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Ed.D. Program in Early and Middle Childhood Student Handbook Working Draft

Nova University

STUDENT HANDBOOK

Ed.D. Program in Early and Middle Childhood

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INTRODUCTION

Nova University

Founded in 1964, Nova University is an independent university which is nonsectarian, nonprofit and racially nondiscriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Undergraduate education is offered through Nova College. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, nondegree, continuing education programs are offered. The University School, a demonstration school, serves children from preschool through seniors in high school.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and Old Westbury, Suffolk County, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, providing maximum benefit to the students of each and to society in general.

With students studying in Florida and in 21 states, Nova University is a university of national scope and is accredited by the Southern Association of Colleges and Schools.

The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in 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.

The Center for the Study of Law is located at 3100 S.W. 9th Avenue in Fort Lauderdale.

Nova University at Coral Springs offers degree programs, non-credit courses, and cultural events that serve the residents in north Broward County and in Palm Beach County are held in Coral Springs.

The Oceanographic Center is located on the south side of the marine entrance to Port Everglades at 8000 North Ocean Drive, Dania, Florida.

Many Nova University students attend classes on the main campus, at the Law Center, or at Coral Springs. Consistent with its educational mission to provide educational opportunities for adult students wherever they may be, Nova offers degree programs and continuing education experiences at off-campus centers locally, throughout Florida, across the United States, and in foreign countries.

Nova University is accredited by the Southern Association of Colleges and Schools (SACS).

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 geographic areas in which there are few resources for the training and for the professional support of 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.

Ed. D. Program in Early and Middle Childhood

This field-based program is designed for employed professionals who aspire to achieve leadership positions in the field of early and middle childhood. Participation is open to educators, counselors, psychologists, social service personnel, and other helping professionals, who impact on the lives of children. The program's three components consist of five study areas, two practicums and two summer institutes.

STATEMENT OF GOALS

Nova University

The mission of Nova University as an upper level institution is to provide programs of study which are immediately responsive to individual needs and to seek solutions to major societal problems. Committed to quality graduate education, Nova programs are designed to provide intellectual challenge, professional preparedness and opportunities for personal initiative and growth. It is the philosophy of the institution that, given essential theory and skills, the learning process is greatly enhanced when academic activities are oriented to the self-directed student who is capable of translating university experiences into professional performance. Such experiences transcend the limitations of a one classroom, one campus environment.

The 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 had made a genuine commitment to the field of early childhood and who had 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 who directly impact the quality of life for children are best suited for this program.

PROGRAM DESCRIPTION

Program Objectives

The Ed.D. Program in Early and Middle Childhood seeks to:

1. provide the professional educator with a firm and current knowledge base concerning theory, issues, practices and procedures which critically affect the lives of children;

2. develop decision making and communication skills necessary for those who will provide leadership to the early and middle childhood profession;

3. develop competencies to assist students in applying analytical and evaluative skills to the interpretation of current early and middle childhood research practices;

4. assist the students in their development of research, design and evaluation skills and their application to personal investigations;

5. encourage the students to use problem solving approaches to early and middle childhood issues;

6. advance student knowledge of human growth and development and its implications for early and middle childhood programs and processes;

7. provide students with the leadership skills necessary to assume management, administrative and supervisory responsibilities;

8. familiarize students with the political and social forces which influence early and middle childhood policies and practices;

9. assist students in developing child advocacy skills and in becoming early and middle childhood change agents;

10. instruct students in the skills necessary to assess and address early and middle childhood needs from local, state and national perspectives; and

11. provide academic challenge which stimulates students to assess and define their philosophic position regarding programs for children.

Cluster Concept

The Ed.D. Program in Early and Middle Childhood is a field-based program. Formal instruction occurs 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. Students in each cluster begin the program at the same time and progress through the program components.

The cluster is intended to serve as both an administrative and educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator is a manager of many administrative cluster details, facilitator of cluster activities, and ombudsperson for and counselor to students.

The Study Areas

There are five areas of study in the program, each representing a core of knowledge including a series of related academic experiences considered necessary for the professional development of early and middle childhood professionals.

Each study area is designed to involve students in five to seven months of intensive seminars, readings, structured activities and evaluation procedures. Each study area is under the direction of a senior faculty member who, using a study guide, outlines and interrelates the academic experiences of the study area, provides suitable evaluation procedures to be used during and at the conclusion of the study area, selects national guest lecturers to speak with the cluster and provides evaluative commentaries on each student's performance.

Study areas meet one Saturday per month for seven hours of instruction. Attendance is mandatory at all meetings.

Description of Study Areas

YEAR 1

CHILD GROWTH AND DEVELOPMENT STUDY AREA

EC 606 The Child and the Family (3 Semester Hours) 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 the candidates with the characteristics and capabilities of young children. It familiarizes the student with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Candidates are required to participate in settings where they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the candidate 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.

PRACTICUM WORK

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 STUDY AREA

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 a sound understanding of probability theory and inferential techniques. Considerable attention is provided to demonstration of interpretative 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.

YEAR 2

PROGRAM DEVELOPMENT STUDY AREA

CU 500 Modern Curriculum Design (3) 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.

EDU 655 Grantsmanship (1) Participants become familiar with the grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals focusing 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. 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 childhood professional.

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

PRACTICUM WORK

EC 701 Practicum I (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 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, or organization; decision making and the 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 effec-
tive supervision of educational personnel.

YEAR 3

POLITICAL PROCESSES AND SOCIAL ISSUES

**AS 651 Policy and Political Processes in the American System
(3)** This is a basic 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 on-going 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 an 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.

PRACTICUM WORK

EC 702 Major Practicum (12) A problem of significance in early and middle childhood education, occuring in the student's work setting, is identified, documented, and an appropriate solution carried out. After approval of a proposal by the practicum reviewer, the student implements and evaluates the improvement process, submitting a report for approval.

Practicums

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

In the early months of the program, students complete a form, providing information about themselves, their work settings, and their special interests. These data are used by the Director of Practicums in making a match between student and practicum reviewer for the Practicum I experience. The practicum reviewing faculty consists of pro-

fessionals with doctoral degrees related to the field of early and middle childhood who receive ongoing training in the creative problem-solving process. Practicum reviewers serve as advisors and mentors to students during the practicum work.

Prior to the Practicum Orientation Day, students purchase the Practicum Guide and the appropriate style manual at their cluster meeting. At the same time, they receive materials to use in preparation for the orientation day and are assigned a practicum reviewer. Reviewers contact their students for a phone conference before the orientation as the first step in building the advising relationship and identifying the practicum problem.

Near the end of the first Study Area, an intensive workshop is held in which students are helped to understand 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; selection of solution strategies.

During the Research and Evalution Study Area, students develop their first proposal. The proposal is submitted and evaluated by the assigned practicum reviewer, following identification and approval of the problem through the Practicum Problem Questionnaire process and approval of the proposal outline. Approval for the Practicum I proposal, must be received by the eighteenth month of the program. Upon approval of the proposal, students implement the solution strategy in the work setting, evaluate the project, and submit a final report within two months of completion of the implementation period.

When students are at the report-writing stage of Practicum I, they initiate a phone call to the Director of Practicums to discuss the problem being considered for the major practicum. A reviewer is assigned, and the student discusses with the reviewer the differences between the first practicum and the proposed major practicum. If the problem is accepted by the reviewer, the student submits an outline of the proposal and repeats the process outlined for Practicum I. The major practicum is viewed as a year-long experience with the report due two months following the conclusion of the implementation period.

Reviewers provide students with written critiques of their work. In consultation with students, reviewers indicate an expected date for return of any additions, revisions, or rewrites. At the conclusion of each practicum experience, a comprehensive evaluation is provided in written form for the student, outlining strengths as well as areas that need further development. The final review for Practicum I is shared with the reviewer assigned for Practicum II to provide continuity in the student's growth in practicum work. Cluster Coordinators receive copies of all reviews.

A second practicum orientation day is held during the second year of the program. Student participation is expected with sharing of practicum experiences as a focus for discussion. Attendance is mandatory at both practicum orientation days.

The Practicum Guide issued to the cluster is the official document outlining practicum policies and procedures for that particular cluster.

Solution strategies may not be implemented until the proposal is approved and the student receives written permission from his reviewer.

Dissemination of practicum reports at conferences and through publication is encouraged. Students are provided guidance in these efforts by the Director of Practicums.

The practicum is perceived as the amalgam of the entire degree program, fulfilling the basic goals of the Ed.D. Program in Early and Middle Childhood. The total process includes the entire creative problem-solving approach: problem identification; problem-solving methodologies; application of assessment techniques; implementation of solution strategy; evaluation of results; determination of the implications for the immediate work setting as well as for the early and middle childhood community at large.

Summer Institutes

The event in the program which brings students from all clusters together is the annual Summer Institute. This six-day conference provides an opportunity for interaction among students from all clusters, faculty, cluster coordinators, central staff and invited lecturers and guests. The Institutes are national in focus and provide for broad perspectives 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 student in the program must participate in two Summer Institutes and shall remain in residence during the entire period of the Institute. All students, regardless of their proximity to the Summer Institute site, must be registered guests at the selected living facility, thus enhancing their full involvement in all Institute activities. Attendance at all sessions of the Institute is mandatory.

Failure to complete two Summer Institutes within the 36 month program life shall be grounds for termination from the Program by the Program Director.

Cluster Rap-Up

When a cluster completes the five study areas, a weekend Rap-Up is scheduled. The cluster, under the direction of the coordinator, determines a weekend experience designed to enhance and synthesize previous learnings. In the past students have invited former faculty members and guest lecturers; sponsored computer workshops, held publication seminars and grantwriting seminars.

Community Outreach

A unique feature of the Ed.D. Program in Early and Middle Childhood is the annual commitment of each cluster to a community outreach activity. Students decide on a project which in some way benefits the community. Cluster funds are used to support this outreach experience.

The community program is an opportunity for students to practice organizational and leadership skills. Among the activities which clusters have sponsored are: grant-writing seminars; publications workshops; child advocacy forums; childhood parenting conferences; and, demonstrations of instructional techniques and curriculum innovations.

All students are expected to participate actively in the selection, organization, implementation and evaluation of the Outreach experience.

ADMISSION TO PROGRAM

Admission Requirements

The admission requirements for individuals wishing to matriculate in the Ed.D. Program in Early and Middle Childhood are:

1. a master's degree from an accredited institution with a major in early or middle childhood or in a related field;

2. submission of official transcripts from previous institutions for general scholastic evaluation and for particular review of graduate courses in Child Psychology, Child Development, Early and Middle Childhood Principles and Practices, and Research and Evaluation;

3. three letters of recommendation which establish:

   * the applicant's commitment to the field of early and middle childhood;

   * the applicant's potential for providing leadership to the field of early and middle childhood;

   * the applicant's ability to succeed in a program requiring considerable personal initiative.

   It is strongly recommended that at least one letter be submitted by a graduate instructor and one by a professional supervisor;

4. current employment in an early or middle childhood setting;

5. three years of professional early or middle childhood experience during which time the student has demonstrated leadership qualities;

6. an interview with a member of the program faculty to assess the applicant's ability to work effectively in a field-based program and at the doctoral level; and

7. written responses to questions dealing with early and middle childhood trends, issues and practices and the student's professional goals.

Provisional Acceptance

In instances where there is some question regarding the applicant's ability to succeed in the program, an Admissions Review Committee, comprised of the Program Director, Director of Practicums and a faculty or staff member, reevaluate the applicant using the following criteria:

    verbal ability
    written skills
    educational background
    professional experience
    leadership potential
    self initiation
    commitment to the profession

Verbal ability is assessed from the personal or telephone interview and from additional evidence that may have been submitted following personal contacts with the applicant (at informational meetings, conferences or incidental interactions).

Written skills are evaluated from the application materials. Questions on the supplementary application, in particular, require extensive narrative responses. An estimate of the kinds of writing experiences an applicant has had can also be gleaned from the supplementary application. Additional writing samples (e.g. master's thesis; term papers; proposals) are utilized when necessary, as part of the admission selectivity process.

Educational background is carefully screened. Transcripts are reviewed for curricular content, grade point average and program completion time. The institution attended for the master's degree is verified for accreditation, and the admission requirements for that institution are reviewed. The census form and the supplementary application provide additional information about an applicant's educational experiences.

Professional experience is assessed by reviewing letters of recommendation, the supplementary application and census form. Committee members look at quantity and quality of time spent in the field by the applicant.

Leadership potential is measureable from the responses to the supplementary application and from the letters of recommendation. Professionals who write recommendations are asked to address the applicant's potential for providing leadership to the field.

Self-initiation is judged by reviewing the program completion time in masters program, the responses to several of the questions on the supplementary application and the content of the interviews and systematic follow-up sessions. In addition, the letters of recommendation address the

applicant's ability to succeed in a program requiring independent activity.

Finally, commitment to the early and or middle childhood profession can be gleaned from the interview, the letters of recommendation and the supplementary application. Evidence is available to estimate the applicant's commitment to the field.

Should any question about eligibility still remain, the applicant may be accepted into the program on a provisional basis.

Students accepted on a provisional basis:

1. receive notification of their status in the initial letter of acceptance. Should the student choose to withdraw his/her application at that time, the $200 deposit against tuition is returned in full;
2. are reviewed periodically for their academic progress during the first year of the program. Admissions committee members judge the student on those criteria established for reevaluation (see above) after conferring with appropriate faculty and the cluster coordinator;
3. are accepted into the program as fully matriculated cluster members at the start of the second year if all criteria are successfully met; are separated from the program at the start of the second year if academic competency remains in question; and
4. receive a letter detailing their status in the program at the start of year two.

Transfer of Credit

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

PROGRAM POLICIES AND REQUIREMENTS

Three Year Time Line

The life of the Ed.D. program is thirty-six (36) months. The student shall complete work in accordance with the following schedule:

* Year One   - 24 credits (first and second study areas and the introductory practicum proposal)
* Year Two   - 27 credits (third and fourth study areas and the introductory practicum report)
* Year Three - 21 credits (fifth study area and the major practicum)

Time Extensions

Students may request a year's extension by writing to the Program Director no later than the thirty-second (32) month of the program. A one-time fee, as identified in the cluster's governing Center Bulletin, is charged for this privilege.

In rare cases, an additional six (6) months may be necessary for program completion. Students must appeal to the Director of Student Affairs in writing for this extension. Again, a one-time fee charged for this additional extension is noted in the cluster's governing Center Bulletin.

Class Attendance

Students are expected to attend all class meetings in each of the five study areas and the practicum workshops. Regular classroom interaction helps to provide program consistency and content enrichment.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area faculty member, is to be completed within a designated time frame. Also, the student is responsible for obtaining all materials presented at the missed class meeting.

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

Tardiness

Extended tardiness (more than 30 minutes) is treated in the same manner as an absence from a class session. Make-up assignments are required. Consistent tardiness must be discussed with the Program Director and may lead to termination from the program.

Leaves of Absence

Program structure does not allow for a leave of absence. Should a second cluster originate in a nearby area, a student may request reinstatement after withdrawal from the program. Re-entry into the program following withdrawal or as a result of being separated for non-payment must be approved by the program director. A $100 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement. Readmission following academic dismissal is not possible in this program.

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, the purpose is to assure every student an equal opportunity to fulfill her or his potential to 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 which are fundamental to the idea of a university,
2. a scrupulous respect for the rights of others, and
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

Study area assignments, examinations, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of

another. If this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original which has been submitted previously by the author or by anyone else for academic credit. Work is not original which 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 in partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgement be given the author when the thoughts and words of another are used. It is recommended that students acquire the most current American Psychological Association (APA) Handbook and become familiar with the accepted scholarly and editorial practice.

Grievance/Appeals Procedure

When questions about procedures, decisions or judgments occur, counseling is available for resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Information regarding specific appeals policies and procedures should be forwarded to the Director of Student Affairs. All inquiries and requests must be made in writing.

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

PROGRAM PROCEDURES

Assignment Standards

The underlying philosophic commitment of the Ed.D. Program in Early and Middle Childhood is a formative rather than summative educational process. Each component in the program is designed to build on previous content, skills and experiences. Assignment procedures follow this pattern. Ongoing clinical experiences and written and oral examinations in study areas are utilized as a means of evaluating proficiency and progress. Thus, the cumulative knowledge and abilities of the student are continually assessed and study areas modified to meet student needs.

As students complete each study area, a series of assignments integrating theory and practice are mandated. Typical assignments require that: the candidates carry out individual case studies; become involved personally in the development or modification of management and political systems; analyze, design and evaluate new and existing curriculum models; write grant proposals; review current research; and, apply new skills in the field. Throughout, the focus of attention is upon the student's work setting, its special problems, as well as on the major issues and currently confronting the early and middle childhood field at the local, state and national levels.

STUDY AREA

Completion of Quality Assignments

Study Area assignments must be submitted regularly as outlined by the faculty member.

A maximum of two rewrites of a study area assignment will be allowed. Faculty members reserve the right to limit the total number of rewrites per study area. Failure to meet this requirement may result in termination from the program.

No more than two rewrites of the practicum proposal or report will be allowed. Failure to meet this requirement will result in termination from the program.

It is expected that students will work independently and that assignments will reflect careful analyses of ideas and theories, synthesis of concepts and logical processing.

Contract for Alternative Reader

Students who receive a failing grade in a study area may request that an outside reader with expertise in the field evaluate all study area assignments. This objective reviewer will have final decision-making power regarding the student's final study area grade.

Students may petition for the Contract for Alternative Reader only once during the life of the program.

Should a student/practicum reviewer impasse occur, students may contact the Director of Practicums for resolution of the problem.

Study Area Assignment - Rewrites/Additions

Assignments requiring rewrites/additions must be received by the study area faculty member by the date indicated on the Assignment Review Form. The instructor will determine the amount of time necessary for the completion of the required assignment rewrite or addition.

Grading Procedures

Students are graded at the completion of each study area. Faculty members are given the freedom to evaluate individual assignments by number and/or letter grades or they may choose to use such terms as superior, excellent, acceptable, not acceptable. Study area grades, however, must be assigned a Pass or Fail grade for transcript purposes with the understanding that a Pass is equivalent to a B or better.

Senior faculty members base their ratings of students on the following general factors:
- quality of written materials including, scope and quality of research; accuracy and thoroughness of analysis; effectiveness of writing and value of recommendation;
- extent and quality of contributions to class discussions;
- the study guide may spell out other factors which will be considered in assigning a rating.

In addition to the Pass/Fail grade which appears on the student transcript, every participant receives an assessment of his/her study area performance. Recommendations for additional investigation and material for reinforcement of concepts or skills are often included. Students may choose to use this assessment as the basis for ongoing dialogue with the instructor, despite the completion of the study area requirements. The Program Director and the Program Coordina-

tor monitor the progress of each student in the study areas. Additionally, the Director of Practicums monitors the progress of all students and their practicum work.

Failure in a study area will result in dismissal from the program.

Request for Time

Students may petition the study area faculty member in writing (with a copy to the Program Director) for a maximum of a five (5) month extension in order to complete study area requirements. The Request for Time may occur only once during the life of the program. Assignments must be submitted on a regular basis as outlined by the faculty member throughout the extension period.

Textbook and Study Guides

Study guides, books of readings, and reproductions of the current literature are distributed in each study area. These materials provide the student with information concerning the goals, expectations, theory, and content of each study area component.

Texts as well as study guides and books of readings are generally available for purchase at the first class session of each study area. The practicum guide is distributed prior to the Practicum Orientation Day.

Evaluation of Study Area and Faculty by Students

At the conclusion of each study area, students are asked to evaluate the study area goals, content and instruction. They also respond to the quality of the study area materials, instruction and to the quality of National Guest Lecturers. The results of these evaluations are disseminated for review by the instructional staff and administration.

On a more informal note, cluster coordinators, experienced professionals holding doctoral degrees in early or middle childhood or in an allied field, act as further resources for program evaluation. From their unique vantage point, the coordinators bring a special perspective to Program assessment. Not only can the coordinator judge the success of the instruction, but she/he is also in a position to reflect upon the educational impact of the Program from the student's viewpoint. These reflections and recommendations are shared openly with the study area faculty member and often form the basis for program revision or

modification. The total program experience is evaluated upon program completion. Students evaluate the Practicum Orientation Days and the two practicum experiences using an evaluation instrument. Comments are encouraged.

THE PRACTICUM

Completion of Quality Assignments

To enable students to move through the three-year program and stay on task with their practicum work, a suggested calendar is provided in the Practicum Guide.

The Practicum Guide provides information to assist students in setting up the format for the practicum proposal and report, including statement of the problem, review of the literature, objectives, reference list, and other components of the document.

All work is to be submitted in typewritten form and edited prior to submission. Practicum reviewers will refuse work that is not at the expected standard described in the Practicum Guide.

No more than two rewrites of the practicum proposal or report will be allowed. Failure to meet this requirement will result in termination from the program.

Practicum: Additions, Revisions, Rewrites

PPQ's, outlines and proposals requiring additions, revisions or rewriting must be returned to the practicum reviewer by the date indicated on the Practicum Reviewing Form. This date will be established by the reviewer in consultation with the student with the objective of assisting the student to stay on target with the prescribed calendar plan for practicum requirements and will not exceed one calendar month from the date of the review.

It is not unusual for students to make additions or revisions to their proposal more than one time. Commitments to implement by a certain calendar date need to be made with caution, allowing time for bringing the proposal to approval.

In the event a student is unable to reach the assigned reviewer or has not received a review, the Director of Practicums can be contacted for assistance.

The practicum report must be submitted to the reviewer within two months of the established date for completion of the implementation. Revisions to the report must be submitted within one month of the date the report was reviewed. This date appears on the review. Failure to comply will result in termination from the program.

Grading Procedures

Practicum reviewers grade proposals and reports either Pass or Fail with the understanding that a Pass is equivalent to a grade of B or better.

In addition to the Pass/Fail grade which appears on the student transcript, the title of the practicum appears as well.

Students receive assessments of their practicum performance on a regular basis through written reviews supplemented by phone conferences. The student receives a final written assessment of strengths and developmental areas that need addressing for continued growth in the problem-solving process. This assessment is provided at the conclusion of each practicum experience. The final review for Practicum I is shared with the reviewer for Practicum II to provide continuity in the student's practicum work. In addition, the cluster coordinator receives a copy of reviews for all students in the cluster.

Students must receive a Pass grade in each practicum component to remain in the program. No opportunity is provided to repeat practicum work that does not receive a Pass grade. The Director of Practicums monitors the progress of all students and the quality of their practicum work. Should there be an impasse between student and reviewer, the Director of Practicums intervenes.

Request for Time

The proposal for Practicum I must be submitted by the eighteenth (18th) month of the program. Failure to comply will result in termination from the program.

A fourth year in the program is available by written request to the program director no later than the thirty-second month of the program. A one-time fee, as identified in the cluster's governing Center Bulletin, is charged for this privilege.

In rare cases, an additional six months may be necessary to complete practicum requirements. Students must appeal in writing to the Director of Student Affairs for this extension. A one-time fee, charged for this additional extension, is noted in the cluster's governing Center Bulletin.

Use of University Libraries

Where applicable, Nova University will pay $15.00 per student for the use of library facilities available at other institutions.

Information Retrieval Service (IRS)

The IRS provides 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 following resources: computer searches, ERIC microfiche, and consultation services needed for completing practicums and for other research interests.

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.

In keeping with the Program's commitment to academic support, students are entitled to three (3) free IRS searches.

Academic Calendars

In June of each year, a calendar is distributed to members of each cluster indicating the dates of all class meetings and events for the upcoming academic year. This is most helpful in assisting students in planning for the coming months.

Program Accreditation

Nova University is accredited. by the Southern Association of Colleges and Schools (SACS).

Certification

The program does not attempt to meet any state certification requirements for 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.

Transcripts

A first transcript will be issued free of charge upon satisfactory completion of the Child Growth and Development Study Area. Thereafter, transcripts will be issued upon the student's written request. A nominal charge is required by the Registrar's Office.

All requirements must be completed satisfactorily before credit will be given for the study area.

Titles of practicum reports are included on transcripts.

Student Affairs Committee

The Student Affairs Committee meets regularly to consider the needs and special concerns of the program participants. Students may bring academic issues to this group in person or by mail. The Committee meets throughout the year, thus responding quickly and continuously to student requests.

Program Information

The Ed.D. Program in Early and Middle Childhood provides its students with support materials which help to define Program policies and procedures. Student newsletters, Center Bulletins and study area guides include such information as: absence policies; study area timelines; financial responsibilities; biographical sketches of faculty and staff; social aspects of the Program, grading procedures and career alternatives. Members of each cluster receive a Practicum Guide that serves as the official reference for policies and procedures for practicum work for that particular cluster. A Student Directory lists the names, addresses, phone numbers and positions of all Program graduates, of current students, and of administrators, faculty and staff. The directory lists the titles of practicum reports completed since the prior publication, enabling students to network with others who have similar interests. A cross-country communication system is thus achieved.

Networking

Networking realized by means of the Student Directory is further enhanced by the distribution of the Cluster Communicator and the Practicum Network to alumni, students and friends of Nova. These publications provide essential

University information as well as notification of, and articles relating to special events. The Practicum Network builds intercluster networks as well as announcing student accomplishments to other early and middle childhood professionals.

Additional networking takes place through the distribution of information gathered from professional profiles which are completed annually by all students and alumni. This information is compiled and made available to participants at Summer Institute.

Practicum Dissemination

Reviewers recommend exemplary practicum reports for inclusion in Educational Resources Information Center (ERIC). Superior practicums are disseminated through the School Practices Information File (SPIF). These nationwide sharing mechanisms provide other interested persons with direct access to information about validated and exemplary practicums.

Abstracts of reports related to special education are placed on bulletin boards of SpecialNet, a national computer network. When inquiries about practicums are received from professionals around the country, the student is advised.

Exemplary work is submitted to various professional groups for display at conferences or for consideration in various competitions.

The Director of Practicums works directly with students, encouraging presentations and publications, and providing suggestions for further dissemination of practicum work.

Study Area Materials

Study guides, books of readings, and reproductions of the current literature are made available in each study area. They provide the student with information concerning the goals, expectations, theory, and content of the study area component. Coordinators deliver, or geographically convenient book stores provide required publications. Thus, students avoid the necessity of identifying purchasing sources. Charges for these resources vary with the individual study area.

Conference Presentations

An additional service, provided through program funds, supports two students per cluster who are accepted presenters at local, regional or national conferences. Three hundred dollars ($300.00) per cluster is available annually for this purpose. Application must be made to the Program Director.

Faculty/Staff Support

Faculty and staff, which include senior faculty members, national guest lecturers, cluster coordinators, practicum reviewers and central administration, interrelate with students in numerous ways to provide continuous and quality support for students throughout and beyond the life of the program.

Senior Faculty

Senior faculty members with expertise in their specific program components are responsible for the design, implementation and evaluation of the assigned study areas. Opportunities for faculty/student interaction include:

1. advisement at each monthly meeting both before and after class sessions;

2. cluster/faculty weekend retreats to provide greater opportunity for personal and academic conferencing;

3. faculty sharing of home or business addresses and phone numbers with students at the start of each study area;

4. regular weekly calling hours for conferencing purposes are established and faculty return students' calls, thus absorbing the cost of the telephone conference;

5. students are encouraged to contact faculty with questions relating to study area assignments and requirements; individual progress in the program; readings, theory and/or content; study area progress; personal issues;

6. proving competency in a given assignment area, the faculty member then counsels with the student and negotiates an alternative assignment that is more compatible with the student's needs;

7. faculty/student conferencing throughout the week of the Summer Institute.

8. academic assessment through faculty members' written responses to study area assignments; and

9. conferencing after the close of the study area.

National Guest Lecturers

As representative members of the instructional team, the national guest lecturers often follow the advisement and support examples set by their colleagues, i.e., time is allotted for pre- and post-session discussions with groups and/or individuals; telephone and mail communication is continued in the guest's area of expertise, as needed.

Cluster Coordinator

As the primary and most closely affiliated student representative, the cluster coordinator takes major responsibility for counseling and supporting students throughout the life of the program. Geographically central to the cluster members, he/she regularly meets with students to:

1. provide ongoing consultation and advisory services to individuals, to small groups, and to the entire cluster membership;

2. facilitate and provide direction for inter-sessional study groups;

3. develop group cohesion through student and student/family activities;

4. monitor students' progress throughout the program;

5. identify local available academic and professional resources;

6. develop open channels of communication among all program members;

7. present, interpret and provide feedback about program policies and procedures;

8. act as advocate and liaison between students, senior faculty, national guest lecturers and central staff.

These role functions are carried out at, and between, class sessions. Students meet and communicate with the cluster coordinator on an ongoing basis.

Although the telephone is another major channel of communication, cluster coordinator/student counseling also takes place at:

1. weekend retreats,
2. study group meetings,
3. Summer Institutes,
4. pre- and post-class sessions, and
5. local, regional and national conferences.

Practicum Reviewers

Students are assigned a practicum reviewer prior to beginning each project. Thereafter, regular student/reviewer interaction is maintained through telephone conferences as outlined in the Practicum Guide.

Central Administration

The Program Director, the Director of Practicums and the Director of Student Affairs are available to counsel with students from the time applications are received, through graduation. Students receive advisement services from these administrators through a system of collect call conferences, personal meetings at Summer Institutes, on-site visits, at Practicum Orientation Weekends and by mail.

Advisement is offered on such varied issues as:

1. interpretation of policies and procedures,
2. academic standards/program expectations,
3. study area progress,
4. practicum development,
5. networking,
6. community resources,
7. financial arrangements, and
8. personal problems.

Graduate Advisement

Many of the counseling services enumerated above are open to all program alumni. Administration, faculty and staff act as advisors to graduates who request their expertise and advice. Alumni are invited to all Summer Institutes, special program events, and to general program functions where they may see and speak with program faculty and staff.

FACULTY AND STAFF RESPONSIBILITIES

Program Director

Responsibilities of the Program Director include:

* general program coordination;

* hiring cluster coordinators, study area faculty;

* staff development, i.e., faculty and cluster coordinators;

* development and implementation of program policies (e.g. admissions and continuation, appeals, academic procedures);

* monitoring of student progress in all Study Areas;

* student advisement;

* program and curriculum review and development;

* administrative responsibilities related to daily maintenance of the program;

* recruitment and cluster development; and

* maintenance of program quality.

Director of Practicums

The primary responsibilities of the Director of Practicums include:

* coordination and standardization of the practicum component of the Program;

* hiring and training of practicum faculty;

* staff development, i.e. practicum faculty;

* development and implementation of program policies related to the practicum component (evaluation, standards, time extensions);

* review and revision of practicum guides, materials and activities.

* monitoring of student progress in practicum work;

* student advisement;

* maintenance of program quality:

* coordination of Summer Institute;

* coordination of cluster rap-up activity and cluster outreach activity; and

* development of program newsletters.

Coordinator of the Ed.D. Program

The primary responsibilities of the Coordinator of the Ed.D. Program in Early and Middle Childhood are:

* prepares and coordinates distribution of Study Guides, Books of Readings and textbooks to a given cluster in good time for the beginning of a new Study Area;

* prepares records for computerization;

* takes responsibility for monitoring student assignments, maintaining an on-going record on each student in the program, which includes the monitoring of provisionally-accepted students, number of rewrites, completion of Study Areas; provides for grade rolls to be sent to each cluster at the close of a Study Area and monitors the response of the faculty member to this requirement;

* takes responsibility for the periodic rebilling of cluster members, as well as the fourth-year option and six-month extension;

* maintains faculty records and acts as a liaison in select faculty problems/questions/needs;

* designs the reporting format and monitors cluster funds;

* takes responsibility for editing of guides, books, reports, and other Program materials;

* takes part in Faculty/Staff or Cluster Coordinator/Staff meetings, taking notes and preparing a final report, and follows up on appropriate problems or matters discussed at the meetings.

* makes an informal evaluation of student applications to the Program;

* takes responsibility for much day-to-day correspondence; i.e., letters of appreciation, of congratulations, responses to inquiries by students, potential students, potential faculty, cluster coordinators, etc.;

* coordinates Open House conferences and presents at such conferences; and

* takes responsibility for editing of guides, books, reports, and other Program materials.

Senior Faculty Member

The primary responsibilities of the Senior Faculty include:

* design the content of the study area within the framework of the study guide and course descriptions; and select texts and bibliographic materials;

* determine the appropriate study area assignments and out-of-class learning activities;

* conduct formative and summative evaluation of student mastery in the study area;

* provide study area instruction;

* select and coordinate study area content and instruction with appropriate national guest lecturers;

* provide continuous academic advisement and interaction with students throughout the life of the study area and as needed; and

* participate in faculty/staff conferences.

National Lecturer

The functions of the National Lecturers include:

* pre-teaching conferences with faculty and cluster

    coordinator to determine specific student needs and best methods of instruction;

* review of the study guide, of the required texts and bibliographic materials for familiarization with students' past and future study area experiences;

* preparation of an agenda and accompanying learning materials to be used during the national lecturers' presentation;

* cluster meeting instruction; and

* student advisement as necessary.

Practicum Reviewers

The functions of practicum reviewers include:

* analysis, evaluation and preparation of reviews of all practicum materials, including the preliminary activities, proposal, and report;

* regular and frequent interaction with students regarding their practicum activities;

* instruction at practicum workshops and at special practicum sessions;

* contribution to the improvement of the practicum component; and

* participation in faculty/staff conferences.

Cluster Coordinators

The functions of coordinators include:

* interpretation of academic experiences in the study areas;

* provision of support and advisory services to students on a continuing basis;

* performance of administrative tasks related to cluster functions, e.g., arranging for cluster meeting site and refreshments, hosting faculty and national lecturers, providing resource information to students, maintaining cluster funds accounts;

* arrangement of intersessional cluster meetings, special seminars and study groups;

* individual advisement and monitoring or student progress;

* implementation of cohesive strategies among cluster members to maximize each individual's graduate experience;

* representation of Nova University at the local level;

* assumption of responsibility for the annual Outreach activities and for the Rap-Up weekend;

* participation in faculty/staff conferences; and

* participation in Summer Institutes.

Communication Protocol

Although faculty and staff are available to students as necessary, it is important to identify the person who can best respond to a given need. Cluster coordinators are available to direct students to the appropriate faculty or staff member.

PROGRAM COSTS

Tuition

Center for the Advancement of Education Bulletins list all tuition costs. Students should refer to their specific cluster's bulletin for tuition payment schedules.

Other Fees

A one-time, non-refundable application fee of $25 is required and must accompany the completed application.

A $20 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises held each July in Ft. Lauderdale, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks as well as other needs typically associated with advanced study. While there are no fees for the two required Summer Institutes, travel, room, and meals for each Summer Institute are at the students' expense.

TUITION PAYMENT PLANS

Pre-payment in full

Students may pay one year's full tuition at the first cluster meeting, thus avoiding service fees.

Installment Plan

Students may pay their tuition in three payments over the year. A service fee of $25 per payment is charged to students choosing this plan. Billing is made once each year and students are responsible for adhering to the payment dates outlined in their Center Bulletin.

A $200 deposit is required prior to the first official cluster meeting. A deposit and any paid tuition will be refunded if the applicant notifies the Director before the start of the cluster that she/he does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.

Late Payment Penalties

All payments must be met according to the schedule outlined in the appropriate Center Bulletin. No exceptions will be made for students in the process of obtaining loans. A late payment penalty will be assessed each time a payment date is missed. Repeated late payments will result in the student's being terminated from the program.

Refunds

Students will receive a full refund of tuition paid if they withdraw before the first official cluster meeting; the total tuition less the first payment if they withdraw before the first day of the fourth month following the first official cluster meeting; the total tuition less the first and second payment if they withdraw on or before the first day of the eighth month following the first official cluster meeting.

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 student's 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 non-payment must be discussed with the Program Director. A $100 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 Financial Aid.