community
College in Tampa, Florida.

JAMES WATTENBARGER,
Ed.D., National Lecturer in
Emergence of Higher
Education in America, is
Director of the Institute of
Higher Education at the
University of Florida in
Gainesville, Florida.

LOUIS F. WEISLOGEL,
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Associate for the Philadelphia
Cluster, is Associate Professor
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JOHN R. WEST, Ed.D.,
Coordinator of the Santa Ana
Cluster and Practicum
Evaluator, is Professor of
Anthropology and Sociology at
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Santa Ana, California.

FREDERIC W. WIDLAK,
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Associate for the Chicago
Cluster, is Director of Field
Research for the Graduate
Program in the Management
and Development of Human
Resources at National College
of Education in Lombard,
Illinois.

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PHILIP L. WOOLF, Ed.D.,
Coordinator of the
Hampton/Richmond Cluster, is
Assistant Professor of Biology
at John Tyler Community
College in Chester, Virginia,
and Consultant for Projects in
Community Colleges to
Tadlock Associates in
Washington, D.C. In addition,
he is co-owner of Lavery-Woolf
Associates, Human Resource
Consultants in Richmond,
Virginia.

EARL L. WRIGHT, Ph.D.,
National Lecturer in Learning
Theory and Applications, is
Vice-President of Student
Services at San Antonio
College, San Antonio, Texas.

DAVID L. ZIERATH,, Ph.D.,
National Lecturer in Societal
Factors Affecting Education, is
Chairman, Department of
Sociology at the University of
Wisconsin in Platteville,
Wisconsin.

Additional Information

Those who are interested in obtaining additional information on
the programs described in this catalog may do so by contacting
the Programs for Higher Education, Nova University, 3301
College Avenue, Fort Lauderdale, Florida 33314 (305) 475-7380
or the Programs for Higher Education coordinator in their area.

The following is a list of doctoral clusters that are accepting
applications for admission. Each cluster is identified by the
cluster name and the name, address, and telephone number of the
local representative.

ALABAMA
Dr. Dennis Adams
Rt.2, Box 1838
Cullman, AL 35055
(H)205/739-1582
(B)205/325-5613

ALASKA
Dr. Marvin Hole
4101 University Drive
Anchorage, AK 99508
(H) 907/563-1982

CHICAGO
Dr. Clete Hinton
2238 Prairie Avenue
Glenview, IL 60025
(H)312/724-5717
(B)312/397-3000 Ext. 540

DALLAS
Dr. Anita Barrett
8453 Mary's Creek Drive
Fort Worth, TX 76116
(H) 817/244-3309 (Evenings
and Weekends Only)

FOND DU LAC
Dr. Jerry J. Stepien
1275 N. Leonard Drive
Fond du Lac, WI 54935
(H) 414/922-2823 (Evenings and Weekends Only)

FORT BRAGG
Dr. Linwood Powell
612 Tanglewood
Fayetteville, NC 28301
(H)919/488-1616
(B)919/323-1961 Ext. 212

GREENWOOD
Dr. John A. Morgan, Jr.
Gatewood
101 Hawthorne Court
Greenwood, SC 29646
(H) 803/229-7742
(B) 803/223-9442

HAMPTON/RICHOND
Dr. Philip L. Woolf
3140 Klondike Road
Richmond, VA 23235
(H)804/320-8035

MASSACHUSETTS
Dr. Robert Sharples
3 Meadow Street
South Dartmouth, MA 02748
(H) 617/993-3129

MYRTLE BEACH
Dr. Kent Sharples
Horry-Georgetown Technical College
P.O. Box 1966
Conway, SC 29526
(H) 803/626-7031
(B) 803/347-3186

OAKLAND
Dr. Martha Nawy
1933 Berryman Street
Berkeley, CA 94709
(H) 415/525-4004

PHILADELPHIA
Dr. Phyllis Cooper
39 Frog Hollow Road
Churchville, PA 18966
(H) 215/357-0807
(B) 609/771-2522

PHOENIX
Dr. Raul Cardenas
South Mountain Community College
7050 South 24th Street
Phoenix, AZ 85040
(B) 602/243-6666

SANTA ANA
Dr. John West
26525 Ramiranes
Mission Viejo, CA 92692
(H)714/582-5748

SPRINGFIELD
Dr. Winifred Bowers
1636 South Glenstone
Suite 101
Springfield, MO 65804
(H)417/881-0058
(B)417/887-7770

SEATTLE
Dr. Elizabeth Rivers
17101 N.E. 30th Place
Bellevue, WA 98008
(H)206/883-1782

SOUTH FLORIDA
Dr. George Mehallis
9661 N.W. 11th Street
Plantation, FL 33322
(B)305/761-7483

TAMPA
Dr. Valda Robinson
18019 Crooked Lane
Lutz, FL 33549
(H) 813/949-4169

VENTURA
Dr. Edward Tennen
757 Creekmont Ct.
Ventura, CA 93003
(H) 805/658-7054

WESTERN PENNSYLVANIA
Dr. Toni L'Hommedieu
Community College of
Allegheny County
State Road 885
West Mifflin, PA 15122
(H) 412/569/4403
(B) 412/469/6309

WEST FLORDIA
Dr. Gaspare Tamburello
5930 Admiral Doyle Road
Pensacola, FL 32506
(H) 904/456-0480

REGIONAL CLUSTERS
Atlanta, Birmingham, Denver
Dr. Charles Collins
505 Cedar Street
Platteville, WI 53818
(H) 608/348-5460

There are several areas that have the potential for forming a regional cluster. These areas include, but are not limited to, the following:

HONOLULU, HAWAII   LAS VEGAS, NEVADA
KANSAS CITY, MISSOURI   LOS ANGELES, CALIFORNIA
                ST. LOUIS, MISSOURI

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and Program Development

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Retrieval Service

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Administrative
Secretary

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JOANN TAYLOR
Secretary

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  Adult Education
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  Nova University

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  College Consortium for
  International Studies

DR. ADDISON HOBBS
  State Director
  Vocational Education
  Maryland

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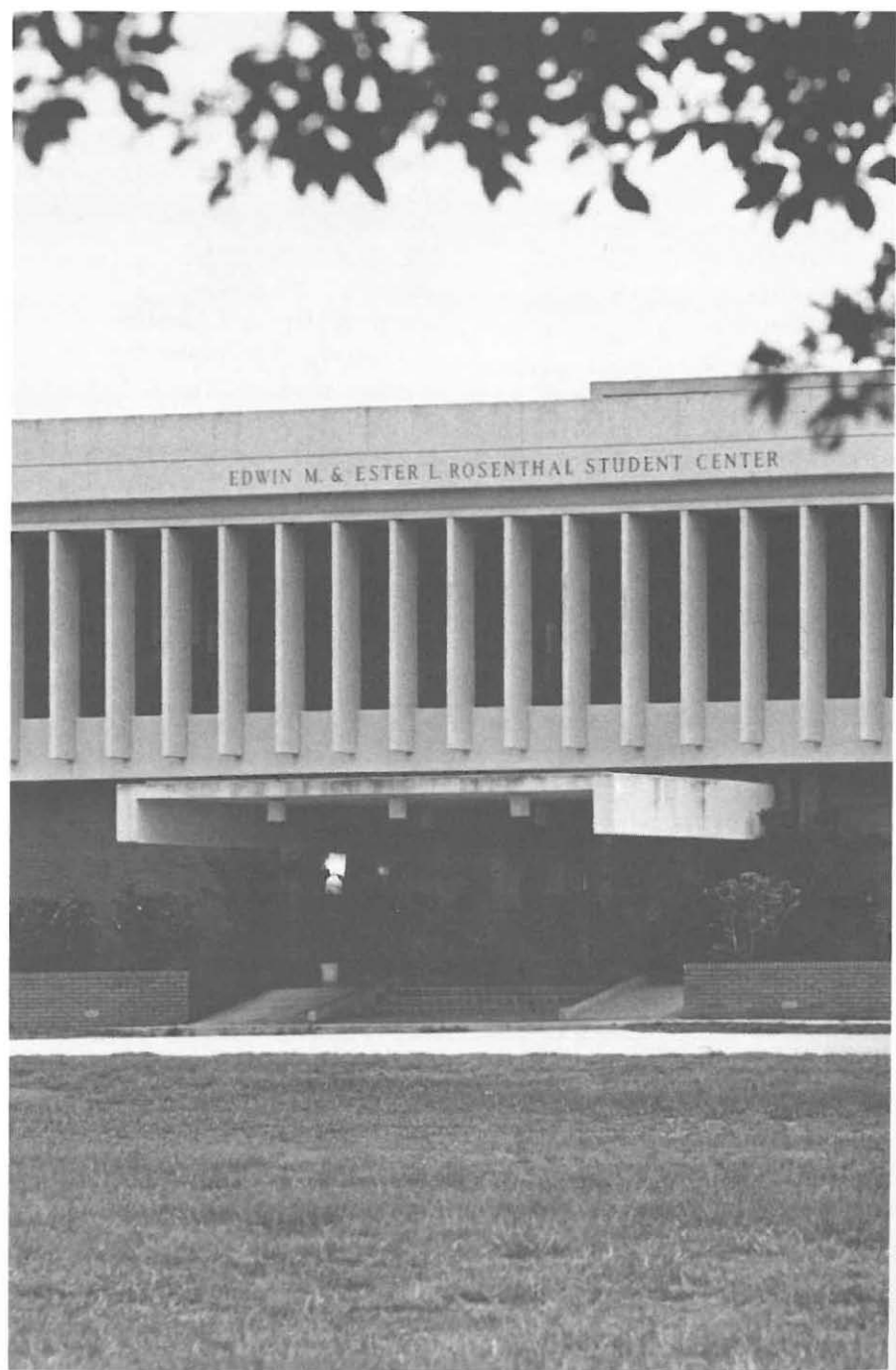
National Ed.D. Program for Educational Leaders

LLOYD DUVALL
Director

DORI LUNSFORD
Assistant To The
Director

SHEILA CHILDS
Administrative
Secretary

CAROLE BENEDICT
Secretary

Purpose and Overview of the Program

The goal of the program is to improve the nation's schools. The means for achieving this goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

In designing a program to meet the needs of school administrators, Nova was guided by several overall considerations. First of all, it was Nova's intention to develop leadership skills that would be applied immediately to the solution of real problems in the schools. A major objective was to create a program for the exploration of new approaches to the improvement of elementary and secondary schools through a focus on real-life situations and school problems.

While the goals of the Nova program are similar to those of some more traditional programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the resources of the campus to the student. This permits participants to formulate a pattern of study and pursue their degrees at a pace harmonious with their job responsibilities. It also brings national resources to the local community in a way no local program can.

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The basic design of the program permits participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from universities and educational systems all over the country provide a national point of view through systematic interaction with participants, colleagues, and lecturers from other areas and backgrounds. Annual summer meetings called Education USA bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world. There is no experience in graduate education equivalent to the summer institute.

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.

Leadership is a central focus of the program. To address this concept in a meaningful way the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA) system has been especially developed by Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias toward any known dimension - age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.

Program Recognition

In 1981, the American Association of School Administrators introduced a competition open to all university programs seeking to prepare school administrators. Criteria for determining which program to identify as "outstanding" were (1) the degree to which the education of school children could be shown to be improved through the work of graduates of the program; (2) the degree to which the philosophy of the program was carried out through the actual goals and procedures of the program; (3) the demonstrated impact of the program in improving the performance of administrators in the field; and (4) the place of social science knowledge in shaping the learning experience of graduate students. Universities competing for the award were evaluated by a panel of administrators and professors on the basis of a written report and documentation, and also, on the basis of a presentation at AASA's annual convention.

The National Ed.D. Program for Educational Leaders entered the competition in 1982 and was rewarded by being selected as recipient of the "AASA Outstanding School Administrator Preparation Program Award" for that year.

Participants and the Cluster Concept

PARTICIPANTS - Since 1972 the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate the program's aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program, and is descriptive of the relationship of "students" to the program. As is noted elsewhere, participants are typically in their 40's and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical and developmental.

LOCAL CLUSTERS - The local cluster is a key organizational and educational component of the program. Physically, a cluster is a cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the national lecturer as scheduled and with the program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants and others. To facilitate the pedagogical and social goals related to cluster concept, admission is closed once the cluster begins.

In selected locations, some clusters operate as continuing clusters. In these cases, seven to twelve participants are admitted each autumn. This pattern enables a cohort of seven to twelve people to complete the program each year, making room for the newly admitted participants.

CLUSTER COORDINATORS - Every cluster is under the direction of a coordinator who provides overall direction and, especially at the outset, forceful leadership to the cluster. The coordinator serves many roles: ombudsman for participants, liaison with the program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general executive secretary of the cluster.

Since leadership cannot be developed without the experience of responsibility through decision making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expediter and motivator of participants, but he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants.

Operating Clusters and Coordinators*

CLUSTER	CLUSTER COORDINATORS	CONTACT
Boston/Seekonk, Massachusetts	Herb Drew Consultant Westfield, MA	28 Derby Drive West Barnstable, MA 02668 (617) 420-2128
Cartersville, Georgia	Gary Walker Assistant Superintendent & Curriculum Director Cartersville City Schools Cartersville, GA	310 Old Mill Rd. Cartersville, GA 30120 (404) 382-5880
Central Florida	Eric Whitted Area I Superintendent Pinellas County Schools, St. Petersburg, FL	1001 51st St.,S. St. Petersburg, FL 33707 (813) 321-3461
Colorado Springs, Colorado	Leonard Bartel Superintendent Widefield School District Colorado Springs, CO	1820 Main St. Colorado Springs, CO 80911-1199 (303) 392-3481
Columbia, South Carolina	Evelyn Blackwelder Deputy Executive Director S.C. School Boards Association Columbia, SC	1027 Barnwell Street Columbia, SC 29201 (803) 799-6607

Dallas, Texas	Dwain Estes, Chairman Dept. of Administration Foundation & Supervision Baylor University Waco, TX	213 Guittard Ave. Waco, TX 76706 (817) 755-3111
Erie, Pennsylvania	Harry Sharp Superintendent Ridgway Area Schools Ridgway, PA	Box 593 Ridgway, PA 15853 (814) 773-3146
Ft. Myers, Florida	Carrie Robinson Principal Bayshore Elementary Ft. Myers, FL	3066 Apache Street Ft. Myers, FL 33501 (813) 543-3663
Indiana	Fred Dykins, Principal Central Elementary School Plainfield, IN	110 Wabash St. Plainfield, IN 46168 (317) 839-7707
Jacksonville, Florida	Julian Williams Asst. Superintendent Coffee County Schools Douglas, GA	1106 Hillside Dr. Douglas, GA 31533 (912) 384-2086
Macon, Georgia	Columbus Watkins, Principal Miller A. Middle School Macon, GA	1870 Flintwood Dr. Macon, GA 31211 (912) 786-8804 × 260
Maine	John Hoyt Superintendent Cornish, ME	R.F.D. M.S.A.D. No. 55 Cornish, ME 04020 (207) 625-8683

Miami, Florida	Bert Kleiman Director of Secondary Schools Dade County, FL	14321 S.W. 77 Ave. Miami, FL 33157 (305) 642-7555
Myrtle Beach, South Carolina	Floyd Wright Superintendent Marlboro County Schools, SC	Box 382 Bennettsville, SC 29512 (803) 479-4016
Phoenix, Arizona	William Wright Superintendent Apache Junction Unified Schools Apache Junction, AZ	P.O. Box 879 Apache Junction, AZ 85220 (602) 982-111
Potomac, D.C.	Marilyn Brown Assistant Superintendent Division of Student Services D.C. Public Schools Washington, D.C.	201 Whittier St. Washington, D.C., 20012 (202) 829-2706
Raleigh, North Carolina	Charles Davis Director of Federal Programs Williamsburg County Schools Kingstree, SC	P.O. Box 1067 Kingstree, SC (803) 354-6674
Richmond, Virginia	John Galloway Director Non-Instructionial Personnel Chesterfield County, VA	13701 Robious Road Midlothian, VA 23113 (804) 748-1295

San Francisco Bay Area, California	Don Johnson Superintendent of Schools Sausalito, CA	1360 Butterfield Rd. San Anselmo, CA 94960 (415) 332-3190
Springfield, Massachusetts	Neil Macy Education and Labor Relations Consultant Bloomfield, CT	10 Mallard Drive Bloomfield, CT 06002 (203) 242-7287
South Park, Pennsylvania	Robert S. Piatt Director of Elementary Education, South Allegheny School District Liberty Boro, PA	1713 Port Vue Ave. McKeesport, PA 15133 (412) 672-4688
Williamsport, Pennsylvania	Harry I. Sharp, Jr. Superintendent Ridgway Area Schools Ridgway, PA	Box 593 Ridgway, PA 15853 (814) 772-4488
Wilmington, Delaware	J.Howard Hunt Education and Business Consultant Mullica Hill, NJ	RD#2, Box 378 Mullica Hill, NJ 08062 (609) 478-2590

* As of October, 1987

Study Areas

JAMES A.JOHNSON, JR.
Director of Instruction

ELAINE LIVINGSTON
Assisting the Director
of Instruction

ELLEN SCHECHTER
Secretary

The need for school administrators to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova's National Ed. D. Program for Educational Leaders. The eight required substantive study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The eight substantive study areas deemed necessary to the professional development of school administrators are: Appraising Leadership in Education; Curriculum Development; Education Policy Systems; Evaluation; School Finance and Budgeting; Management and Supervision; Research for Improving Schools; and Resource Management: Utilizing Resources for Improving Education. Each study area was conceived to present a perspective rooted in traditional disciplines and to provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from local, state, and national points of view; and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

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National Lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Nova Director of Instruction, the senior national lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects, or papers, and must pass in all eight study areas. If a participant does not succeed in satisfying lecturer requirements on the first attempt, an additional opportunity to earn a passing grade is provided under direction of the Senior National Lecturer.

POLICY ON GRADES - After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (IN) or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (IN) will be assigned to work that partially meets the expectations of the Senior National Lecturer. The grade of No Pass (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

The grade of Progress (PR) will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report.

Senior National Lecturers will assign grades no later than 30 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than six months after receiving a grade of Incomplete. Failure to do so will result in the grade of Incomplete (IN) becoming a No Pass (NP).

ALTERNATIVE EVALUATION PROCEDURE - Once two attempts to satisfy study area requirements have been unsuccessful, the participant is entitled to try to succeed through performance of an Alternative Evaluation Procedure (AEP). However, this option is available for no more than two of the eight study areas. Once an AEP has been used for two study areas, the procedure is no longer available.

Participants wishing to take advantage of this procedure must propose to the Director of Instruction, in writing, an activity by which they may demonstrate their competency within a given study area. The proposal outline, generally one or two pages in length, must specify what is to be done and within what time period. It must provide a rationale for the activity as a reasonable means of demonstrating competency within the study area.

The outline serves as a basis for developing an understanding between the Director of Instruction and the participant. This understanding takes the form of a formal proposal. Once it has been approved, in writing, the participant may proceed.

When the AEP has been completed, it is submitted to an outside evaluator selected by the Director of Instruction; the lecturers for the relevant study area are not utilized for this purpose. Thus, a totally independent judgment is made as to the participants' competency in the area. The judgment made by the outside evaluator is reviewed by the Director of Instruction, who makes the final decision.

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS
Senior National Lecturer

General Description. While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the National Lecturers, each participant will perform various ELA exercises.

Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses of transcribed interviews with selected national leaders, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others; the scope and detail of the self-appraisal; the quality of proposed strategies for personal development; and the depth of analysis of readings and transcriptions.
Associate Lecturer: Robert C. Miles, Ann Barrow Weiler

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN
Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and

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various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teachers influence the curriculum. Affective and humanistic education, computer-assisted instruction, educational accountability, early childhood education, and other movements in the forefront of education are covered. Similarly, issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that the underlying ideas take on functional utility. Finally, the interactions of the curriculum and the schools' responsibility for socialization are analyzed. The society is in flux. New values are replacing old ones. Different life styles are evolving. Wise men and women disagree as to what knowledge is most worthwhile. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques?

To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with national lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

Associate Lecturers: Dale Brubaker, Decker Walker

EDUCATION POLICY SYSTEMS

LAURENCE
IANNACCONE
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the

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literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, as well as American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congresspersons, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept

confidential if the participant so desires.

Associate Lecturers: Louis Masotti, Frederick M. Wirt.

EVALUATION

MICHAEL SCRIVEN
Senior National Lecturer

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him or her to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is the quality control mechanism of education and an essential part of the professional commitment. The presupposition of the study area is that every significant decision of an administrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator has been conceived of as a consumer of the more technical kind of evaluative information, especially of statistics and test theory. In other words, the skills needed are often those of a user of evaluation, a customer of evaluators, rather than those of a specialist evaluator.

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organization skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. Reporting and cost-

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analysis are other key elements. All are applied to the evaluation of educational programs, products, plans, and personnel.

Instructional Methods and Materials. The study guide, readings, and presentations of national lecturers focus on understanding and skill development necessary for educational leaders. The study guide provides many illustrations, pretests, and sample questions to direct the participants' reading and to encourage self-monitoring. In order to direct study and assist the lecturers in working with each cluster, prepared readings and exercises are required in advance of each lecture. Examples used for discussion and examination are taken largely from a pool to which participants contribute. One of the seminars is a true workshop concerned principally with working examples and skill development. All seminars are aimed at providing a good grasp of the basic concepts and techniques in the field rather than highly technical methodology. Approximately one-third of the study area is devoted to the quantitative aspects of evaluation.

Evaluation Process. Judgments about the merits of participants' performance in this area are based on a comprehensive examination requiring demonstration of an integrated understanding of the concepts and issues of evaluation, and their application to real-world problems of the administrator.

Associate Lecturers: Richard M. Jaeger, Alexander Law, Karen M. Kirkhart, Daniel Stufflebeam

SCHOOL FINANCE AND BUDGETING

JAMES W. GUTHRIE
Senior National Lecturer

General Description. This study area covers traditional school finance concerns such as sources of revenue for schools, taxation policy, and school finance distribution programs. It also focuses upon the processes within school districts for allocating and accounting for revenues and expenditures. In addition, the introduction of new forces into the school finance arena demands an approach that goes beyond traditional concerns. Thus, the design of the study area enables school administrators to understand state and federal governmental arrangements from which local schools draw resources and interaction between state regulations and judicial decisions.

An effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the public and state and federal policy makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics, constitutional law, and accounting. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an additional essential element.

The study area analyzes, intensely, the school finance arrangements of particular states of special interest to participants. Discussions and reading are devoted to consideration of topics such as the relationship of school

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finance to overall public finance problems, equal protection suits in education, and the relationship between school finance and educational productivity. School finance reform proposals are also discussed. Among them are "full state assumption" and "district power equalizing."

Instructional Methods and Materials. Textbooks on school finance and school business management are provided to each participant. In addition, reports of national and regional commissions and studies of state finance systems are made available through the cluster library. Together, these materials form a background for the presentations of the three lecturers. The presentations of the lecturers are frequently augmented by a state or local consultant recruited by the cluster.

Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate other ways of communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

Associate Lecturers: Guilbert Hentschke, Allan Odden

MANAGEMENT AND SUPERVISION

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in

HARVEY SCRIBNER
Senior National Lecturer

preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the national lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self-actualization. Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are discussed under this heading. The national lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific

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concerns, such as parent participation and mandated accountability programs.

Instructional Methods and Materials. The national lecturers are experienced school administrators who have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning and budgeting systems, citizens' counsels, and collective bargaining. Selecting from a broad range of management and supervision topics, each participant signs on to master units representing certain skills. By requiring each participant to declare self-expectations and by requiring each cluster to make decisions about the contributions of the national lecturers, the Management and Supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. program of instruction.

Evaluation Process. Participants are required to demonstrate ability to provide sophisticated analyses of actual management and supervisory decisions in which they have been instrumentally involved.

Associate Lecturer: Ulysses Van Spiva

RESEARCH FOR IMPROVING THE SCHOOLS

EMIL S. HALLER
Senior National Lecturer

General Description. * Among those responsible for the success of the American education enterprise exist two groups of dedicated and competent professionals: school administrators and school researchers. They appear to have similar concerns, often focusing on the same problem at the same time. However, they do not work cooperatively on resolving problems; for the most part, they ignore one another.

There are multiple reasons why research has so little impact on education: some are definitional; some are methodological; some are political. However, the principal reason is the absence of a viable linkage system among researchers and administrators. The central objective of this area of study is to foster perceptions, skills, and behaviors that will make school administrators active partners in the effort to improve the schools through research.

Development of an administrator-researcher partnership requires, at least, that administrators understand the research establishment, and become familiar with principal values and symbols of researchers. It requires, also, that they develop skills necessary to become active consumers of research, such as ability to criticize existing research in terms of problem definition, methodology, reporting, and appropriateness. Finally, becoming an active partner requires overt steps to develop an on-going relationship with the research community, to develop skill at defining problems and identifying necessary research information, and development of a role definition that incorporates such a partnership.

Instructional Methods and Materials. While a good deal of reading and reflection is required, involving a fugitive literature as well as standard texts, the study area is designed around activities. Many of the activities are designed to be accomplished by small groups of participants over the duration of the study period.

Assignments are designed and sequenced to require that the topics of Research for Improving Schools, and questions related to this general topic, be in the forefront of the thoughts of the participants as they pursue their daily administrative activities.

Evaluation Process.
Opportunities are provided for participants to demonstrate skills in criticizing research, in gaining access to research studies, and in understanding research-relevant symbols and techniques. Evaluation is based on a composite score for performance across a variety of activities, including some tests, rather than a single examination.

Associate Lecturers: Charles Achilles, Charol Shakeshaft

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION

MARIO D. FANTINI
Senior National Lecturer

General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but managing educational resources has been defined exclusively as utilizing public funds in classrooms and schools. Allocation of existing resources within this narrow framework remains a major task of school administrators, but educational leadership today requires specific attention to developing broader concepts of resource management aimed at improving the effectiveness of student learning. This study area asks participants to rethink the role of public schools within a comprehensive framework in which education is seen as an integral part of an overall community human service system with a focus on providing resources necessary for children and youth to learn. For purposes of this study area, the school is viewed as one part of a comprehensive system of education within the community. Eduational leadership as a catalytic agent for mobilizing resources within and without the school on behalf of learners is examined. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources of the school and community for improved learning. This study area explores contemporary concepts, such as optional learning environments, vouchers, alternative schools, community education, volunteerism, human services, and schools without walls, together with issues and procedures in resource development and application. Special attention is given to the educational, economical, political, and legal implications. Assumptions about the one-role view of school administrators are analyzed and alternative perspectives are considered. The national lecturers promote an awareness of the range of human and material resources available and indicate how they can be used and evaluated. Major plans aimed at linking resources to the educational needs of students are studied. Alternative leadership roles are also considered within a range of possible professional roles to help participants develop their personal administrative styles as resource managers.

Instructional Methods and Materials. The bulk of the assigned readings explores operating systems of resources that appear to hold promise and systems still in the design stage. Resources in local school systems are explored through cluster activities. Participants themselves design plans focusing on new dimensions of resource utilization aimed at improving education in specific settings. Such plans may involve new conceptualization of potential resources, the working of linkages between schools and other public and private agencies, and attention to new sources of financial support. Proposals affecting educational directions and resource utilization are assessed. Individual and group activities are used, as well as media presentations.

Evaluation Process. Participants are expected to demonstrate competency in resource management, including instructional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications to public policy issues at the national level. They demonstrate such competency by identifying the range of resources available in their schools and communities, developing and implementing "minidelivery systems," by advising policy makers on the strengths and weaknesses of proposed plans and by analyzing their own stances as resource managers and leaders.

Associate Lecturers: Adrienne Garcia, Elissa Dawers

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Practicums

DAVID S. FLIGHT
Director of Practicums

JOHNNIE PERRY
Adminstrative Secretary

A series of practicum projects parallels the sequence of study areas as a basic component of the Ed. D. Program for Educational Leaders involving participants throughout their three years of doctoral work. Practicums are problem-solving interventions within the work settings of the participants/administrators who must plan, execute, and evaluate them. These projects must be designed to result in documented educational improvements within the school systems where they are conducted, whether those systems are defined as classrooms, building units, or entire districts. They must also be planned to result in demonstrated competence on the part of the Nova participants in executing the essential and complex tasks demanded within the structure of the practicum process.

A systematic needs analysis marks the initiation of practicum planning activity. As the definition and dimensions of the problem become clear, a thorough review of research literature is begun and continues throughout the life of the project as reference is made to scholarly works on substantive aspects of the problem as well as on methodological issues assessments.

After the basic framework of the project has been delineated in consultations with practicum faculty advisers at Nova, participants prepare a formal, written proposal including detailed sections on problem definition and analysis, anticipated outcomes of intervention activity, the conceptualized solution strategy, the implementation design, and the evaluation system to be used. Upon receiving faculty approval of their proposed projects, participants then put their plans to the test as they embark on the

action component of their work. Such action may span nine months to a year or more during which time the project managers must monitor activity flow, adjust plans to accommodate unanticipated events, and remain in periodic contact with University personnel.

Following the conclusion of practicum activity and evaluation of outcomes, participants prepare reports of their accomplishments from the formulation of plans to the analysis of results. These documents are addressed to practitioners, must be scholarly in presentation, and are selectively available through the Educational Resources Information Center or the School Practices Information File.

INSTRUCTIONAL PROCESS AND MATERIALS

Participants begin the doctoral program with a four - day instructional sequence called Practicum Research. The first three instructional days are scheduled on Saturdays, roughly one month apart, and the fourth Saturday is scheduled approximately four months after the start of the program. A series of written assignments, designed to culminate in a practicum proposal, accompanies the Practicum Research sequence.

Upon completion of the four written assignments, participants engage in a Preliminary Inquiry (PI) about the topic to be pursued in their first practicum. This is a telephone conference with a practicum advisor. Upon approval of the practicum topic, participants prepare a formal proposal, which is evaluated by the practicum advisor prior to taking the planned action.

Materials of instruction utilized throughout the practicum program component start with the Practicums Manual, a set of descriptive and explanatory publications, and related samples of actual practicum proposals and final report elements. Video and audio tapes are used by participants to supplement the written and spoken communications exchanged during the orientation experience. All telephone conferences are routinely tape recorded, with the knowledge of all involved, and cassettes are mailed to participants for study and review. Exercises in the critical analysis of representative practicum documents and the preparation of proposal parts are assigned within the progression of instructional events. Such activities are also used at the Practicum Workshop often associated with the annual Summer

Institute - Education U.S.A. Materials used in most of the study areas are directly applicable to practicum work. Text and exercises in the Appraising Leadership in Education area are particularly relevant to practicum planning. The Evaluation and Research study areas also contribute importantly to understandings crucial to successful practicum execution.

Participants are expected to complete the practicum during the second year of program activity. Following demonstration of a verified educational improvement in this first significant problem-solving effort, they are then encouraged to begin work on their proposal for the Major Applied Research Project (MARP). The final practicum (MARP) is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings.

The Summer Institute

The final element in the instructional program, Education U.S.A. (the summer institute), is a way of providing a national perspective for participants - one of the major goals of the program.

Summer institutes are held for seven days each summer and provide a national forum for the program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters - a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.

The themes and activities of the meeting change from year to year, but procedures for maximum participant participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of national clusters or task groups. The kind and level of interests experienced through this involvement enhance the evaluation functions of summer institutes and provide Nova staff with a compendium of participant views and attitudes.

A prominent feature of each institute program is the awarding of the School Improvement Award. Conferred in recognition of outstanding achievement during the previous year in serving the educational needs of children and the professional needs of staff members by means of a practicum project, this honor has been bestowed since July 1986 in remembrance of former practicum advisor, Dr. Kathleen Cooper Wright.

Practicum faculty members make an initial selection of the three or more practicums that most effectively reflect the goals of the program's practicum component. Criteria for this selection include power of the practicum design, quality of reporting, and educational significance of the work.

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Designation of the award winner from among the finalists is made by a panel of noteworthy persons with no direct responsibilities for program operations. These judges are chosen each year to provide a national perspective and professional viewpoints that will assure the validity of the award decision.

Each Nova participant must attend two summer institutes during his or her involvement in the program. Attendance at all sessions and residence at the summer institute site are required. Participants are responsible for their own travel and living expenses but there is no fee for the summer institute. Summer institutes are held in South Florida, Washington, D.C., and in the Western States.
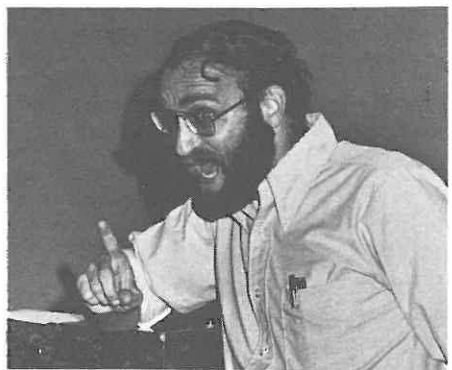
Instructional and Research Materials

ELIZABETH POLINER
Director, Information Retrieval Service

Since this is a field-based program, traditional campus-based library facilities must be supplemented by additional, special resources.` While students generally have ready access to local community, university, or school system libraries, additional resources have been developed specifically for the field-based students of the National Ed. D. Program for Educational Leaders. These resources include the following:

• **AN INFORMATION RETRIEVAL SERVICE (IRS)**, that houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 265,000 documents and is growing at the rate of about 1,500 documents per month. Using widely available printed indexes or computer searches, participants may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 58,000 documents on microfiche.

The IRS has computer access to ERIC and more than 200 other databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which IRS has access contain more than 100 million records. The IRS does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

Another database to which the IRS has access is the School Practices Information File (SPIF). This database contains references to documentation on validated school practices. Programs cited in SPIF are submitted by universities, state departments of education, and other education agencies. Selected practicum

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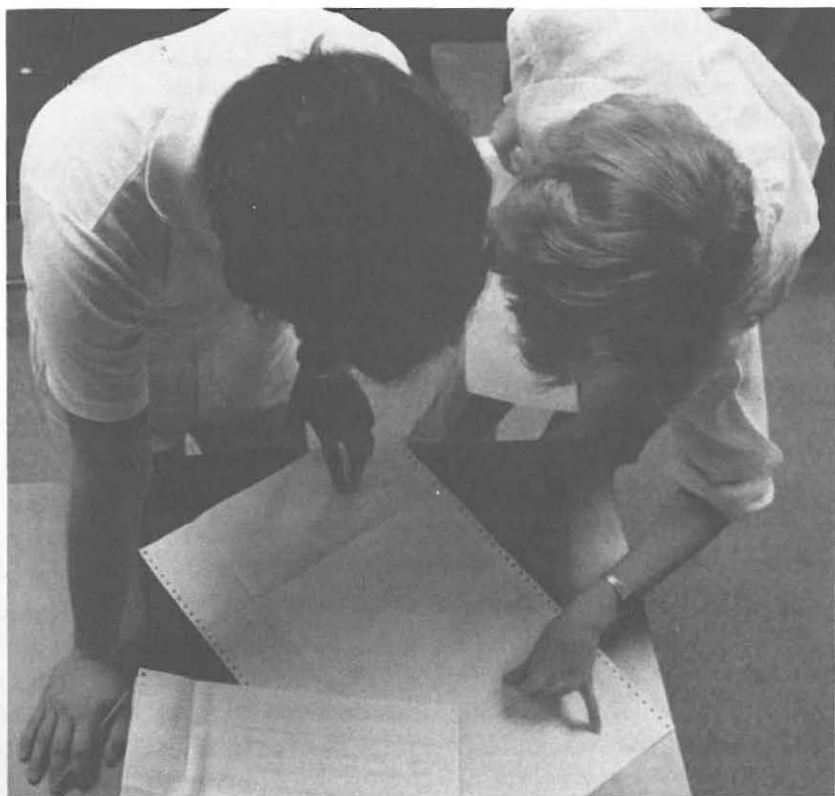
reports submitted by participants in the National Ed. D. Program for Educational Leaders are included in SPIF.

The IRS also may retrieve information from SpecialNet, a special education telecommunications system, and NEXIS, a system that allows access to newspapers, magazines, and wire services.

• **A LIBRARY** of books and other materials relevant to each study area is supplied to each cluster (see list).

• **MICROFICHE** copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are available to each participant. The Thesaurus of ERIC Descriptors is provided for each cluster. The Practicums Manual, previously referred to, is given to each participant.

• **A FINANCIAL ALLOTMENT** to each cluster can be used to purchase any kind of supplementary materials deemed necessary by the group.

• A STUDY GUIDE for each of the eight study areas is provided at no additional cost to each participant. Each guide has been written by a senior national lecturer. Each guide provides participants with the resources needed to gain access to the burgeoning literature within the disciplines and the behavioral sciences. It also provides contextual resources for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments in the field. Over a period of time the lecturers have developed several distinct approaches to the study guides, depending on the subject. For example, in the case of the Education Policy Systems Study Guide, large amounts of substantive knowledge, theory, concepts, and research are synthesized into an introduction to the discipline. In the case of the Appraising Leadership in Education Study Guide, a process by which participants assess their leadership skills is provided. The program includes specific substantive information, exercises, and procedures for self-evaluation. It also includes provisions for the development of self-improvement planning and implementation. The Finance Study Guide makes extensive use of the professional literature because of the dynamic nature of the subject matter.

STUDY GUIDES

Study Area	Author	Revised/Reprinted
Appraising Leadership in Education	Allan B. Ellis	1984
Curriculum Development	Louis J. Rubin	1984
Education Policy Systems	Laurence Iannaccone	1987
Evaluation	Michael Scriven	1982
School Finance and Budgeting	James W. Guthrie	1987
Management and Supervision	Harvey B. Scribner	1987
Research for Improving the Schools	Emil S. Haller	1987
Resource Management: Utilizing Resources for Improving Education	Mario D. Fantini	1984

Study Materials - by study area, provided to each cluster

Academic Year 1987-88

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Bliss, Edwin, **GETTING THINGS DONE**, New York: Bantam Books, 1976.

Heider, John, **THE TAO OF LEADERSHIP: LAO TZU'S TE CHING ADAPTED FOR A NEW AGE,** Atlanta: Humanics Limited, 1985.

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Lakein, Allan, **HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE,** New York: New American Library, 1973.

Levinson, Harry and Stuart Rosenthal, **CEO: CORPORATE LEADERSHIP IN ACTION,** New York: Basic Books, 1984.

Love, Sidney F., **MASTERY AND MANAGEMENT OF TIME,** Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1978.

McConkey, Dale, **NO NONSENSE DELEGATION,** New York: American Management Association.

McKenzie, Alex, **TIME TRAP,** New York: McGraw-Hill Publishers, 1975.

Schwartz, David J., **THE MAGIC OF THINKING BIG,** New York: Cornerstone Library, 1965.

Strunk, William and E.B. White, **ELEMENTS OF STYLE,** New York: McMillan Publishing Co., 1979.

Viscott, David, **RISKING,** New York: Simon and Schuster Publishers, 1977.

Williamson, John (ED.), **THE LEADER MANAGER,** Eden Prairie, Minn.: Williamson Learning Corporation, 1984.

CURRICULUM DEVELOPMENT

Brubaker, Dale L., **CURRICULUM PLANNING: THE DYNAMICS OF THEORY AND PRACTICE,** Glenview, Illinois: Scott, Foresman, 1982.

Eisner, Elliot W., **THE EDUCATIONAL IMAGINATION,** New York: McMillan Publishers, 1979.

Glathorn, Allan, **CURRICULUM RENEWAL,** Alexandria, Va.: ASCP, 1987.

Goodlad, John I., **A PLACE CALLED SCHOOL: PROSPECTS FOR THE FUTURE,** New York: McGraw Hill Publishers, 1984.

Rubin, Louis J., **ARTISTRY IN TEACHING,** New York: Random House, 1985.

Rubin, Louis J., **CURRICULUM HANDBOOK,** Boston: Allyn and Bacon, 1977.

Walker & Soltis, **CURRICULUM AND AIMS,** City College Press, 1986.

EDUCATION POLICY SYSTEMS

Dahl, Robert, **WHO GOVERNS?,** New Haven Connecticut and London: Yale University Press, 1974.

Edelman, Murray, **THE SYMBOLIC USES OF POLITICS,** Urbana, Illinois: University of Illinois Press, 1967.

Iannaccone, Laurence and Peter J. Cistone, **THE POLITICS OF EDUCATION,** Eugene, Oregon: Eric Clearinghouse on Educational Management, University of Oregon Press, 1974.

MacIver, R.M., **WEB OF GOVERNMENT,** New York: McMillan Publishers, 1965.

Schattschneider, E.E., **THE SEMI-SOVEREIGN PEOPLE,** New York: Holt, Rinehardt, and Winston Publishers, 1961.

Tyack, D.B., **THE ONE BEST SYSTEM,** Cambridge, Massachusetts: Harvard University Press, 1974.

Wirt, Frederick M., and Michael W. Kirst, **SCHOOLS IN CONFLICT,** Berkeley, California: McCutcheon Publishing Corporation, 1982.

RESEARCH FOR IMPROVING THE SCHOOLS

Borg, W. R., **APPLYING EDUCATIONAL RESEARCH: A PRACTICAL GUIDE FOR TEACHERS** (Second Edition), New York: Longman Publishers, 1987.

Goodlad, John I., **A PLACE CALLED SCHOOL: PROSPECTS FOR THE FUTURE,** New York: McGraw Hill Publishers, 1984.

RESOURCE MANAGEMENT FOR IMPROVING EDUCATION

Averch, Harvey, **HOW EFFECTIVE IS SCHOOLING?, A CRITICAL REVIEW OF RESEARCH,** Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.

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Blanchard, Kenneth and Paul Hersey, **MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES,** 4th Edition, Englewood Cliffs, New Jersey: Prentice Hall, 1982.

Blanchard, Kenneth, and Spencer, Johnson, **THE ONE MINUTE MANAGER,** New York: William Morrow and Company, Inc., 1982.

Cremin, Lawrence, **PUBLIC EDUCATION,** New York: Basic Books, Inc., 1976.

Group for Environmental Education, Inc., **YELLOW PAGES OF LEARNING,** Cambridge, Massachusetts: Groups for Environmental Education, 1973.

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Alkin, M.C., **A GUIDE FOR EVALUATION DECISION MAKERS,** Beverly Hills, Calif.: Sage Publications, 1985.

Andrews, Hans, **EVALUATING FOR EXCELLENCE,** Stillwater, Ok: New Forums, 1985.

Committee to Develop Standards for Educational and Psychological Testing, **STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING,** Washington, D.C.: American Psychological Association, 1985.

Cooley, W. W. and W. E. Bickel, **DECISION-ORIENTED EDUCATIONAL RESEARCH,** Boston: Kluwer - Nikhoff, 1985.

Glass, G. V. and K. Hopkins, **STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY,** Englewood Cliffs, New Jersey: Prentice Hall, 1975.

Joint Committee/Standard/Education, **STANDARDS FOR EVALUATIONS OF EDUCATIONAL PROGRAMS, PROJECTS AND MATERIALS,** New York: McGraw-Hill, 1981.

Madaus, G. F., M. Scriven, and D. L. Stufflebeam, **EVALUATION MODELS: VIEWPOINTS ON EDUCATIONAL AND HUMAN SERVICES EVALUATION,** Boston: L. Kluwer - Nikhoff, 1983.

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Rossi, P. H., and H. E. Freeman, **STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING,** Beverly Hills, Calif.: Sage Publications, 1985.

Sandefur, G. D., H. E. Freeman, and P. H. Rossi, **THE WORKBOOK FOR EVALUATION: A SYSTEMATIC APPROACH,** Beverly Hills, Calif.: Sage Publications, 1986.

Stufflebeam, D. L. and A. J. Shinkfield, **SYSTEMATIC EVALUATION: A SELF - INSTRUCTIONAL GUIDE TO THEORY AND PRACTICE,** Boston: Kluwer - Nikhoff, 1984.

Thorndike, Robert and E.P. Hagen, **MEASUREMENT AND EVALUATION IN PSYCHOLOGY AND EDUCATION,** New York: John Wiley and Sons Publishers, 1969.

SCHOOL FINANCE AND BUDGETING

Benson, Charles S., **THE ECONOMICS OF EDUCATION** (Third Edition), Boston: Houghton Mifflin Publishers, 1978.

Garms, Walter I., and James W. Guthrie, **SCHOOL FINANCE: THE ECONOMICS AND POLITICS OF PUBLIC EDUCATION,** Englewood Cliffs, New Jersey: Prentice Hall, 1978.

Guthrie, James W., and Rodney J.Reed, **EDUCATIONAL ADMINISTRATION AND POLICY: EFFECTIVE LEADERSHIP FOR AMERICAN EDUCATION,** Englewood Cliffs, New Jersey: Prentice Hall, 1986.

Hentschke, Guilbert C., **SCHOOL BUSINESS ADMINISTRATION: A COMPARATIVE PERSPECTIVE,** Berkeley, Calif.: McCutchan Publishers Corporation.

MANAGEMENT AND SUPERVISION

Carnegie, Council, **GIVING YOUTH A BETTER CHANCE,** San Francisco: Jossey Bass Publishers, 1979.

Dunn, R., and K.J. Dunn, **ADMINISTRATORS' GUIDE TO NEW PROGRAMS FOR FACULTY MANAGEMENT AND EVALUATION,** West Nyack, New York: Parker Publishers, 1979.

Harrington, Michael, **THE OTHER AMERICA,** Pelican Books, revised edition, 1971.

Hoy, Wayne K. and Patrick B. Forsyth, **EFFECTIVE SUPERVISION: THEORY INTO PRACTICE,** New York: Random House (1st Edition), 1986.

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Hoy, Wayne K. and Cecil G. Miskel, **EDUCATIONAL ADMINISTRATION THEORY AND PRACTICE,** New York: Random House, 1982.

Report by the Study Commission on Undergraduate Education and the Education of Teachers, **TEACHER EDUCATION IN THE UNITED STATES: THE RESPONSIBILITY GAP,** Lincoln, Nebraska: University of Nebraska Press, 1976.

Admissions

REQUIREMENTS FOR ENROLLMENT

Participants with intellectual ability and a penchant for action are sought for the National Ed. D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program. Accordingly, admission to the program requires a master's degree from a regionally accredited institution, current employment in an administrative position, administrative certification (where appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Program Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. An application fee is also required.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule.

The formation of a cluster is determined by interest expressed within a limited geographical area. A minimum of twenty qualified admitted candidates is required to start a cluster.

Application materials and other information may be obtained from the Director, National Ed. D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7365.

CREDITS AND CERTIFICATION

The Nova Educational Leaders program is intended for "incumbent school administrators" and, consequently, requires that certification appropriate to one's present administrative position be achieved prior to admission. Because certification requirements vary so greatly for each administrative position in each state, the program does not guarantee that accomplishment of a doctorate from an accredited university will fully satisfy the certification requirements for any specific position.

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Credits

Each study area carries three semester hours of credit. Each term of practicum work and each Summer Institute carries three hours of credit.

Upon completion of the program, each graduate will have earned the following credits:

Study Areas	24 hours	(eight 3-hour study areas)
Summer Institutes	6 hours	(two 3-hour institutes)
Practicum	36 hours	(minimum)
Practicum Research	6 - 12 credits	
Practicum	6 - 12 credits	
Major Applied Research Project	12 - 24 credits	

Sixty-six hours are required for graduation.

For a cluster beginning in the fall, the following is a typical schedule.

	Fall	Winter
Study Area	None	ELA
Practicum	Practicum Research 1*	Practicum Research 2*
Credits	3	6

	Spring	Summer
Study Area	Research	Summer Institute
Practicum	Practicum Research 3	Practicum Research 4 or Practicum**
Credits	6	6

*Credit awarded after completing both PR 1 and PR 2.
**Credit awarded after completing the Practicum.

TRANSFER OF CREDITS

Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a very restrictive credit transfer policy. Participants are encouraged to experience the total program. Consequently, no provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing, except consideration will be given for granting up to six hours credit in postmaster's work earned within the past ten years for the same or equivalent courses.

Academic Requirements

GRADUATION REQUIREMENTS AND GRADING SYSTEM

To graduate a participant must (1) satisfy the expectations of the senior national lecturer in each of the eight study areas, (2) satisfy the expectations of the practicum advisory staff in each of the required practicums (or their equivalents) and be given a pass grade for each practicum report; (3) attend and actively participate in two summer institutes; and (4) meet all financial obligations to the University.

A pass/no pass grading system is used in evaluation of participants' work in both practicums and study areas. Every study area and every practicum must receive a pass grade in order for a participant to graduate.

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.

The program is designed to require three calendar years beyond the master's degree. Many students require some time in a fourth year to complete their work.

All participants must complete the program within a maximum of four calendar years from the cluster start date. In some circumstances participants may successfully appeal for a six-month extension following termination at the conclusion of the fourth year. Four years and six months is the maximum time available to complete the program and earn the Ed. D. degree.

Rationale For Program Time Limits Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with current conditions. No substitute measures currently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the school. In fact, the average age of Nova candidates at the time of admission for this degree is 42.

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50, some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided (at reduced charges) to make possible degree completion for those who have had personal or program problems during the first three years.

The central difference between this program and the traditional programs is its focus. Here, the candidates are required to improve themselves on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. The tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted-for-efforts within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned from the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule both on their jobs and in the program.

Rules of Conduct and Academic Responsibility

The cannons of intellectual freedom and responsible scholarship that have evolved since the middle ages are as essential to the vitality of Nova University as they are to any other university, whatever its degree of innovativeness. The prescriptions related to participation in an academic community stem from the historic function of the university to develop, preserve, and share knowledge. Because Nova shares this historic purpose, it insists upon personal and intellectual freedom for its students and faculty.

Nova University demands that work of students and faculty reflect customary standards of academic integrity. Specifically, it requires that work submitted by students be original work and that appropriate attribution be provided when work is not original. The University reserves the right to terminate students involved in fraudulent academic procedures. For example, cheating, plagiarism, and submitting the work of another as one's own are grounds for dismissal.

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Cost

The program is designed to be completed in three years. The tuition fee of $3,900. per year (October, 1987) must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is $800 per three-month term.

TUITION PAYMENT PLAN Participants may pay their tuition in one single payment of $3,900 before the cluster start date (plus an initial application fee of $50.00 the first year only), thereby avoiding $45.00 in service charges, or payments can be made in four installments over the year as follows:

First Payment	$	30.00	non-refundable application fee to be submitted with application
Second Payment		975.00	tuition
		15.00	registration fee
	$	1020.00	to be paid at registration
Third Payment	$	975.00	tuition
		15.00	registration fee
	$	990.00	to be paid at registration
Fourth Payment	$	975.00	tuition
		15.00	registration fee
	$	990.00	to be paid at registration

FINANCIAL AID AND STUDENT LOANS Nova University participates in several programs designed to assist participants in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Planning and Resources (305-475-7411).

COSTS OTHER THAN TUITION Attendance at two summer institutes is required for graduation. While there is no fee for the summer institute, participants must pay their own transportation and living expenses associated with attendance at the summer institute.

A $30 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

In addition, participants should expect to purchase sufficient books and learning resources to assure that when they complete the program they possess a good professional library.

LATE FEES AND REINSTATEMENT FEES All payments must be consummated according to this schedule presented above. 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 participant may be dropped from the program. If reinstatement is desired, an additional fee of $100 must be paid.

REFUNDS If participants have not notified the registrar - in writing- of their withdrawal before the first official meeting, they will be liable for the first tuition payment. On the other hand, participants notifying the registrar, in writing, before the first meeting of the cluster, of their intent to withdraw, will receive a full refund less the application fee.

Persons paying the total annual tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdraw before the due date of the second payment, $2925 refund; withdrawal before the due date of the third payment, $1950 refund; withdrawal before the date of the fourth payment, $975 refund.

If an application is rejected, the applicant will be refunded all monies except the $50 application fee.

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A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the comptroller, the registrar, and a representative of the president of the University.

FOURTH YEAR FEES. Tuition beyond the third year of the program is $800 per three-month term.

TRANSCRIPT FEES. The first transcript after graduation is provided free of charge. Subsequent transcripts cost $3.00, payable in advance. Requests for transcripts must be made in writing to the Admissions Office.

Program Re-entry

Participants in this program occasionally encounter personal or professional situations that make it impossible for them to complete the program within the time permitted. The catalogue of traumatic events related to spouses, children, one's self or one's school setting need not be related here. However, when these circumstances do occur, a humane response is called for, one that does not weaken the quality control or performance expectation of the program.

Participants terminated from the program have one opportunity to petition to re-enter no sooner than one calendar year following the date of their termination (or withdrawal). In such instances, a review of the petitioner's entire file within the program is undertaken by the Executive Committee and a decision reached about conditions (time allowed and tasks to be completed) under which re-entry might be granted. Re-entry provisions are designed to accommodate participants unable to handle the program demands at a point-in-time. Re-entry is not granted to participants simply unable to perform the requirements of the program. The decision of the Executive Committee regarding re-entry petitioners is final and may not be appealed.

Complete information about procedures for filing a re-enty petition and guidelines for granting of petitions are available from the program office. Requests must be made in writing and should be addressed to the Office of the Director.

Alumni Association

Nova University has an active Alumni Association that is a division of the Office of University Relations and Development. The association is organized on three levels - local, state, and national - that work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communications between graduates and the University. The Office of University Relations and Development also offers a credentials file service. Additional information can be obtained from the Office of University Relations and Development, Nova University.

TERMINATION - Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. While status reports are prepared for participants for purposes of information and evaluation each academic year, there are three periods in which participants' work is reviewed and a formal decision made about their continuing in the program. First, after twelve months in the program each participant's work is reviewed. If the quality and quantity of work produced make it reasonable to expect that continued performance on the same level will result in graduation, the participant will be continued. If the quality and quantity of work produced leads to the conclusion that the participant is unlikely to be able to complete the program, he or she will be terminated. Participants terminated at the end of twelve months may appeal for reinstatement (please see discussion of appeals below).

The second point at which participant performance is formally reviewed and a judgment made about continuation or termination is at the end of three calendar years in the program. At this point, participants are expected to have completed the study areas, practicum research, and the practicum; to have attended at least one Summer Institute; and, have secured approval on the proposal for the Major Applied Research Project.

At the conclusion of the fourth calendar year in the program a third review is conducted. Participants expecting to complete the program within six months may, upon request, be granted a one-time, six-month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given an additional six months, are terminated. They may appeal, as discussed below.

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Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure (see above) is automatically terminated.

Finally, the program reserves the right to terminate any participants, at any time, if it becomes obvious that they are not able to satisfy the intellectual requirements or if their academic behavior is reprehensible (e.g., cheating, plagiarism).

Appeals Process Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination. (They may not appeal for a time extension beyond the four year and six month maximum, however.)

The general form of the appeal process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The Appeals Panel meets at regularly scheduled intervals and when necessary, interim meetings are scheduled.

All pertinent materials, including correspondence of the applicant setting forth his or her case, are made available to the Appeals Panel, which may seek further information from the participant or staff. Each member of the panel submits an independent report to the director after examining all the evidence; the director's decision is based on these independent reports.

The University regards the appeal process as the final administrative procedure for resolving grievance within the academic program. It is a mandatory step in the grievance procedure.

Progress Records for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period. A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned credit hours for all courses completed and/or attempted.

Biographical Information

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ADRIENNE M. GARCIA   JAMES W. GUTHRIE   EMIL J. HALLER

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IN REMEMBRANCE

The National Ed.D. Program for Educational Leaders has been operating long enough now that it has lost the services of some key people through their deaths. Five persons who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition.

DR. ROBERT W. BLANCHARD served as Superintendent of Schools in Portland, Oregon. He served as a member of the program's Advisory Board from its first meeting in 1972 until his death. He consistently urged the University administrators to hold to the course chosen and to resist arbitrary demands of the states that would divert the program from its mission.

DR. JAMES B. MACDONALD began service as a National Lecturer in the Curriculum study area in 1972 and continued, despite a long illness, until his death in November, 1983. Through his teaching Dr. Macdonald challenged all Nova participants to build careers rooted in integrity.

DR. DAVID MINAR began work with Nova participants as a National Lecturer in the Policy study area in 1972. He died having provided inspiration and insight to his Political Science students at Northwestern, to scholars throughout the Nation, and to several hundred school administrators in the Nova program.

DR. MARK SHEDD served as a member of the Advisory Board for six years. He joined the Board in 1981 while serving as Commissioner of Education in Connecticut. After assuming a professorship at the University of Southern Maine, he continued to provide advice and counsel to the program. His contribution was substantial and his wisdom will be missed.

DR. KATHLEEN WRIGHT joined the practicum faculty in July, 1981. Until her death in August, 1985, she challenged several hundred students to their best efforts and inspired her advisor colleagues to the highest pedagogical standards. To all her Nova friends she exemplified fair play and steadiness toward the educational goal in all her professional contacts.

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NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS ADVISORY BOARD

The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The Board provides advice about curriculum, policies and procedures, program development, and representation of the program to the education community. The Advisory Board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.

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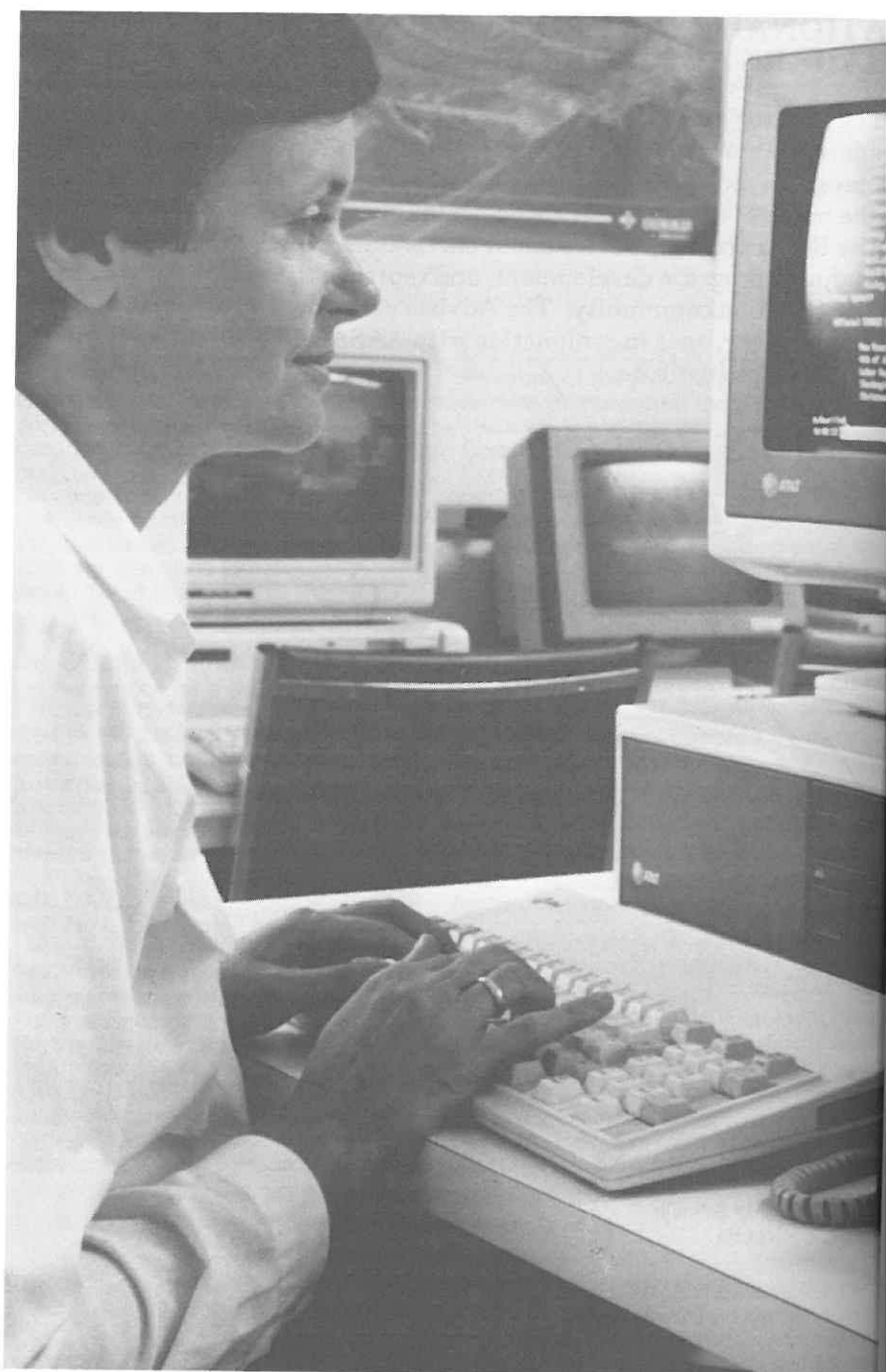
Computer-Based Graduate Programs in Computer Education

SECTION I: INTRODUCTION

Background and Mission

The first doctoral degree in computer education, the doctor of education in computer education (Ed.D.), was established in 1984 at Nova University as an advanced training opportunity for those completing the master of science degree in computer education that had been established in 1979 at Nova University. It has since evolved to serve all computer literate educators and trainers regardless of the major in their master's program. The purpose of the doctoral program is to provide graduates with effective leadership capabilities to help improve the field of education through the effective use of modern technology. In January, 1986, the master of science (M.S.) and the educational specialist (Ed.S.) degrees in computer-based learning were introduced. These programs were designed for practitioners working in an educational or training setting where the use of high technology could improve the teaching/learning process.

Effective educators with some experience in the use of computers at university, college, or K-12 levels, as well as trainers in government and business, are eligible to apply for these opportunities to become skilled in the use of telecommunications, software design, and the use of research and theory in educational applications. Participation in the programs is open to qualified individuals who have access to Tymnet.

The Cohort Concept

The Ed.D., Ed.S., and M.S. computer-based degree programs are delivered online to students organized as "cohorts" or groups of learners. There are two new cohorts (i.e., groups of students from across the country) formed each year for the doctoral and educational specialist programs; one cohort begins each January; the second cohort starts in July. The same format is used in the M.S. degree for the CAP and CED specialties only. Individuals are expected to apply and begin their online introductory work in the program as soon as they have been interviewed and formally accepted into the program. This may be up to five months before the official starting date for their cohort. Students in the AE and EE specialties of the master's program begin their online, introductory work on an individual basis as soon as their applications are reviewed and approved for admission. They officially begin their master's program by attending an initial orientation weekend meeting -- offered at various locations and times.

International Students

Students from other countries generally find their online costs to be significantly higher than those of students within the U.S. They also find it to be rather expensive and difficult to attend both the winter and summer institutes. Therefore, it is possible for such students to belong to both a regular cohort and to the International Cohort. These students do not have to attend the winter institute. Instead, they spend the entire month of July and part of August on campus in full-time work on the program. Although most of their time is spent online and in the library on campus working independently or in small groups, there are some group meetings and other meetings held with the program staff and faculty. The goal for their work during July is to complete as much of their online work for the next year as possible. This should mean that they can limit their overseas online connect time to about one hour per week or less. Students also must go through an introduction to their winter term courses while on campus in July so they are able to maintain normal progress in the program.

If a non-U.S. international student attends full time on the main campus, then the following requirements must be satisfied.

In most cases non-U.S. international students are required to obtain a student (F-1) Visa or an Exchange Visitor (J-1) Visa. Students are not permitted to study in the United States on a Visitor (B-2) Visa.

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All international students must submit the following documentation along with their completed application and application fee.

1. All secondary school and college level transcripts. Transcripts must be in official English language translation (this applies to transcripts that are not already in English). Students must have the equivalent of an American high school diploma.

2. In order to obtain an I-20 (application for F-1 Visa) or an IAP-66 (application for J-1 Visa) students must submit a letter from a financial institution indicating the amount of money available. The minimum amount is determined by the budget prepared by the Nova University Office of Student Financial Planning and Resources. A notarized letter from a sponsor is required if the student is sponsored by a public or private organization or an individual. The financial guarantee must include provisions for any dependents who will be residing in the United States with the student.

3. Students who required an IAP-66 must purchase medical insurance. The student must contact the international student advisor for further information concerning insurance.

After all of the above information has been received an I-20 or IAP-66 form will be sent to the student along with an acceptance letter.

All international students whose language is not English, must take the Nova University Intensive English Exam. Failure to achieve satisfactory scores on the Intensive English Exam will require additional study in the Intensive Language Program.

Note: International students who reside in the United States must attend institutes on the main campus. A separate brochure is available with additional information on the International Cohort concept.

Program Overview

There are three different computer-based graduate degrees offered in the area of computer education:

The doctor of education (Ed.D.) in computer education

The educational specialist (Ed.S.) in computer-based learning

The master of science (M.S.) in computer-based learning (A compressed, combination M.S./Ed.D. program is also available to selected students who hold only the bachelor's degree.)

Applicants must hold a master's degree from a regionally accredited institution to enter either the Ed.D. or the Ed.S. program and a bachelor's degree to enter the M.S. program. All programs use the same electronic communication process and a similar approach to assignments and practicums. They all include face-to-face meetings through intensive one-week institutes in Florida. At these one-week (i.e., 6 to 9 days) formal institutes, students participate in a variety of activities such as presentations; informal interactions; lectures, discussions, and institute activities in two new study areas; and completion of proctored exams. This event brings together students from all cohorts and all geographic locations served by the program. Emphasis at the institutes is on the key issues in the various study areas and in the ger ral field of computer education. Students are required to provide their own food, lodging, and travel expenses for these institutes.

The most salient aspects of this field-based approach are the extensive use of computer-based telecommunications supplemented by the intensive summer and winter institutes. As practitioners, students are required to apply their newly acquired knowledge and competencies to the test of reality through direct application within their own work environments. The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional graduate programs, the ability to perform as an outstanding practitioner is assumed to be a consequence of earning the degree. In these three programs at Nova University, it is a condition for earning the degree.

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Information Retrieval Service

Students are required to conduct an electronic literature search for each of their practicums. The Information Retrieval Service (IRS) was designed to provide Nova students with an opportunity to acquire resources that might not otherwise be available to them. Its function is to supply students with some of the resources (e.g., computer searches, ERIC microfiche, and consultation services) needed for planning practicums. The result of a computer search is a printout that contains the full bibliographic citation of all documents and journal articles related to the requested search. The computer printout amounts to an annotated bibliography. Using the data in the printout, students can locate complete copies of desired materials.

Communication Process

ELECTRONIC TOOLS

The program facilitates the design and application of information systems based on emerging technologies in computers and telecommunications. It enables students to develop programs and instructional systems using them in their own work environments to take full advantage of the latest in software tools, telecommunications, and hardware design. For this reason the program has been designed to operate in a UNIX* operating system environment. The UNIX operating system has expanded into most fields of computer usage, from university mainframe environments to office computers and personal microcomputers. Using modems with their personal computers, students can connect to Nova's computers by calling local phone numbers.

Students who do not live in a normal Tymnet access location within the continental United States will have to pay a toll or service charge to reach their nearest local Tymnet number. Student tuition includes up to 100 hours of connect time on Nova's computer for each student each year. If they wish, students may also purchase additional hours of connect time. The UNIX system includes numerous software tools in a command interpreter called the "Shell." The Shell enables students to communicate online with professors and with other students about projects and problems. This is accomplished through communication utilities in the Shell called "mail," "write," and "talk." These utilities enable students: to "mail" documents to their professors; to ask questions of their instructors or other students; and to receive bulletins concerning the program.

* UNIX is a trademark of AT&T Technologies and Bell Laboratories

Written Assignments and the Practicum Archive

Each study area includes a variety of assignments and activities to complete locally. Most of these written assignments are then entered online.

Practicums are applied research projects designed to promote solutions to current problems in the students' institutions or their professional field through the application of microcomputers and/or telecommunications.

Students are required to satisfactorily complete practicums that address significant problems in their own organizations. These projects are reviewed and corrected; comments are then sent back to the student's home directory to be read, reacted to by the student, and then filed.

Study Areas

Each degree program includes the completion of specified formal study areas. Each of these study areas, directed by a senior national lecturer, introduces students to the topic through a printed study guide and structured online and offline activities. Students meet with the national faculty at the institute sessions. Assignments and questions are submitted electronically to the faculty. Exams for the study areas are administered at the institute meetings.

SECTION II: DEGREES OFFERED

There are three graduate degrees in computer education currently available through the electronic delivery system: 1) the doctor of education in computer education; 2) the educational specialist degree in computer-based learning; and 3) the master of science degree in computer-based learning. Each of these degree programs is briefly described in the following sections. There are also several versions of these programs being developed for those with specific needs; e.g., a four-year combination master's/doctorate program in computer education, a postdoctorate program in computer education, and a non-credit certificate program. If you are interested, contact the Center for the Advancement of Education for current information on these programs.

The Doctor of Education in Computer Education Degree (Ed.D.)

The five major components in this program are: 1) the eight online study areas, 2) two 1-week institutes each year, 3) the professional experience project (PEP), 4) three practicums, and 5) a comprehensive synthesis of the students' three years' work. Students are expected to declare an area of specialization within the program topics by the beginning of their second year.

STUDY AREAS

There are eight study areas in the Ed.D./CED program. Students begin one or two of these study areas at the institutes and then have four months to complete them.

PROGRAMMING PROFICIENCY

It is the responsibility of each doctoral student, during the first two years of the program, to acquire--outside the program--and to be able to demonstrate competency in advanced BASIC and introductory Pascal programming. This must be completed prior to registering for Study Area #7 (Advanced Structured Programming) in the student's third year.

INSTITUTES

All doctoral cohorts meet together twice a year for three years; Ed.S. and M.S. students meet for three consecutive institutes (i.e., two summer and one winter or two winter and one summer). Winter institutes are held at the site of the Florida Instructional Computing Conference (in Orlando, Florida) in January or February for six days. This involves missing four days from the home position. Summer institutes are held on the Nova University main campus in middle to late July for a period of nine days (including two weekends). Doctoral students must attend a total of six institutes.

Study areas begin approximately one month prior to each institute and conclude at the following institute. Proctored exams are administered at the institute. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PROFESSIONAL EXPERIENCE PROJECT (PEP)

Each doctoral student must plan, have approved, and complete during the three-year program an individual professional growth and dissemination experience project. It must contain the equivalent of participation at two annual conferences (including presentations and service to the profession) of major professional associations related to computer-based learning and a variety of other activities designed to encourage the student to grow professionally. The plan will be updated prior to each institute and submitted as a synthesis report at the sixth institute. The final report will also contain a log of activities completed at each of the six institutes.

PRACTICUMS

Doctoral students must successfully complete three practicums. The third practicum is a major practicum; it is of broader scope and has greater impact than the first two practicums.

COMPREHENSIVE SYNTHESIS

Upon completion of the student's final study area, a set of comprehensive review questions will be electronically mailed to the student to answer. These questions will require the student to synthesize key concepts and skills acquired during the three-year program from all study areas, practicums, and the PEP with a strong emphasis on the student's area of specialization (modules of expertise and practicums). An online defense will be conducted using the "electronic classroom" (ECR)* utility on the UNIX operating system.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the service fee, new students usually spend one to five months becoming familiar with the techniques of electronic telecommunications. All new students are allotted sufficient online time during the familiarization period to learn how to use their equipment to communicate electronically. They then begin formal coursework with their cohort in the instructional sequence specified for their degree.

* ECR was developed by Don Joslyn of Nova University in 1987.

The Doctor of Education Degree in Computer Education Curriculum Sequence

FIRST YEAR

TERM 1

STUDY AREA #1 Digital Computers and Telecommunications

CED 7710 - DIGITAL COMPUTERS IN EDUCATION (3 credits)

CED 7712 - APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING (3 credits)

STUDY AREA #2 Educational Research and Evaluation

CED 7721 - EDUCATIONAL RESEARCH AND EVALUATION (3 Credits)

CED 7722 - APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION (3 credits)

TERM 2

STUDY AREA #3 Learning Theory and Computer-Based Learning (CBL)

CED 7735 - LEARNING THEORIES (3 credits)

CED 7736 - CURRICULUM DESIGN AND COMPUTER-BASED LEARNING (3 credits)

PRACTICUM #1

CED 7701 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN EDUCATION (6 credits)

SUMMER INSTITUTE #1
One week in July in Florida

WINTER INSTITUTE #2
One week in January in Florida

SECOND YEAR

TERM 3

STUDY AREA #4 Database Management Systems
CED 7745 - FUNDAMENTALS OF DATABASE SYSTEMS (3 credits)

CED 7746 - APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)

STUDY AREA #5 Courseware
CED 7755 - COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (3 credits)

CED 7756 - APPLICATIONS OF SOFTWARE AND COURSEWARE DESIGN PRINCIPLES (3 credits)

TERM 4

STUDY AREA #6 Intelligent Instructional Systems
CED 7765 - INTRODUCTION TO SYSTEMS ANALYSIS AND PROBLEM SOLVING (3 credits)

CED 7766 - ARTIFICIAL INTELLIGENCE SYSTEMS (3 credits)

PRACTICUM #2

CED 7702 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN THE PROBLEM-SOLVING PROCESS (6 credits)

SUMMER INSTITUTE #3
One week in July in Florida

WINTER INSTITUTE #4
One week in January in Florida

THIRD YEAR

TERM 5

STUDY AREA #7a Advanced Structured Programming
CED 7775 - ADVANCED PASCAL (3 credits)

STUDY AREA #8 Management and Leadership in the Use of Technology

CED 7785 - MANAGEMENT
TECHNIQUES (3 credits)

CED 7786 - LEADERSHIP IN
EDUCATION AND TRAINING
(3 credits)

MAJOR PRACTICUM #3

CED 7704 - MAJOR PRACTICUM PROPOSAL (6 credits)

TERM 6

STUDY AREA #7b Advanced Structured Programming
CED 7776 - THE "C" PROGRAMMING LANGUAGE (3 credits)

MAJOR PRACTICUM #3

CED 7705 - MAJOR PRACTICUM REPORT: (TITLE) (6 credits)

SUMMER INSTITUTE #5
One week in July in Florida

WINTER INSTITUTE #6
One week in January in Florida

The Educational Specialist Degree in Computer-Based Learning

The four major components in the Ed.S. program are: 1) three online study areas (6 credits each), 2) four three-credit courses in the specialty area, 3) three one-week institutes during the program and 4) completion of a formal practicum.

COURSES AND STUDY AREAS

There are three study areas and four separate courses in the Ed.S. program. Each study area consists of two three-credit courses. Students also select a specialty area consisting of four three-credit courses. There are two specialities in the computer education area: adult education and electronic education. Students may also select a specialty in information resources management, information systems, or training and learning offered by the Center for Computer-Based Learning. Students begin their orientation to the UNIX system as soon as they are accepted into the program. After completing the orientation, they may begin informal work on the first study area. At the institute, they are formally registered in both the first and second study areas; they then have four months to complete both areas. The Ed.S. students are incorporated into the equivalent doctoral cohort for the first year of their program and they meet many of the same requirements that the doctoral students meet during their first year.

This process is repeated at their second institute six months later. However, during their second six-months in the Ed.S. program, students take only one study area while they complete their practicum activity. During the second institute, Ed.S. students will also begin work on the first two courses in the four-course specialty area that they will select at this time.

INSTITUTES

All educational specialist students meet at a formal week-long institute every six months for the year and one-half of the program. Each student must attend three institutes during the eighteen-month program. Depending upon when the student begins the program, this means attending two summer and one winter institute or two winter and one summer institute. The winter institute is held at the site of the Florida Instructional Computing Conference (in Orlando, Florida) in January or February for 6 days. This usually involves missing four days of work. The summer institute is held on the Nova University main

campus in middle to late July for a period of 9 days (including two weekends). Study areas begin approximately one month prior to each institute and include an exam at the institute. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

Ed.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the home setting.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the service fee, new Ed.S. students usually spend one to five months becoming familiar with the techniques of electronic telecommunications. Each new student is allotted sufficient online time during the familiarization period to learn how to use their equipment to communicate electronically. They then begin formal coursework with their cohort in the instructional sequence specified for the Ed.S. degree.

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The Educational Specialist Degree in Computer-Based Learning Curriculum Sequence

FIRST YEAR
(24 semester hours)

TERM 1

STUDY AREA #1 Digital Computers and Telecommunications

CED 7710 - DIGITAL COMPUTERS IN EDUCATION (3 credits)

CED 7712 - APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING (3 credits)

STUDY AREA #2
Educational Research and Evaluation

CED 7721 - EDUCATIONAL RESEARCH AND EVALUATION (3 Credits)

CED 7722 - APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION (3 credits)

TERM 2

ACTIVITY #3 Practicum #1
CED 7701 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN (K-12 or Adult) EDUCATION (6 credits)

STUDY AREA #4 Database Management Systems

CED 7745 - FUNDAMENTALS OF DATABASE MANAGEMENT SYSTEMS (3 credits)

CED 7746 - APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)

SUMMER INSTITUTE #1
One week in July in Florida

WINTER INSTITUTE #2
One week in January in Florida

The Educational Specialist Degree in Computer-Based Learning Curriculum Sequence

SECOND YEAR
(12 semester hours)

TERM 3

All computer education Ed.S. students will also take four 3-credit courses in their specialty area as listed below:

ADULT EDUCATION (AE) SPECIALTY
Students employed in higher education or adult education will take the following four 3-credit courses:

#1 - CED 728   Programming Microcomputers in Pascal
#2 - CED 729   Advanced Programming of Microcomputers in Pascal
#3 - CED 730   Data Structures
#4 - CED 5575   Specialized Project in Adult Education

ELECTRONIC EDUCATION (EE) SPECIALTY
Students employed in K-12 settings and majoring in electronic education will take the following four 3-credit courses:

#1 - CED 728   Programming Microcomputers in Pascal
#2 - CED 729   Advanced Programming of Microcomputers in Pascal
#3 - CED 730   Data Structures
#4 - CED 5574   Specialized Project in the K-12 Setting

INSTITUTE #3
One week in Florida in January or July

The Master of Science Degree in Computer-Based Learning (CBL)

The master of science degree with a major in computer-based learning is offered by the Center for the Advancement of Education (CAE) in cooperation with the Center for Computer-Based Learning and offers a choice of four specialties:

1) Computer Applications (CAP)   3) Adult Education (AE)
2) Computer Education (CED)   4) Electronic Education (EE)

The first two specialties, CAP and CED consist of: 1) three 9-credit "modules" of courses plus a single three-credit course; 2) a six-credit practicum experience; and 3) three week-long institutes in Florida during the eighteen-month program. CED specialty students may elect to take the GEM (Saturday or summer) CED III module to replace module 3 in this program; CAP specialty students may take the GEM CAP module to replace their module 4 in this program.

COMPUTER APPLICATIONS AND COMPUTER EDUCATION SPECIALTIES

The program for the first two specialties includes three modules consisting of three courses each. Modules 1 (Telecommunications) and 2 (Computers in Education) are taken by students in both the CAP and the CED option. Module 3 (Structured Programming) is taken by students in the CED option; module 4 (Applications) is taken by those in the CAP option. Students begin their orientation to the UNIX system as soon as they are accepted into the program. After completing the orientation, they begin informal work on their first module. Students in these two options officially begin their modules at the next institute.

INSTITUTES

Master's students meet together at formal week-long institutes. Students in these two options meet every six months in a similar institute. Each student must attend a total of three institutes during the eighteen-month program. The summer institute is held on Nova University's main campus in middle to late July for a period of nine days. The winter institute is held at the site of the Florida Instructional Computing Conference (in Orlando,Florida),

in January or February for six days. This usually involves missing four days of work. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

M.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the student's work setting.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the tuition, new M.S. students in the CAP and CED specialties begin their online, orientation. Students purchase their online time in packets of 20 hours; they learn to use their time online wisely and to do much of their work offline on their own computers for later uploading.

In both of these specialty areas, students will enroll in two modules (18 credits), take a single course, and begin their practicum activity during their first year in the program.

The Master of Science Degree in Computer-Based Learning (CBL) Curriculum Sequence

Computer Applications and Computer Education Options

FIRST YEAR
(24 semester hours)

TERM #1:

CBL MODULE 1 - TELECOMMUNICATIONS (9 credits)
3 credits: CED 5511 Digital Computers, Operating Systems, and Telecommunications
3 credits: CED 5512 Computer Applications in Education
3 credits: CED 5513 Structured Programming with High Level Procedural Languages

SINGLE COURSE
3 credits: CED 5514 Software Quality Assurance

INSTITUTE #1
One week institute (summer on main campus; winter in Orlando)

TERM #2:

CBL MODULE 2 - COMPUTERS IN EDUCATION (9 credits)
3 credits: CED 5515 Databases in Education
3 credits: CED 5516 Instructional Theory and Design
3 credits: CED 5517 Computer Assisted Instruction

SINGLE COURSE
3 credits: CBL 5509 Practicum in Computer-Based Learning: Proposal

INSTITUTE #2
One week institute (summer on main campus; winter in Orlando)

SECOND YEAR
(12 semester hours)

TERM #3:
CED Specialty students take Module 3:
CBL MODULE 3 - STRUCTURED PROGRAMMING (9 credits)
3 credits: CED 728 Programming Microcomputers in Pascal
3 credits: CED 729 Advanced Programming of Microcomputers
             in Pascal
3 credits: CED 730 Data Structures

CAP Specialty students take Module 4:
CBL MODULE 4 - COMPUTER APPLICATIONS (9 credits)
3 credits: BED 500 Word Processing with Microcomputers
3 credits: CED 521 Computer Assisted Instruction: Courseware
             Version
3 credits: CED 721 Administrative Applications of
             Microcomputers

SINGLE COURSE
3 credits: CBL 5510 Practicum in Computer-Based Learning:
             Implementation

INSTITUTE #3
One week institute (summer on main campus; winter in Orlando)

12 credits
TOTAL = 36 semester hours + 3 institutes

ADULT EDUCATION AND ELECTRONIC EDUCATION
SPECIALTY OPTIONS

The second two specialties, AE and EE, consist of four major components: 1) eight 3-credit, core courses; 2) two 3-credit courses in the specialty area; 3) two 1-week summer institutes in Florida during the eighteen-month program; and 4) completion of a formal practicum.

COURSES

There are eight separate online common core courses in the M.S. program in these two specialities. Students in these two specialty areas take the common core during their first year. Students then pursue their specialty area consisting of two 3-credit courses and a six-credit practicum in their specialty. They may follow one of the two options offered by CAE (i.e., Adult Education or Electronic Education) or they may select a specialty offered by the Center for Computer-Based Learning (i.e., Information Resources Management, Information Systems, or Training and Learning).

Students begin their orientation to the UNIX system as soon as they are accepted into one of these specialities. After completing the orientation, they then begin formal work on their first course. As soon as one course is completed, students begin work on their next course. When appropriate, they will be enrolled in two courses simultaneously.

INSTITUTES

All master's students meet together at a formal week-long summer institute on campus after they begin the program. They meet again a year later in an additional institute. Each student in these options must attend a total of two institutes during the eighteen-month program. The summer institutes are held on Nova University's main campus in middle to late July for one week. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

M.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the student's work setting.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the tuition, new M.S. students begin their formal, online, coursework. Students purchase their online time in packets of 20 hours; they learn to use their online time wisely and to do much of their work off line on their own computers for later uploading.

Regardless of the specialty selected, students will take a core of eight courses during their first year in the program. They will then complete their specialty area by taking their two specialty area courses and completing an action-research practicum. The core courses and the courses in these two specialties are listed below:

The Master of Science Degree in Computer-Based Learning (CBL)

Adult Education and Electronic Education Options

FIRST YEAR
(24 semester hours)

MASTER'S CORE COURSES:

3 credits:	#1 CBL 5501	An Introduction to Digital Computers and Telecommunications
3 credits:	#2 CBL 5502	Online Information Systems
3 credits:	#3 CBL 5503	Statistics, Measurement, and Quality Control
3 credits:	#4 CBL 5505	Database Management Systems
3 credits:	#5 CBL 5507	Theory of Human Factors
3 credits:	#6 CBL 5508	Systems Analysis and Design
3 credits:	#7 CBL 5511	Strategic Management, Leadership, and Finance
3 credits:	#8 CBL 5512	Case Analyses

24 credits in year one

All computer-based master's students then take the four courses listed in their specialty area. These are the same specialties and courses offered for Ed.S. students:

ADULT EDUCATION (AE) SPECIALTY
Students employed in colleges or universities (higher education) or in adult education will take the following four courses:

3 credits:	#9 CED 5572	Introduction to Structured Programming in Pascal
3 credits:	#10 CED 5573	Advanced Computer Programming in Pascal
3 credits:	#11 AE 5509	Practicum Proposal in CED for Adult Education
3 credits:	#12 AE 5510	Practicum Report in CED for Adult Education

ELECTRONIC EDUCATION (EE) SPECIALTY

Students employed in K-12 settings and involved in the use of computers in teaching or administration will take the following four 3-credit courses:

3 credits:	#9 CED 5572	Introduction to Structured Programming in Pascal
3 credits:	#10 CED 5573	Advanced Computer Programming in Pascal
3 credits:	#11 EE 5509	Practicum Proposal in CED in the K-12 Setting
3 credits:	#12 EE 5510	Practicum Report in CED in the K-12 setting

SECTION III: ADMINISTRATIVE INFORMATION

Admissions

Since the programs are designed for professionals in education and training, the following entry requirements must be satisfied by each applicant:

DOCTORAL OR EDUCATIONAL SPECIALIST DEGREE APPLICANTS

1. A master's degree from an accredited university; however, a bachelor's degree is appropriate if applying for the four-year combination Ed.D./M.S. program.
2. At least one year of professional experience in education or training;
3. Sufficient computer literacy to select and use microcomputer software in an educational setting and to describe the purposes of programming languages including the presentation of oral arguments that the applicant has an aptitude for learning programming independently;
4. Completion of a portfolio with appropriate work experience, credentials, and original written materials that demonstrate effective communication skills;
5. Three letters of recommendation;
6. An application form with the application fee and transcripts of all prior graduate work;
7. Demonstration of effective oral communication skills through a formal oral interview;
8. For the doctorate, a description of how proficiency in advanced BASIC programming (through random file handling) and introductory Pascal programming will be accomplished prior to taking Advanced Structured Programming (Study Area #7) at the start of the third year in this program.

The Admissions Committee will make final decisions concerning admissions. Following formal acceptance, students will submit the service fee. They will then receive their user code and introductory UNIX materials so they can have sufficient online experience prior to their initial cohort meeting at the institute. About six weeks prior to each institute, students will submit a registration form and a quarterly tuition payment.

They will then be added to the course rolls and the instructional materials will be sent to them. This usually includes a study guide, information on text purchases and assignments, plus a videotape (1/2inch VHS) with an orientation by the senior national faculty member.

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MASTER OF SCIENCE DEGREE APPLICANTS

Applicants must meet the following requirements to begin the master of science in computer-based learning program:

1. A bachelor's degree from an accredited college or university;
2. At least one year of professional experience in education or training;
3. Sufficient computer literacy to select and use microcomputer software in an educational setting and to describe the purposes of programming languages including the presentation of oral arguments that the applicant has an aptitude for learning programming independently;
4. Completion of a portfolio with appropriate work experience, credentials, and original written materials that demonstrate effective communication skills;
5. Three letters of recommendation;
6. An application form with the application fee and transcripts of all prior college courses.

STANDARDS OF PROGRESS FOR VA STUDENTS

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 ("B" Grade) each evaluation period (e.g. term, semester, quarter). He/she also must meet any skill or technical requirements of his/her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the State Approving Agency for Veterans Training. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

PROGRAM PUBLICITY

Unless students notify the program office in writing, their names, addresses, and phone numbers may be shared with current and prospective students for recruitment and/or program publicity purposes.

Fees and Tuition

DOCTORAL AND EDUCATIONAL SPECIALIST DEGREES

The application must be accompanied by a $30 check made payable to Nova University. This is a one-time nonrefundable Ed.S. or doctoral application fee. Also, there is a nonrefundable service fee of $350 due upon acceptance into the program. The service fee is valid only during the term in which it is paid. If the student does not begin the program during that term, an additional service fee must be paid to extend acceptance into the next term. If the service fee is not paid within one year of the interview, a new interview will be required and a $100 reinterview fee will be charged. The tuition for the current year is $4,000 plus a $50 registration fee for each six-month term. A service fee is also paid each year of the program. If quarterly payments are selected, each payment is $1025. A registration fee of $25 is included in each payment. A $50 late fee is assessed on each payment received after the due date.

Doctoral students who must continue beyond three years, and educational specialist students going beyond two years, go into continuing services. Students in continuing services may extend for a six-month period at an additional charge of one-half of the then-current tuition. A second six-month extension may also be requested. Students may receive a third six-month extension with the permission of the student affairs committee. The fee is the same regardless of how much of the six-month period is used to complete the program. The full payment for each extension must be paid at the beginning of the extension.

Online hours during the extensions are purchased separately in packages of twenty hours each at the then-current hourly charge. If Ed.S. students submit equivalent experiences for evaluation, there is a charge of $50/credit awarded up to the maximum of three credits. If a student withdraws and is later accepted back into the program, a readmission fee that is equivalent to the then-current service fee must be paid. Graduation fees and cap and gown rentals are paid during the final year. Tuition and fees are subject to change. Up to 100 hours of computer time are provided

for each of the three years of the doctoral program. One hundred hours are alloted for the first year of the Ed.S. program and 50 hours for the second year. These hours are not cumulative. Additional hours are billed at the then-current rate. The hours for online operation are between 7 P.M. and 6 A.M. (local time) on weekdays and all day on weekends.

Students must purchase their own textbooks and cover the cost of their own lodging, meals, registration, and travel expenses for the institute sessions.

Annual costs for the program vary with each individual but the following breakdown of typical expenses may serve as a planning guide:

•Application fee	$ 30	(one time)
•Annual service fee	350	/year
•Annual tuition	4,000	/year
•Registration and service fees	100	/year
•Books and materials	350	/year
•Excess online charges; approx. $10 per hour for online time <u>over</u> the 100 hours alloted	250	/year
•Institute travel, meals, rooms, etc.	2,000	/year
Total estimate for first year	$7,080	

Potential Additional Expenses:

•Computer equipment and modem if not currently owned: $1,000 to $5,000.

•If access to your Tymnet node is not a local call, additional toll charges for your 125 hrs./year online may run $5 to $15/hr. (usually higher outside the United States).

MASTER OF SCIENCE DEGREE APPLICANTS

The application must be accompanied by a $30 check made payable to Nova University. This is a one-time nonrefundable M.S. application fee. Tuition currently is $3,200/year for 1 1/2 years; this is $134.00 per credit. There is a $15 registration fee for each three-month term. A partial scholarship of $16 per credit is available for qualified educators selecting the CAP or CED options only. Students must also purchase computer time in packets of 20 hours. Currently, a twenty-hour packet costs $140. The cost includes both time on the Nova mainframe and the cost of Tymnet, even if Tymnet is not used. If students cannot access a Tymnet node via a local number, they must pay their own toll

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access charges to the nearest net location. A late fee is assessed on each payment received after the due date. Master's students going beyond two years go into continuing services.

Students in continuing services may extend for a 6-month period at an additional charge of one-half of the then-current tuition. A second 6-month extension may also be requested. Students may receive a third six-month extension with the permission of the student affairs committee. The fee is the same regardless of how much of the six-month period is used to complete the program. The full payment for each extension must be paid at the beginning of the extension. Online charges during the extensions are purchased separately in packages of twenty hours each at the then-current hourly charge. If students submit equivalent experiences for evaluation, there is a charge of $50 per credit awarded up to the maximum of three credits. Graduation fees and cap and gown rentals are paid during the final year. Tuition and fees are subject to change.

The hours for online access are between 7 P.M. and 6 A.M. (local time) on weekdays and all day on weekends. There are five holidays during the year when access is available all day: Labor Day, Thanksgiving Day, Christmas Day, New Years Day, and the Fourth of July.

Students must purchase their own textbooks and cover the cost of their own lodging, meals, and travel expenses for the summer sessions.

Annual costs for the program vary with each individual but the following breakdown of typical expenses may serve as a planning guide:

• Application fee	$ 30	(one time)
• Annual tuition	3,200	/year
• Registration and service fees	60	/year
• Books and materials	250	/year
• Online charges	900	/year
• Institute travel, meals, rooms, etc.	1,000	/year
Total estimate for first year	$ 5,440	

Potential Additional Expenses:

•Computer equipment and modem if not currently owned: $1,000 to $5,000.

•If access to your Tymnet node is not a local call, additional toll charges may run $5 to $15/hr. (usually higher from outside the United States).

Refunds

DOCTORATE AND EDUCATIONAL SPECIALIST DEGREE

Students who have paid tuition before the start of the first study area must notify the CED office in writing of their intent to withdraw from the program before the first online session is scheduled. They will be entitled to a full refund of all monies paid, with the exception of the $30 nonrefundable application and the $350 service fee. If an official withdrawal letter is received during the first month of any quarter, the student will be entitled to a credit for two-thirds of the tuition paid for that quarter. If the withdrawal occurs during the second month of the quarter, students will receive credit for one-third of that quarter's tuition. If written notice of withdrawal is received after the second month, refund credit will not be given. Students are responsible for continuing tuition payments until the official withdrawal is received by the program office. If an application is rejected, the applicant will be refunded all monies paid except the nonrefundable application fee.

MASTER OF SCIENCE DEGREE

Students who use no online time but who have paid tuition and notify the Program Office of their intention to withdraw from the program prior to the beginning of a new term, will be entitled to a full refund of all monies paid, with the exception of the $30 nonrefundable application fee. Students who withdraw prior to the end of the third week after a new term begins will be entitled to a 60% refund of tuition. Refund credit will not be given after the end of the third week of a new term. In regard to refund of online fees, the adjustment will depend upon on the hours used. If an applicant is rejected, all monies will be refunded except the nonrefundable $30 application fee. Tuition may be paid by check, Mastercard, American Express, Choice, or Visa. Please call Accounts Receivable at 305/475-7614 for further information.

Veterans' Benefits

Nova University academic programs are approved by the Coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' education benefits. The Office of the Registrar, 305/475-7413, will assist veterans in applying for benefits.

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Financial Aid

Information on Financial Aid and Student Loans can be obtained from our office of Student Financial Planning and Resources, 305/475-7411.

Progress Records

Nova University maintains up-to-date progress records on each student. Each V.A. student will be provided with a grade/progress report at the end of every term. A copy of each report will be placed in the student's permanent file maintained by the University.

The Center for the Advancement of Education maintains up-to-date progress records on each student with a working transcript which shows current status of grades and earned semester hours for all courses completed and/or attempted. Working transcripts show courses in which the student is currently enrolled.

Grading Systems

DOCTORATE AND EDUCATIONAL SPECIALIST DEGREE

Grades of PASS or NO PASS are assigned for each course and practicum. A "pass" is equivalent to a minimum of a letter grade of "B." A withdrawal ("W") is assigned if the student officially withdraws from the course (in writing) prior to the exam. If the student has made sufficient effort to complete a course but has encountered extenuating circumstances, he/she may request an incomplete grade ("I") from the instructor. If approved, the instructor will set the time limit (1 to 6 months) for the student to complete the course before the grade must become a "P" or an "NP." Course grades are assigned by the faculty responsible for each course, and practicum grades are recommended by the practicum evaluator and assigned by the director of practicums. Students receiving a grade of NO PASS in a course or on a practicum will be placed on academic probation until the course has been retaken and passed. Students who receive two NO PASS grades (courses and/or practicums) will be terminated from the program. Readmission following academic dismissal is not possible in this program.

MASTER OF SCIENCE DEGREE PROGRAM

Each course and practicum will be graded on a traditional
letter grade basis with an "A" equivalent to a GPA of 4.0. The
"expected" grade for meeting criteria will be a "B"; only excep-
tional work will receive a grade of "A." "W" and "I" grades may be
assigned as described above.

MASTER OF SCIENCE GRADING POLICY

Each course and practicum will be graded on a traditional letter
grade. The following grading scale is used:
    A = 4.0
    B = 3.0
    C = 2.0
    F = 0
A withdrawal (W) is assigned if the student officially withdraws
from the course (in writing) prior to the exam. If the student has
made sufficient effort to complete a course but has encountered
extenuating circumstances, he/she may request an incomplete
grade (I) from the instructor. If approved, the instructor will set
the time limit of up to 6 months for the student to complete the
course.

Transfer Credit

DOCTOR OF EDUCATION IN COMPUTER
EDUCATION DEGREE

No provisions are made for credit for life experiences or other
forms of advanced standing except that consideration will be
given for the granting of up to six semester hours of credit in
postmaster's work earned within the past ten years from an
accredited institution for the same or equivalent coursework.
There is no tuition credit for courses transferred into the program.

EDUCATIONAL SPECIALIST DEGREE

Consideration will be given for the granting of up to six
semester hours of credit in postmaster's work earned within the
past ten years from an accredited institution for the same or
equivalent coursework. There is no tuition credit for courses
transferred into the program.

Equivalent Experience:
   Up to three hours of credit may be granted for skills acquired in non-academic, graduate settings if the student can demonstrate these skills at the level required in this program. A fee is charged for such evaluation and there is no tuition credit for equivalent experience credits granted. At least 27 credits must be completed through Nova University for this degree.

Applicability of Credits toward the CBL Doctoral Programs:
Students in the Ed.S. program will gain a thorough background in the fundamentals that will be needed for doctoral work in this area. They will have completed some closely related experiences in certain study areas and they should be able to design alternative coursework in certain areas of the computer- based doctoral program that will allow them to accelerate their work in the CED doctorate. M.S. courses will not transfer into the Ed.D./CED doctoral program. When Ed.S. courses are identical with the Ed.D./CED program, they may be transferred directly into the doctoral program. At least 24 of the Ed.S. credits (i.e., the Ed.S. core courses) are directly from the Ed.D. program and, thus may be utilized in the Nova Ed.D.in CED program.

MASTER OF SCIENCE DEGREE PROGRAM

   Up to six hours of prior graduate work may be transferred into the degree program if the content was similar to the work required in this program and it was offered at the same or higher academic level. These credits must be from an accredited insti- tution and be less than ten years old, and the student must have received a grade of "B" or better. Master's level courses will not transfer into the Ed.D./CED doctoral program.

TIME LIMIT

   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 of discretion of each academic program.

Graduation Requirements

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

DOCTOR OF EDUCATION IN COMPUTER EDUCATION DEGREE

1. Complete the eight study areas successfully (six semester hours each for a total of 48 semester hours),

2   Demonstrate proficiency in advanced BASIC and introductory Pascal programming,

3. Participate in the six required summer/winter institutes and submit a log of activities at each institute,

4. Complete the professional experience project (PEP) and report,

5. Pass two practicums (six semester hours each for a total of 12 semester hours) including at least one that incorporates a formal research design,

6. Successfully complete the major practicum proposal and the final project (six semester hours each for a total of 12 semester hours) including the oral presentation and online defense,

7. Pass a comprehensive synthesis and review of the major concepts and skills acquired during the entire program,

8. Be current in all tuition and fees.

Total credit for the entire program is 72 semester hours. All requirements must be completed within four years from the date of enrollment into the program. An additional six months may be approved upon petition.

EDUCATIONAL SPECIALIST DEGREE

1. Complete the three study areas successfully (six semester hours each for a total of 18 semester hours),

2. Complete the four courses in the selected specialty area (three credits each for a total of 12 credits),

3. Pass one practicum (six semester hours),

4. Participate in the three required summer/winter institutes,

5. Be current in all tuition and fees.

Total credit for the entire program is 36 semester hours. All requirements must be completed within two years from the date of enrollment into the program. An additional six months may be approved upon petition.

MASTER OF SCIENCE DEGREE

1. Complete the eight core courses (3 credits each for a total of 24 credits),*

2. Complete the two courses in the selected specialty area (three credits each for a total of 6 credits),

3. Complete one practicum successfully (six semester hours),

4. Participate in the three** required summer/winter institutes,

5. Be current in all tuition and fees.

Total credit for the entire program is 36 semester hours. All requirements must be completed within two years from the date of enrollment into the program. An additional six months may be approved upon petition.

*Three modules of 9 credits each plus one 3-credit course required in the CAP and CED specialties.
**Two institutes required in the AE & EE specialties.

SECTION IV: COURSE DESCRIPTIONS

MASTER OF SCIENCE DEGREE COURSES

BED 500 -- WORD PROCESSING WITH MICROCOMPUTERS
(3 credits)
Electronic technology can increase the efficiency of the
preparation of written documents of all types from business
letters to books. In this course, the student will examine critically
the state-of-the-art microcomputer as word processor, along with
the most advanced word processing software. Upon completion of
the course, the successful student should be an intelligent selector
and component user of this technology and will be prepared to
evaluate and reduce it to practice.

CBL 5501 -- AN INTRODUCTION TO DIGITAL COMPUTERS
AND TELECOMMUNICATIONS (3 credits)
The student is required to demonstrate mastery of key concepts
and rules pertaining to the use of digital computers and the UNIX
operating system. Topics include: UNIX tools, data
communications, uploading and downloading files, text
formatting with nroff, text editing with ex, vi, and sed. Students
learn to apply applications packages that run under the UNIX
system.

CBL 5502 -- ONLINE INFORMATION SYSTEMS (3 credits)
Topics include computer-based information telecommunications
networks such as DIALOG (ERIC), etc. Other topics include:
teleconferencing, video-disc technology, and the electronic office.
Key concepts of the telecommunications industry are presented.
Online work is provided in UNIX network applications (uucp, TIP,
Usenet, kermit protocols, and also in DIALOG search and
retrieval simulations).

CBL 5503 -- STATISTICS, MEASUREMENT, AND QUALITY
CONTROL (3 credits)
Course content includes the various sampling techniques,
descriptive statistics, non-parametric statistics, inferential
statistics, survey construction, evaluation methodologies,
quality control techniques, and the application of computer
statistical packages to problems.

CBL 5504 -- INSTRUCTIONAL THEORY AND DESIGN FOR
COMPUTER-BASED LEARNING (3 credits)
The major theories of instructional design are presented. Topics
include human problem solving, job analysis, feasibility studies,
evaluation of instructional systems, research in media and
instruction, and strategies for change in organizations.
Instructional systems tools in the UNIX operating system are
explored and applications are made to educational settings.

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CBL 5505 -- DATABASE MANAGEMENT SYSTEMS (3 credits)
The Ingres relation DBMS is used to assist students in the
development of databases for use in professional settings. Topics
include database concepts, data dictionaries, data directories,
query languages, database administration, management of data,
menu design, and database planning.

CBL 5507 -- THE THEORY OF HUMAN FACTORS (3 credits)
Course content includes the principles of psychology applied to
computer-based education and training; ergonomic of computer
environments; learning theory in training and adult education;
visual dimensions; instrumentation for human factors design;
design rules; human limitations and capabilities in design; and,
design teams.

CBL 5508 -- SYSTEMS ANALYSIS AND DESIGN (3 credits)
The principles of systems analysis and design are presented and
include the analysis of complex situations, problem analysis, and
model building; the design process and the implementation of an
operational system from its logical design; artificial intelligence
and the application of expert systems; and, model building
(simulation, optimization, and scheduling).

CBL 5511 -- STRATEGIC MANAGEMENT, LEADERSHIP AND
          FINANCE (3 credits)
Presented in this course, to provide opportunities for students to
demonstrate skills in the management of work organization, are
methods of strategic management; strategic planning, portfolio
analysis, strategy formulation, leadership, and strategies for
changing structure. Concepts in finance include budgeting, cost
studies, financial ratio analysis, and funds flow.

CBL 5512 -- CASE ANALYSES (3 credits)
Cases from the Harvard Business School Case Service are used by
students to develop creative approaches to training program
design. Emphasis is placed on designing alternative systems
through the use of the following methodologies: brainwriting,
cross-impact analysis, critiques of science fiction stories, and
scenario writing. Computer conferences are used to promote
discussion. An online (searchable) database of cases prepared by
students serves as a learning resource in this course.

CED 521 -- COMPUTER ASSISTED INSTRUCTION,
          COURSEWARE VERSION (3 credits)
This course traces the theoretical foundations of CAI from its
origin on large time-shared systems through to the modern
setting. Students will use packaged courseware and software to

learn to prepare interactive CAI instruction sequences. The role
of microelectronics in present and future directions of CAI will be
covered to broaden the student's understanding of the potential
for CAI.

CED 721 -- ADMINISTRATIVE APPLICATIONS OF
            MICROCOMPUTERS (3 credits)
In this course, students will examine the evolving role of
microcomputers in educational administration. Applications
range from wordprocessing to budget preparation.

CED 728 -- PROGRAMMING MICROCOMPUTERS IN PASCAL
            (3 credits)
This is an applied course in a structured language. It is especially
useful to students who wish to write software for broad
distribution.

CED 729 -- ADVANCED PROGRAMMING OF
            MICROCOMPUTERS IN PASCAL (3 credits)
In this advanced course in Pascal programming, USCD Pascal,
Turbo Pascal, or similar versions will be used to enable students to
prepare software for a variety of microcomputers.
Prerequisite: CED 728

CED 730 -- DATA STRUCTURES (3 credits)
Using their knowledge of advanced structured programming,
students will be able to distinguish between local and global
identifiers; constants and variables; numeric, character, and
logical data; numeric data types; abstract data types (arrays,
strings, trees, stacks, queues, etc.); and linked and contiguous
data structures.

CED 5511 -- DIGITAL COMPUTERS, OPERATING SYSTEMS,
             AND TELECOMMUNICATIONS
             (3 credits)
After exploring various operating systems, students will use the
UNIX operating system and online telecommunications to
demonstrate mastery of the key concepts and rules for the use of
digital computers. Students will compare various online
databases; they will also be required to join and conduct an online
search in one of these databases.

CED 5512 -- COMPUTER APPLICATIONS IN EDUCATION
             (3 credits)
Students will examine and be able to identify the common
educational and societal applications of software in the areas of;
word processing, spreadsheets, databases, telecommunications,
net working, graphics packages, real-time computer systems, and
optical storage systems.

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CED 5513 -- STRUCTURED PROGRAMMING WITH HIGH
             LEVEL PROCEDURAL LANGUAGES (3 credits)
Using high level procedural languages such as PILOT and LOGO,
students will be able to complete, develop, and debug programs
involving sequential execution, conditional statements, iteration,
subroutines, functions, parameters, and recursive procedures.
Students will use internal and external documentation
appropriately in their programs.

CED 5514 -- SOFTWARE EVALUATION (3 credits)
Students will investigate the characteristics and sources of
quality software and appropriate criteria for evaluation and
review of software. Public domain, firmware, shareware, and
freeware software will be examined and the ethical and legal
implications considered. The categories of software and the
appropriate uses for each type throughout the curriculum, as
demonstrated by research and empirical data, will also be
explored.

CED 5515 -- DATABASES IN EDUCATION (3 credits)
Students will be able to describe design philosophies, data diction
aries, and data directories as they apply to database management
systems in general. They will also be able to use and compare
data bases designed for personal computers and for mainframe use
and to choose between hierarchical and relational databases
making recommendations for the appropriate types of databases
for specific situations.

CED 5516 -- INSTRUCTIONAL THEORY AND DESIGN
             (3 credits)
After examining major instructional theories, techniques, models,
and practices as related to the use of technology in instruction and
training, students will be able to design an instructional unit,
with appropriate instructional strategies, based on this
knowledge.

CED 5517 -- COMPUTER ASSISTED INSTRUCTION (3 credits)
Students will examine the components of excellent CAI materials.
They will also compare various authoring systems for the design
of CAI. They will be expected to design a short CAI unit that
incorporates appropriate principles, such as: rules for
documentation, formatting files and directories, menu and screen
design, and the use of graphics, sound, etc.

CED 5571 -- ADMINISTRATIVE AND MANAGEMENT
            APPLICATIONS OF NEW TECHNOLOGY
            (3 credits)
Students will become familiar with administrative and
management techniques. They will examine various
management scenarios to explore ways that new technological
developments can improve the management process.

CED 5572 -- INTRODUCTION TO STRUCTURED
            PROGRAMMING IN PASCAL (3 credits)
Students will develop a systematic approach to problem solving
that will result in a plan that can be coded in the Pascal
programming language.

CED 5573 -- ADVANCED COMPUTER PROGRAMMING IN
            PASCAL (3 credits)
Building on a foundation in structured programming, students
will select an appropriate area for the educational application of
computers. They will then create a usuable Pascal program that
incorporates advanced techniques to meet an identified need.
Prerequisite: CED 728

CED 5574 -- SPECIALIZED PROJECT IN THE K-12 SETTING
            (3 credits)
Working with a faculty mentor, the student will identify a specific
area of the use of high technology in education to investigate in
depth. A complete plan must be approved and the final product
clearly documented and evaluated.

CED 5575 -- SPECIALIZED PROJECT IN ADULT EDUCATION
            (3 credits)
Working with a faculty mentor, the student will identify a specific
area of the use of high technology in education to investigate in
depth. A complete plan must be approved and the final product
clearly documented and evaluated.

PRACTICUMS

AE 5509 -- PRACTICUM PROPOSAL IN CED FOR ADULT
           EDUCATION (3 credits)
Students are required to produce a proposal of publishable quality
on a computer-based learning project in the area of adult
education. Upon approval of their proposal, students will
implement and then be ready to produce the final practicum
report.

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AE 5510 -- PRACTICUM REPORT IN CED FOR ADULT
            EDUCATION (3 credits)
Students are required to produce a final report of publishable
quality on the implementation of their AE project proposed in AE
5509.

EE 5509 -- PRACTICUM PROPOSAL IN CED IN THE K-12
            SETTING (3 credits)
Students are required to produce a proposal of publishable quality
on a computer-based learning project in the K-12 setting. Upon
approval of their proposal, students will implement and then be
ready to produce the final practicum report.

EE 5510-- PRACTICUM REPORT IN CED IN THE K-12
           SETTING (3 credits)
Students are required to produce a final report of publishable
quality on the implementation of their EE project proposed in
EE5509.

CBL 5509 -- PRACTICUM IN COMPUTER-BASED LEARNING:
             PART I (3 credits)
Students are required to produce a proposal of publishable quality
on a computer-based learning project. Upon approval of their
proposal, students will implement and then be ready to produce
the final practicum report.

CBL 5510 -- PRACTICUM IN COMPUTER-BASED LEARNING:
             PART II (3 credits)
Students are required to produce a final report of publishable
quality on the CBL project proposed in CBL 5509.

INSTITUTES

INS 5501 -- MASTER'S INSTITUTE #1 IN COMPUTER-
             BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with
their faculty, staff, advisors, and colleagues to explore discipline
content and to develop a "support network."

INS 5502 -- MASTER'S INSTITUTE #2 IN COMPUTER-
             BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with
their faculty, staff, advisors, and colleagues to explore discipline
content and to develop a "support network."
Prerequisite: INS 5501

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INS 5503 -- MASTER'S INSTITUTE #3 IN COMPUTER-
BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with
their faculty, staff, advisors, and colleagues to explore discipline
content and to develop a "support network."
Prerequisite: INS 5502

DOCTORATE AND EDUCATIONAL
SPECIALIST COURSES

STUDY AREA #1 - DIGITAL COMPUTERS AND
TELECOMMUNICATIONS

CED 7710-- DIGITAL COMPUTERS IN EDUCATION (3 credits)
Students will begin to develop the skills needed to demonstrate
mastery of the key concepts and rules pertaining to the use of
digital computers and the UNIX operating system.

CED 7712-- APPLICATIONS IN TELECOMMUNICATIONS
AND NETWORKING (3 credits)
Expanding on their basic skills within the UNIX operating
system, students will develop advanced competencies in
communications to work with the UNIX environment and to apply
this knowledge to access information in other databases via
telecommunications.

STUDY AREA #2 - EDUCATIONAL RESEARCH
AND EVALUATION

CED 7721-- EDUCATIONAL RESEARCH AND EVALUATION
(3 credits)
Basic statistical concepts and techniques of research design will
be mastered and utilized, including the development of a
potential practicum proposal.

CED 7722-- APPLICATIONS OF EDUCATIONAL RESEARCH
AND EVALUATION (3 credits)
Students will use computer-based research and statistical
resources to apply the basic concepts of research and evaluation to
educational problems.

STUDY AREA #3 - LEARNING THEORY AND COMPUTER-BASED LEARNING

CED 7735-- LEARNING THEORIES (3 credits)
The basic theories of learning, the use of these theories in the management of learning, and the application of learning theory and research to computer-based learning (CBL) constitute the main focus of this course.

CED 7736-- CURRICULUM DESIGN AND COMPUTER-BASED LEARNING (3 credits)
During this course students will explore various curriculum theories and become familiar with common instructional design models. Students will explore the psychology of software design and the relationship of curriculum design to computer-based learning (CBL) so they can create a curriculum project.

STUDY AREA #4 - DATABASE MANAGEMENT SYSTEMS

CED 7745-- FUNDAMENTALS OF DATABASE MANAGEMENT SYSTEMS (3 credits)
Students will become familiar with database management systems, hierarchical and relational models, design philosophies, data dictionaries, and data directories.

CED 7746-- APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)
Each student will be expected to build his or her own database and to utilize it in an appropriate situation selected by the student. The student will identify major issues, problems, and the structure of Management Information Systems (MIS).

STUDY AREA # 5 - COURSEWARE

CED 7755-- COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (3 credits)
This course enables students to explore such topics as principles involved in authoring systems; graphics; documentation design and formatting; packaging and marketing software and courseware for training and educational programs; computer-managed instruction; courseware evaluation and selection guidelines; copyrighting; software development tools; database management techniques in courseware design; and educational applications of videodisc systems.

CED 7756-- APPLICATIONS OF SOFTWARE AND
COURSEWARE DESIGN PRINCIPLES (3 credits)
Students will be required to demonstrate their knowledge of
courseware design principles by designing and implementing a
project in which selected principles may be applied.

STUDY AREA #6 - INTELLIGENT INSTRUCTIONAL SYSTEMS

CED 7765-- INTRODUCTION TO SYSTEMS ANALYSIS AND
PROBLEM SOLVING (3 credits)
By investigating the skills and techniques needed to analyze
computer system design problems, students will become able to
propose alternative problem solving approaches. Development
and design, operations research, cuing analysis, simulation, and
modeling will be included in the topics explored.

CED 7766-- ARTIFICIAL INTELLIGENCE SYSTEMS
(3 credits)
Students will examine the broad applications and classical models
of intelligent computer-assisted instructional (ICAI) systems.
Topics and activities will include expert systems and shells;
analysis and evaluation of ICAI systems; and discussions of
theoretical, philosophical, and pedagogical issues in artificial
intelligence (AI).

STUDY AREA #7 - ADVANCED STRUCTURED PROGRAMMING

CED 7775-- ADVANCED PASCAL (3 credits)
Building on a foundation in structured programming, students
will become proficient in the use of the Pascal programming
language.

CED 7776-- THE "C" PROGRAMMING LANGUAGE (3 credits)
Following structured programming techniques, the "C"
programming language will be used to enable students to develop
original programs and to convert shell scripts into more efficient
"C" programs.

STUDY AREA #8 - MANAGEMENT & LEADERSHIP IN THE USE OF TECHNOLOGY

CED 7785-- MANAGEMENT TECHNIQUES (3 credits)
Students will acquire a basic understanding of administration and management at all levels of organizations. The roles of administrators and teachers and the impact of technology on effective management will be explored. Case studies, readings and discussions on areas such as policy formation, strategic planning, MBO, budgeting, and proposal writing will help provide students with working management tools.

CED 7786-- LEADERSHIP IN EDUCATION AND TRAINING (3 credits)
The importance of organizational health will be explored as students use case studies and readings. Discussions will be used to help students investigate the effective use of committees; the methodology of conflict resolution; and techniques for effective supervision, brainstorming, decision making, consultation, and communication skills. Futuristics and situational leadership models and theories will help develop leadership in the use of technology in educational and training settings.

PRACTICUMS

CED 7701-- PRACTICUM IN THE UTILIZATION OF COMPUTERS IN EDUCATION (6 credits)
A highly structured process to allow students to investigate and attempt to solve an educational problem that is directly related to their area of work. The microcomputer and/or the online system will be utilized in the solution strategy.

CED 7702-- PRACTICUM IN THE UTILIZATION OF COMPUTERS IN THE PROBLEM SOLVING PROCESS (6 credits)
The practicum process will be utilized to identify and solve a problem that is amenable to the use of computers for its solution. There is to be an interaction between the graduate study completed and the working environment of the practicum.

CED 7704-- MAJOR PRACTICUM PROPOSAL (6 credits)
A detailed online proposal describing a potential problem in a professional situation that the student can attempt to solve. The solution must attempt to lead to a significant improvement in educational practices through the utilization of technology. The proposal must adhere to the form and style specified by the current version of the Ed.D. Major Practicum Guidelines. (Prerequisite: CED 7701 and CED 7702)

CED 7705-- MAJOR PRACTICUM REPORT (6 credits) (TITLE)
Implementation of the approved Major Practicum Proposal is to
result in a comprehensive report. The final report is submitted
online so it is "searchable" by others and can add to the base of
knowledge. The final report and/or the proposal must be shared
orally at a program institute with colleagues in the program. The
report format must adhere to the current version of the Ed.D.
Major Practicum Guidelines.

INSTITUTES, COMPREHENSIVE REVIEW, AND PROFESSIONAL EXPERIENCE PROJECT

COM 7701 -- COMPREHENSIVE REVIEW (Required but
                no credit)
Prior to graduation, each doctoral student completes a normal,
written synthesis of the content and skills acquired during the
entire program. A series of review questions are sent to the
student online from the Review Committee. The student
downloads the question and then has 48 hours to prepare complete
answers . The answers are uploaded by the student and reviewed
by the committee. The student is then scheduled to act as the
teacher in an electronic classroom session online with the
committee for questioning and follow-up.

INS 7701 -- DOCTORAL INSTITUTE #1 IN COMPUTER
                EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.

INS 7702 -- DOCTORAL INSTITUTE #2 IN COMPUTER
                EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.
Prerequisite: INS 7701 or INS 5503

INS 7703 -- DOCTORAL INSTITUTE #3 IN COMPUTER
EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.
Prerequisite: INS 7702

INS 7704 -- DOCTORAL INSTITUTE #4 IN COMPUTER
EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.
Prerequisite: INS 7703

INS 7705 -- DOCTORAL INSTITUTE #5 IN COMPUTER
EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.
Prerequisite: INS 7704

INS 7706 -- DOCTORAL INSTITUTE #6 IN COMPUTER
EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week
experience, engage in a variety of professional growth sessions,
classes, and experiences. The building of human connections into
a support network is extremely important during the semester
when students, faculty, and advisors are connected electronically.
A formal log of experiences is to be submitted at the concluding
session.
Prerequisite: INS 7705.

PEP 7701 -- PROFESSIONAL EXPERIENCE PROJECT
(Required but no credit)
At their second institute, doctoral students prepare and submit a
three-year individual, professional growth and dissemination plan
that is designed to help the individual gain expertise in a specific
area of the use of high technology to improve teaching and
learning. The plan is updated prior to each institute during the
student's second and third years in the program. A final written
and oral report is submitted at or prior to the students' last
institute. Included in the final report is a total synthesis of all

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West Chester University
Westchester, PA

LEARNING THEORY AND COMPUTER-BASED LEARNING (CBL)
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Ft. Lauderdale, FL

DATABASE MANAGEMENT SYSTEMS
JACQUES LEVIN, Ph.D.
Nova University
Ft. Lauderdale, FL

COURSEWARE
ELIZABETH HOTH, Ph.D.
Sun Bank
Orlando, FL

INTELLIGENT INSTRUCTIONAL SYSTEMS
MICHAEL MOCCIOLA, Ed.D.
San Francisco State University
San Francisco, CA

ADVANCED PROGRAMMING
BERT NELIN, Ph.D.
Siemens Communications Corporation
Boca Raton, FL

MANAGEMENT AND LEADERSHIP
JETHRO TOOMER, Ph.D.
Florida International University
Miami, FL

DIRECTOR OF PRACTICUMS
MARY ELLEN SAPP, Ph.D.
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NOVA UNIVERSITY LEARNING RESOURCES

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER, for pre-kindergarten through middle school students, is located in The University School building, and for high school students, is located in the Sonken Building. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from pre-school through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed at the Port Everglades site of the Oceanographic Center, contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 920-1909.

The LAW LIBRARY is housed in the Leo Goodwin, Sr., Law Building at 3100 S. W. 9th Avenue, Fort Lauderdale. The library collection, now over 250,000 volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nation's documents. The Law Center also houses a majority of the United States Government documents that are deposited with Nova University.

Learning Technology Laboratory

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

Learning Technology houses a growing library of instructional materials such as 16mm films, videotapes, filmstrips, slide/tape presentations, audio tapes and kits for students and faculty use. Full A/V equipment services are also available through the department.

Computing Facilities

The University Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative need of the University. the central site is located on the main 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.

Nova University Policies Governing Student Relations

General

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

Institutional and Academic Information

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

Financial Aid

Student Financial Aid at Nova University

Nova University offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can reasonably be expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a United States citizen, national or permanent resident; and making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients.

The priority deadline for the 1988/89 academic year is April 1988. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1987/88 is April 1, 1988.

For information on sources of aid and for application forms, please contact:

Nova University
Office of Student Financial Planning and Resources
3301 College Avenue, Parker Building, Room 351
Ft. Lauderdale, Florida 33314
Broward: (305) 475-7410
Dade: (305) 940-6447
Florida Wats: 1-800-432-5021 ext. 7410

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year.

Grievance

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. Students are urged to review the printed document, "Procedures on Student Rights and Grievances," which is available at all University offices.

Veterans' Benefits

All programs described in this bulletin are approved for veteran's training by the Florida Department of Education. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information on the main campus. Telephone (305) 495-7414; Florida Wats 1-800-432-5021, ext. 7414.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, 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.

Educational Records and Privacy

Nova maintains a system of student records that includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing, and other admissions credentials as well as progress records (transcripts) of the student's studies at Nova.

Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released, to whom, and for what purpose.

Nova shall release records or components thereof without the written consent of the student only:

1. for purpose of audit and evaluation of federal and state programs;
2. to authorized representatives of:
    a. the Comptroller General of the United States,
    b. the Secretary of the U.S. Dept. of Education and Commissioner of Education or their deputies;
3. to Nova personnel deemed to have a legitimate educational interest;
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid;
5. to accrediting organizations in carrying out their functions;
6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;
7. to persons in compliance with a judicial order or lawfully issued subpeona;
8. to persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided --
1. the student is notified of the categories designated as directory information,
2. the student is given the opportunity to refuse disclosure of any or all of the categories,
3. the student is given a reasonable period of time in which to submit said refusals in writing.

Nova may release without written consent of the student information expressly limited to the fact as to whether or not the student is currently enrolled.

Nova may release without written consent information that it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.

Student Rights and Responsibilities

Academic Rights and Responsibilities

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including--

1. the rights of personal and intellectual freedom that are fundamental to the idea of a university,
2. a scrupulous respect for the equal rights of others,
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

The University expects its students to manifest a commitment to academic integrity, and to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

Original Work at Nova University

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

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 credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed 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.

Referencing the Works of Another

All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

Reservation of Power

Nova shall reserve the right to amend, modify, change, add to or delete from such rules and regulations that may affect its relations with its students, as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required.

Privacy of Records

Nova University maintains a system of records which include 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's office will not release transcripts of students' academic records until all their accounts, both academic and non-academic, 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 Registrar in writing prior to September 1st 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 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 United States Department of Education.

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

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University

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About Nova University

Nova University was chartered by the State of Florida in 1964.
Numerous graduate programs offer master's, educational
specialist, and doctoral degrees, and postgraduate education.
Nova College offers undergraduate education, and The University
School, a demonstration school, serves children from preschool
through high school. In addition, nondegree, continuing
education, and certificate programs are available.

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 Nova University campus is located on a 200-acre site west
of Fort Lauderdale, Florida, at 3301 College Avenue in the town of
Davie.

Nova University Degree Offerings

DOCTORAL AND PROFESSIONAL DEGREES

Doctor of Arts (D.A.) in:
  Information Science
  Information Systems
  Training and Learning Technology
Doctor of Business Administration
  (D.B.A.) in:
  Business Administration
Doctor of Business Administration--
  Human Resource Management
  (D.B.A. -H.R.M.)
Doctor of Business Administration--
  International Management
  (D.B.A.-I.M.) in:
  Business Administration--
  International Management
Doctor of Education (Ed.D.) in:
  Computer Education
  Early and Middle Childhood
  Higher Education
  Leadership in Adult Education
  School Administration
  Vocational, Technical, Occupational
  Education
Juris Doctor (J.D.) in:
  Law
Doctor of Philosophy (Ph.D.) in:
  Child Clinical/Applied Developmental
  Psychology
  Clinical Psychology
  Oceanography
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration
  (D.P.A.) in:
  Public Administration
Doctor of Science (Sc. D.) in:
  Computer Science
  Human Resource Management

SPECIALIST DEGREES

Educational Specialist (Ed.S.) in:
  Computer Applications
  Computer Education
  Computer-Based Learning
  Computer Studies
  Education *(23 majors)*

MASTER'S DEGREES

Master of Accounting (M.Ac.) in:
  Accounting
Executive Master of Business
  Administration in Banking
  (M.B.A.--Ex.) in:
  Business Administration
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 Public Administration
  (M.P.A.) in:
  Public Administration
Master of Science (M.S.) in:
  Child and Youth Care Administration
  Coastal Zone Management
  Computer Applications
  Computer Education
  Computer-Based Learning
  Computer Science
  Computer Studies
  Counseling Psychology
  Criminal Justice
  Education *(23 majors)*
  Health Education
  Health Services Administration
  Human Resource Management
  Human Services
  International Economics and Finance
  Learning Resources
  Marine Biology
  Microcomputer Applications in
  Management
  School Guidance
  Speech and Language Pathology
  Telecommunications Management

BACHELOR'S DEGREES

Bachelor of Science (B.S.) in:
  Accounting
  Administrative Studies
  Business Administration
  Community Psychology
  Computer Engineering
  Computer Information Systems
  Computer Science
  Computer Systems
  Elementary Education
  General Psychology
  Legal Studies
  Professional Management
  Secondary Education

The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

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

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

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

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the Office of the Registrar.

NOVA
UNIVERSITY

3301 College Avenue
Fort Lauderdale, Florida 33314