

1986

# Center for the Advancement of Education 1986-1987 Catalog

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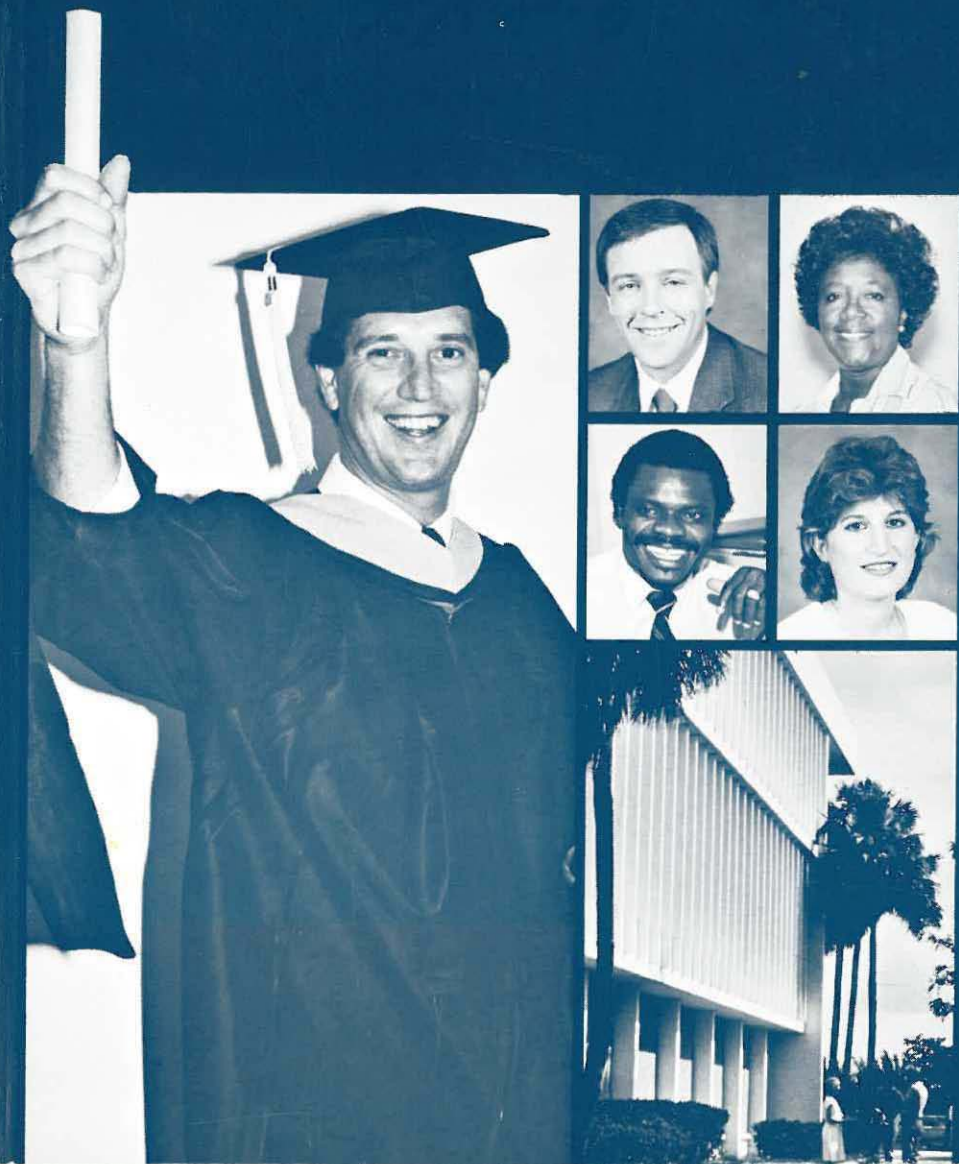
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NOVA UNIVERSITY

# Center for the Advancement of Education

1986-87 Catalog





# Center for the Advancement of Education

1986-87 Catalog

Volume 6, Published January, 1987

*Policies and programs set forth herein become effective September 1, 1986. 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.*

*Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.*



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

## CENTER FOR THE ADVANCEMENT OF EDUCATION

Center for the Advancement of Education.....	1
Master's Program for Child and Youth.....	7
Care Administrators	
Graduate Education Module (GEM) Programs.....	21
Master's Program in Speech and Language Pathology.....	67
Doctoral Program in Early and Middle Childhood.....	83
Doctoral Programs for Higher Education.....	119
Doctoral Program for Educational Leadership.....	131
Doctoral Program in Computer Education.....	191
Master's and Educational Specialist Programs in.....	205
Computer-Based Learning	
Nova University Policies Governing Student Relations.....	223
Nova University Learning Resources.....	235

## PERSONNEL

Nova University Board of Trustees and Administration.....	238
Center for the Advancement of Education .....	239
Administrative Staff	
About Nova University.....	242
Nova University Degree Offerings.....	243



# 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 Preschool Programs for Young Children , and 2) Administration of Residential Treatment, Group-Living and Community-Based Programs for Children and Adolescents. Students study four modules of course work, complete a major applied project(practicum), and attend an institute. The primary mode of instruction is guided 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.

## **Ed.D. Program in Early and Middle Childhood**

This field-based program is designed for employed professionals who hope to achieve leadership positions in early and middle childhood. 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, three practicums, and two summer institutes.

## **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



from their home setting using their own computer and modems 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.D. 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.





# 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 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

Thirty-nine 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 nineteen months. An additional period may be taken by students to finish the practicum, providing a total of twenty five months for completing the program. During the students' time in the program they must attend one summer institute. The summer institute is a required experience when students meet with members of their cohort, Nova faculty, and other experts in their field.

The summer institute is held in Fort Lauderdale in July. Students receive detailed information regarding the summer institute in the spring. Although there is no charge for the institute itself, students are responsible for their travel and lodging costs.

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 anytime 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  
"Programming and Management  
of Programs for Young  
Children" (one week, required)

"Programming and  
Management of Programs  
for Children and  
Youth" (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<br>a graduate student | I = Incomplete       |

## **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 one institute experience during their time in the program.

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.

## **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**

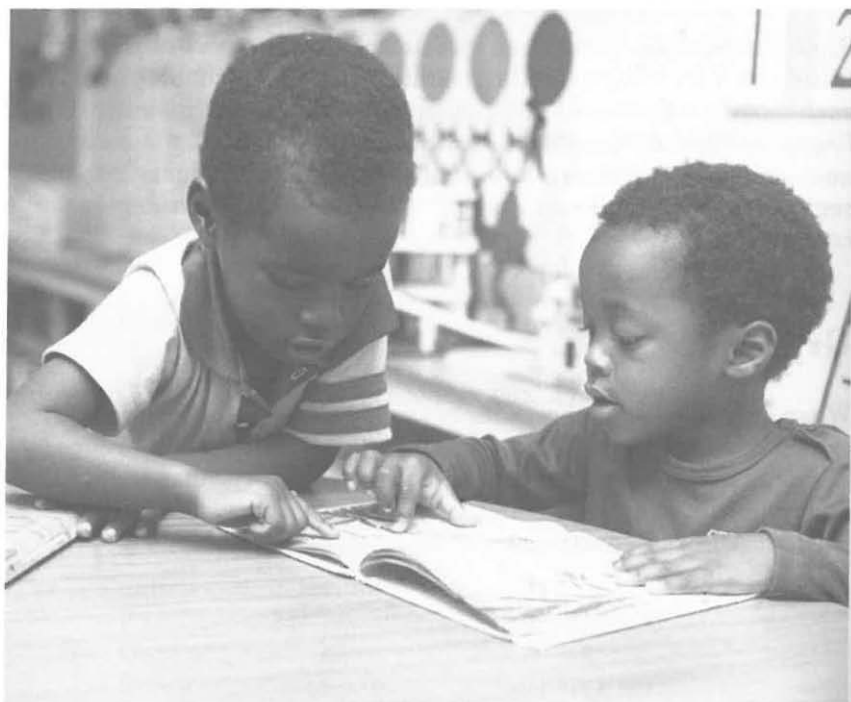
When questions about procedures, decisions, or judgements occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department.



## Student Costs

Costs include a \$30.00 one-time, nonrefundable fee for students who have not previously applied to a Nova program. Tuition is \$125.00 per credit, with a \$150.00 materials fee for guided study course work. A nine-credit study module costs \$1,275.00; a six credit module, \$900.00; the practicum module, \$750.00. Total cost for tuition for the program is \$5,475.00. 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. There is no fee for the required institute experience, but room, board, and travel for the institute are at the student's expense. (Tuition and fees are subject to change without notice.)

Students may receive an extension of six months beyond the 25 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 six months. The director will respond to the student's request in writing. A fee of \$350 will be charged for the six month extension.



## **Tuition Payment Policy**

- Application Fee: --\$30.00 payable with all new student applications
- Nine-Credit Module: --\$1125.00 plus \$150.00 materials fee  
--\$525.00 payable two weeks before the cohort's starting date for the module  
--\$375.00 payable by the end of the fifth business week of the module  
--\$375.00 payable by the end of the ninth business week of the module
- Six-Credit Module: --\$750.00 plus \$150.00 material fee  
--\$525.00 payable two weeks before the cohort's starting date for the module  
--\$375.00 payable by the end of the fifth business week of the module

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.

## **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, Nova University. Telephone number (305)475-7410.

## Module Descriptions

**POLITICS AND POLICY IN CHILD 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, 6 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 535, 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 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 training, 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 I(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.

## MCCA FACULTY

### ABBEY MANBURG

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A.B. Temple University

M.S. City College of New York

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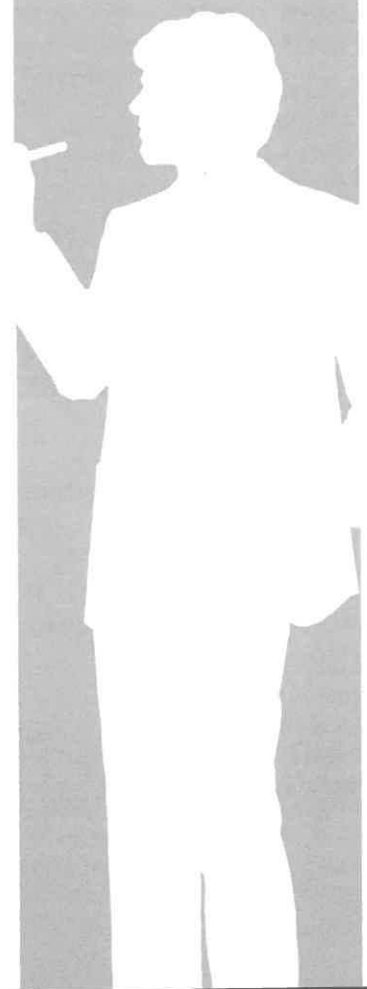
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THEORY, RESEARCH

AND PRACTICE ■

EXCELLENCE



# 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. A full-time staff of advisors is located on the main campus. These advisors can be contacted via local and toll free telephone numbers.

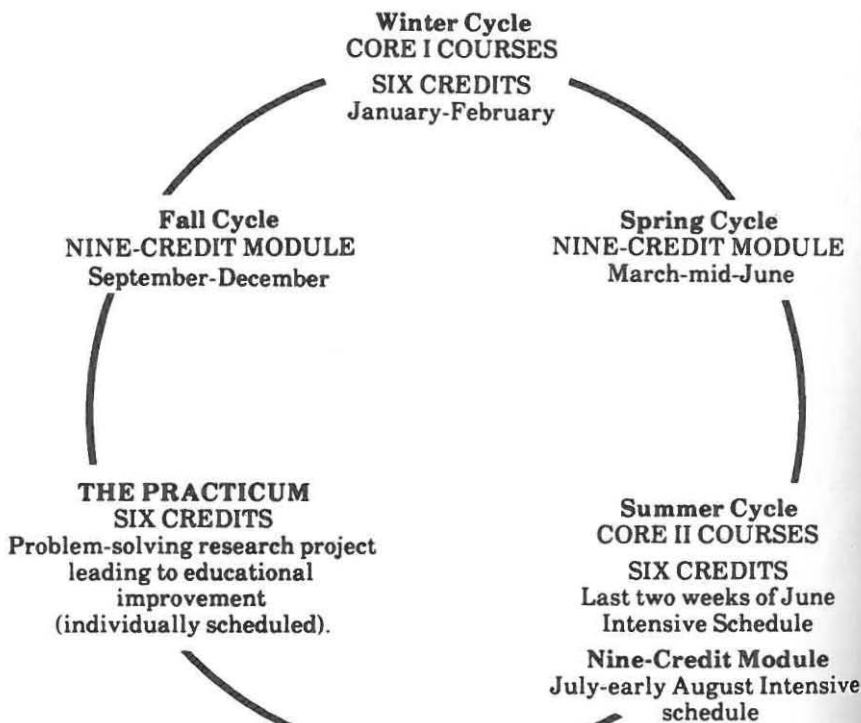
Nova University is licensed by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

*\*A master's degree is one of the prerequisites for application to the doctoral programs offered by The Center for the Advancement of Education. Consult the CAE catalog for further information.*

## 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 Programs the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a four-year 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.



The requirements are:

Two Nine-credit Modules	= 18 credits
Two Core I Courses	= 6 credits
Two Core II Courses	= 6 credits
The Practicum	= 6 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, pp. 9-10).

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 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 the Practicum Handbook, a set of training materials, and a cassette 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.

--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.

--All manuscripts prepared by the students of the GEM programs must follow the procedures set out in the Publication Manual of the American Psychological Association, third edition.



## 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 Applications	CED I	CAP
5) Computer Education	CED I	CED II <sup>1</sup>
6) Computer Studies	CED I	CED II & CED III <sup>2</sup>
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 <sup>3</sup>	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 <sup>3</sup>	MR	Elective Module
18) Physical Education	PED	Elective Module
19) Reading	Read-I	Read-II
20) Science	SCI	Elective Module
21) Social Studies	SST	Elective Module
22) Specific Learning Disabilities <sup>3</sup>	SLD-I	SLD-II
23) Teaching English to Speakers of Other Languages	BLE/TESOL-I	TESOL-II

School Guidance, a major offered by Nova's Behavioral Science Center, is an academic option for students at selected GEM sites. Contact a student advisor for information about this program.

<sup>1</sup>Experienced programmers may substitute CED III for CED II. Those with extensive microcomputer experience, including PILOT, may replace CED I.

<sup>2</sup>Transfers must match courses in the modules.

<sup>3</sup>All students majoring in these areas **MUST** contact a student advisor and obtain an approved program outline.

**NOTE:** The contents of CED I have been approved by the Florida Department of Education to extend the teaching certificate of any Florida teacher, regardless of the current area of certification.

\* For the LR Program, Core II must be taken prior to LR II.

\*\* Because of certification requirements, Florida reading majors must confer with a student advisor before registering for Core I.

## 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. Each student will be provided with a program outline signed by an advisor. The requirements are:

	<b>Credits</b>
2 MODULES in Computer Education or Computer Applications	= 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
	<hr/> 36

## Contents of Modules and Courses

The following is a list of all GEM courses singly 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, 1986.

### 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	M.S. Core II
CU 500 Modern Curriculum Design	EP 560 Survey of Exceptionalities
**CU 530 Measurement and Evaluation of Educational Systems	AS 516 School Law

#### Educational Specialist:

Ed.S. Core I	Ed.S. Core II
EDU 547 Teaching: Principles and Practices	AS 580 Administration of Exceptional Student Education
EDU 580 Educational Measurement	AS 616 Applications of School Law

\* *Health, learning resources, bilingual, and TESOL special cores are listed on p.28. These core courses may NOT be used toward a degree in learning resources.*

\*\* *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 and Learning Resources Core Courses

Health and learning resources 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

### **Bilingual Education/TESOL Core Courses**

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.

### **M.S./Ed.S. Core II - Bilingual/TESOL**

- BLE 546 Applied Curriculum Design in BLE/TESOL
- BLE 547 Testing and Evaluation in BLE/TESOL

## 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) **Computer Applications**
  - BED 500 Word Processing with Microcomputers
  - CED 521 Computer Assisted Instruction, Courseware Version
  - CED 721 Administrative Applications of Microcomputers
- 4) **Computer Education I**
  - CED 600 Teaching Computer Literacy
  - CED 617 Software Search and Evaluation
  - CED 726 Programming Microcomputers in PILOT
- 5) **Computer Education II**
  - CED 680 Teaching BASIC Programming
  - CED 725 Programming Microcomputers
  - CED 735 Advanced Programming of Microcomputers in BASIC
- 6) **Computer Education III**
  - CED 621 Computer Assisted Instruction
  - CED 728 Programming Microcomputers in Pascal
  - CED 729 Advanced Programming of Microcomputers in Pascal
- 7) **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
- 8) **Early Intervention Programs**
  - EC 552 Assessment in Early Childhood
  - EC 557 Early Intervention Programs
  - EC 558 Observation and Assessment of Young Children
- 9) **Educational Leadership I (Administration)**
  - AS 500 Educational Resource Development
  - CU 510 Survey of Educational Innovations
  - CU 545 Educational Theory into Practice

**10) 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

**11) 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

**12) 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

**13) English**

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

**14) 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

**15) Health I**

- HE 565 Human Sexuality in Health Education
- HE 570 Gerontology and the Health Educator
- HE 575 Drug Abuse in Health Education

**16) Health II**

- HE 526 Stress Management
- HE 545 Fitness Education
- HE 580 Behavioral/Medicine and Counseling

**17) Health III**

- HE 502 Implications of Environmental Health
- HE 505 Consumer Health Education
- HE 510 Social Support Systems

**18) 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

**19) Learning Resources I**

- CU 516 Operation of Media Centers
- CU 517 Bibliographic Methods for Learning Materials
- CU 518 Selection and Evaluation of Learning Materials

**20) 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

**21) Mathematics**

- MAT 610 Symbolic Logic
- MAT 620 Abstract Algebra and Number Theory
- MAT 630 Probability Theory

**22) 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

**23) 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

**24) Reading I**

- RED 500 Techniques of Corrective or Remedial Reading
- RED 554 Assessment in Reading
- RED 570 The Reading Process

\*Prerequisite: Specialized Core II

**25) 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

**26) 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

**27) Social Studies**

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

**28) 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

**29) 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

**30) 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

**31) 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

**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



# GENERAL INFORMATION

## Admission to Degree Candidacy

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 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 GEM 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 special fee does not include the cost of textbooks. 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 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 education institution, within a ten-year period preceding the request for transfer.
- The grades assigned for the credits were either "A" or "B".
- The credits were not used for completion of a prior degree program
- 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:

- Educational Leadership certification requirements differ among the states, therefore it is important for students to obtain transfer of credit information from the CAE Student Affairs department.
- The Learning Resources program accepts no transfer credits.
- Computer-Hyphenated majors may transfer in only three credits since only one core course is included in the program.

## Fees

**Application Fee** ..... \$ 30

*This is a one-time, nonrefundable fee*

**Tuition**(no cash accepted)..... \$160 /credit

**Tuition for Educators** ..... \$105 /credit \*

*(All fees are subject to change without notice.)*

## 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 \$315 must be received at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$315 is due no later than the fifth class session. The third payment of \$315 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 *(six credits)*

...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 \$315 must be received at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$315 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.

\* See *Financial Aid, Page 38*

\*\* For those who are not EDUCATORS tuition must be adjusted to \$160/credit. 35

**The Practicum..... \$630**

The full tuition or initial payment of \$315 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of \$315 must be received four weeks later; otherwise a \$25 late fee will be charged. Practicum Orientation Workshop (POW) packets cost \$35 each. Students have four years to complete the GEM degree program. However, if the final report is not received in the practicum office one year after registration for the practicum, an annual maintenance fee of \$200 will be charged. The maintenance fee comes due again the following year, if applicable.

**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 countries 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 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 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

## 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 less 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	D = Poor achievement
B = Good achievement	F = Failure
C = Below expectations for graduate work	I = Incomplete

Plus and minus grades are not used in GEM programs.

## **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 \$55 per credit. EDUCATORS pay \$105/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 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 student's 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.

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.

## 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 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*

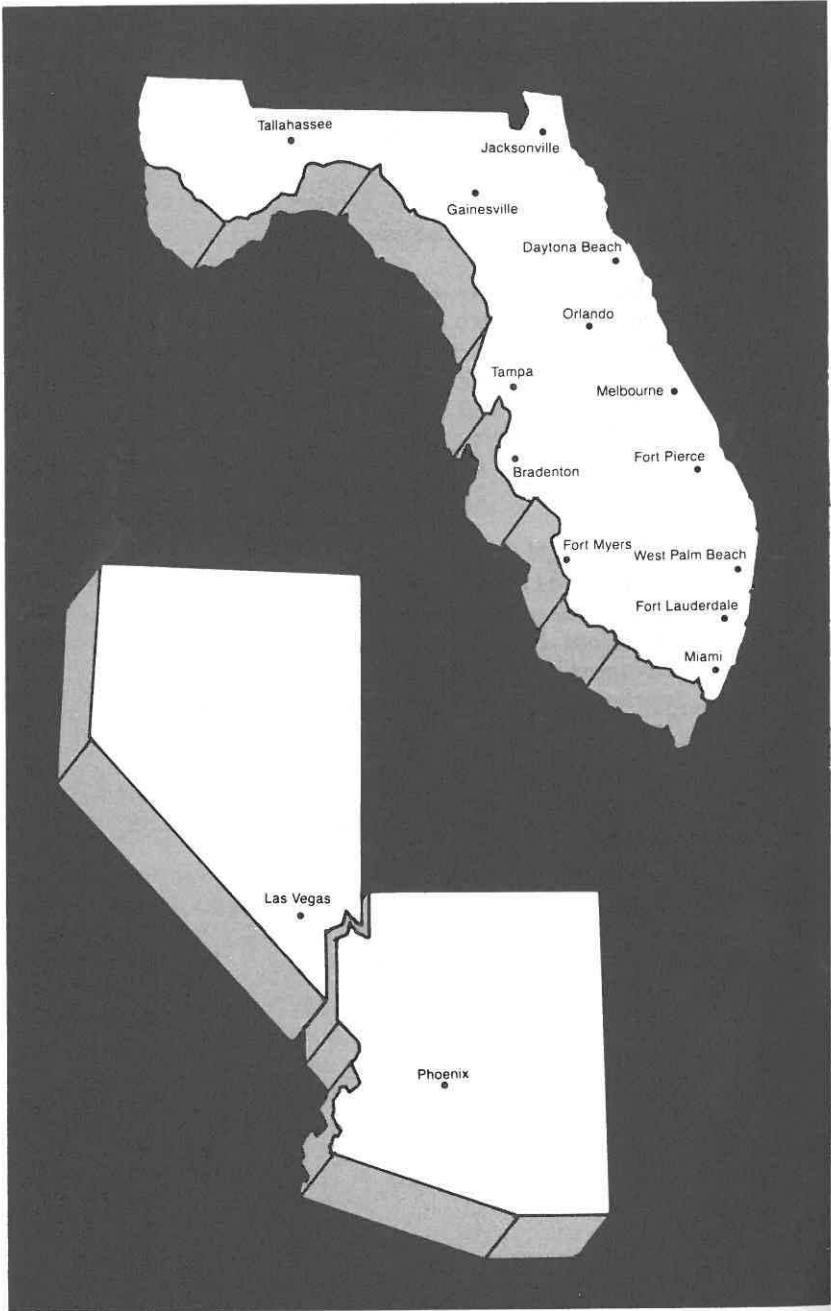
*"GEM's Practicum experience taught me how to do research in a professional library. I am now more familiar with the journals available in my field. Faculty teams worked well together on planning an effective program."*

*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 Locations



## **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.

#### **GEM Programs in the Center for the Advancement of Education**

**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
Nova University in Las Vegas 333 N. Rancho Dr., #625 Las Vegas, NV 89106 (702) 648-1971/72	Nova University in Arizona 2255 W. Northern Ave. Suite B-119A Phoenix, AZ 85021 (602) 995-5999

# Course Descriptions

## ADMINISTRATION

**AS 500 Educational Resource Development** 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** 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** 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** 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 administrators.

**AS 550 Supervision of School Personnel** 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**

This course familiarizes with federal regulations and state laws which surround program 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 need 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** 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** 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**

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** 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 need to meet the cultural, recreational, academic and social needs of the community.

## **BILINGUAL EDUCATION**

**BLE 500 Foundations of Bilingual Education** 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** 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** 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** 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** 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** 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** 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** 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** 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.

**CED 521 Computer Assisted Instruction, Courseware Version** This course traces the theoretical foundations of CAI from its origin on large time-shared systems through to the modern setting. Student will use packages courseware 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** 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** 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** 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** Content, materials and methods for teaching BASIC programming in the schools. Program development, evaluation techniques, resources, and teaching principles will be all discussed. **Prerequisite: CED 735**

**CED 721 Administrative Applications of Microcomputers** This course will examine the evolving role of microcomputers 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** 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** 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** 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** 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** 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 Modern Curriculum Design** 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.

**CU 510 Survey of Educational Innovations** 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 processes.

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

**CU 516 Operation of Media Centers** 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** 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** 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** 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 in Educational Systems** 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 545 Educational Theory into Practice** 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** 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** 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** This course investigates strategies for teaching children from cultural minorities. Through this course 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** 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** 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** In this course students participate in early childhood setting, observing characteristic behaviors of children. Students practice observation and assessment techniques in the classroom.

**EC 580 Speech and Language Development** 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)** This course comprises exploration of different early childhood model programs for young children and indepth studies of curricula including self-concept development, social studies experiences, activities, mathematics for early childhood programs.

**EC 5282 Individualized Instruction in Early Childhood Education II (Practice)** 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** 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 Children** This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing and analysis of the strengths, weaknesses, and potential of the gifted.

**EDU 551 Education Procedures for the Gifted Child** 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, 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** 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** This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

**EDU 580 Educational Measurement** This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

**EDU 624 Parental Counseling** This course is designed to help classroom teachers acquire skill in parental counseling. Participants in this course will examine contemporary problems of the 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.

## **ELEMENTARY EDUCATION**

**ELE 541 Creativity in Elementary School Curriculum** 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** 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** 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** 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** 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** 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** 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** 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** 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**

This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities, and mental retardation.

**EP EDU Classroom Management of the Learning Disabled Child**

This course focuses on techniques of classroom management including behavior, modification for the learning disabled child.

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

**EP 5261 Workshop in Learning Disabilities Theory 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 Workshop in Learning Disabilities Practice** 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** 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** The course offers basic principles of health education including the history of the field. Uses of the educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

**HE 502 Implications for Environmental Health** 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** 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** 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 are health systems areas and health and rehabilitative services.

**HE 526 Stress Management** Student 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** 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, Health Education** 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** 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** 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** 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 opposed to want.

**HE 565 Human Sexuality in Health Education** 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** 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** Health care professionals will explore common drug abuse problems and investigate methods to address them.

**HE 580 Health Counseling** 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** 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**

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** 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** 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/side programs, film, still photography and other related forms of media. Student productions requested.

**LT 621 Effective Functioning of School Media Centers**

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** 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 center.

**MATH**

**MAT 610 Symbolic Logic** 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 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** 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** 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** 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** Educational management, curriculum development, methods and materials.

## **PHYSICAL EDUCATION**

**PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes** Through this course participants explore the different categories of the physically handicapped and the special needs and the problems of these categories; attention is given to the issue of the 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** 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** 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 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** 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** 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** 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** 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 literatures 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)** 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)** 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** 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 dynamical forces acting on the nearshore environments and effects on reef growth distribution.

**SCI 620 Biology and Human Affairs** 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 organism. In addition, a study of various biological factors which affect the health and survival of a man in modern society, as well as the ecology evolution of populations will be investigated.

**SCI 630 Scientific and Social Perspectives in the Physical Sciences** 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** 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** 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** 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** 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** 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** 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 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

James Sullivan  
B.S. Florida Memorial College  
M.S. Florida Atlantic University

### FORT MYERS

Carrie Robinson  
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 Illinois State College

64 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

John J. Goonen  
B.S. Notre Dame University  
M.A. Bradley University  
Ed.D. Nova University

## 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



# 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). In addition, 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. (See Program Sequence for individuals without background in Speech-Language Pathology on page 78).

## 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 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 and must earn a 3.0 (B) average for the first six-credit hours taken in order to remain in the program and to remove the 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.

## Transfer of Credit

Thirty-nine credits of graduate work, 25 clock-hours of 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). 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 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) 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. 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 by ASHA.

Information regarding the prerequisite sequence is available from the program director. Admission to further coursework in the program beyond the first six graduate credit hours (see Course Sequence, page 9) requires completion of the BA/BS degree. Students enter the graduate program in cohorts of 15 to 20 beginning in the September or March cycle. Courses are offered evenings and Saturdays and clinical practicums and labs are scheduled with respect to the availability of clients presenting specific disorders, the availability of faculty supervision, and the student's schedule. (see Prerequisite Sequence, page 78)

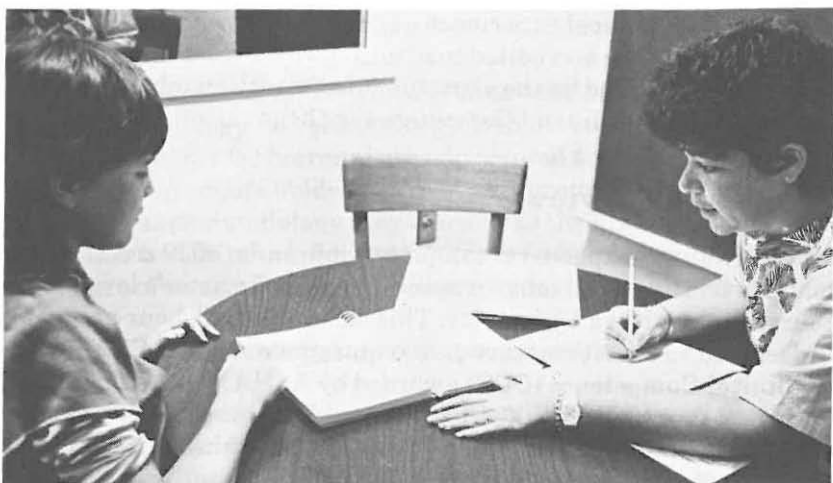
## **Academic Expectations**

### **Admission to 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.



### *Therapy in progress*

- 2) Completion of a minimum of 25 clock-hours of supervised clinical experience on campus at Nova University with a 3.0 (B) average.
- 3) Submission of three letters of recommendation from colleagues or other persons who know the student's work and an official transcript, sent directly to CAE or submitted in person to a CAE staff member.
- 4) Completion of prerequisite courses.
- 5) 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.
- 6) Review by the program faculty resulting in one of the following recommendations:
  - a) unqualified acceptance;
  - b) probationary status; (which may include additional coursework and/or clinical hours, speech-language remedial work, etc.); or
  - c) termination from the program.

After the candidacy committee has reviewed the students' 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.

## Grading

Speech-language pathology students must maintain a grade point average of at least 3.0 (B) for retention 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) or if a student receives a combined total of two or more Cs, the student is automatically dropped from the program. Incomplete (I) grades must be made up within six months of the final meeting of the module or 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.

The evaluation system includes:

- A = Excellent achievement
- B = Good achievement
- C = Below expectations for a graduate student
- D = Poor achievement
- F = Failure
- I = 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, and all clinical practicums/labs to fulfill requirements for numbers of clock-hours and/or types of communication disorders. Upon completion of all coursework and clinical clock-hours, the student must satisfactorily complete a clinical evaluation of a client and present a written report and an oral case presentation before the program faculty. 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.

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 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 register through the director of the M.S. Program in Speech and Language Pathology. Students meet individually with program faculty for advising/and to complete the registration process.

## **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 \$175.00 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 College or in the Center for the Advancement of Education's Graduate Education Module (GEM) Program. Tuition and registration fees must be received at least one week before the first class session; otherwise, a \$25.00 late fee will be charged.

## **Tuition Payment Policy**

Application Fee:

\$30.00 payable with all new student applications (nonrefundable)



## **Modules of Two Courses or More**

...Payment and registration must be received by CAE or by the curriculum coordinator at least one week before the first 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; otherwise a \$25 late fee will be charged. 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 either the second or third payment is received after the due dates. All tuition payments may be submitted to the curriculum coordinator on or before the due dates or mailed to CAE in time to be received by the due dates.

## **Single Courses, Off-Campus Practicum, and Clinical Labs**

When taking only one course, practicum, or lab, full payment and registration must be received by CAE or by the curriculum coordinator at least one week before the first class session; otherwise a \$25 late fee will be charged. If a single course is taken in conjunction with a practicum and/or lab, tuition payment can be made in three equal payments following the procedure for a module.

The registrar collects a late fee of \$25.00 for payments received after the due date.

## **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:



*The staff: Dr. Lonegan, Dr. Draizar, Dr. Mills, Ms. Albritton*

- 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.
- No refunds after the third class session, regardless of class attendance.

## **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:

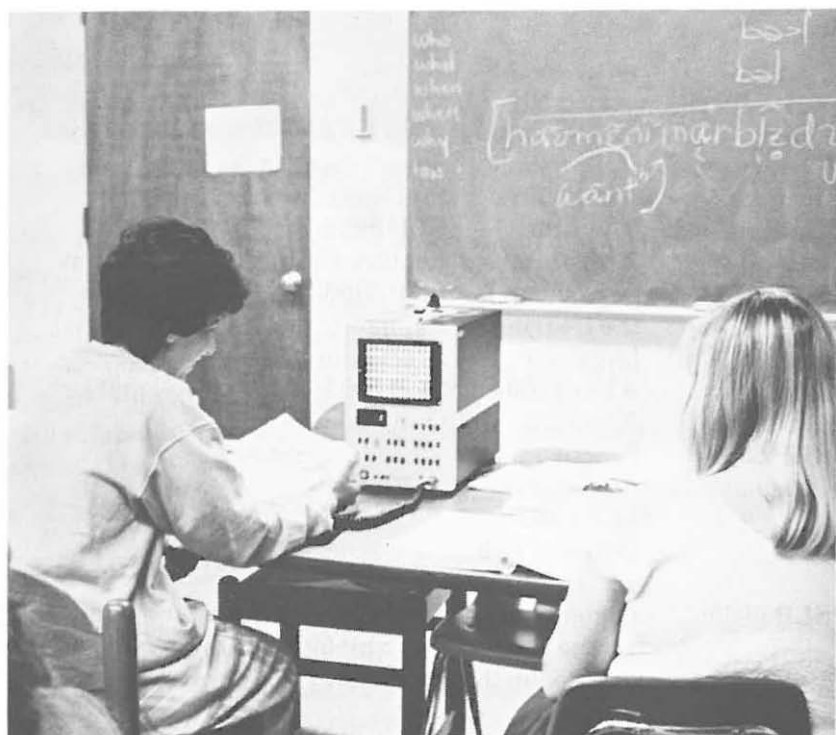
<b>Spring #1</b>	<b>Summer #1</b>	<b>Fall #1</b>	<b>Winter #1</b>
SLP 5101- Anatomy and Physiology of the Auditory and Vocal Mechanism SLP 5201- Hearing and Speech Sciences	SLP 5601- Clinical Procedures SLP 5991- Required Lab *SLP 5993- Optional Lab	SLP 5301- Speech-Language Development SLP 5504- Language Disorders in Children *SLP 5993- Optional Lab	SLP 5502- Language Disorders in Adults *SLP 5993- Optional Lab
<b>Spring #2</b>	<b>Summer #2</b>	<b>Fall #2</b>	<b>Winter #2</b>
SLP 5501- Voice and Fluency Disorders in Children and Adults SLP 5503- Speech Dis- orders of Chil- dren and Adults *SLP 5993 Optional Lab	AUD 5101- Fundamentals of Audiology AUD 5501- Habilitative/ Rehabilitative Procedures for the Hearing Impaired AUD 5100- Required Practicum in Audiology *SLP 5993- Optional Lab	SLP 5701- Diagnosis of Speech-Language Problems SLP 5992- Required Lab SLP 5400- Off- Campus Practicum *SLP 5993- Optional Lab	SLP 5400- Off-Campus Practicum SLP 5500 (K-12)- Off-Campus Practicum (School Site) *SLP 5993- Optional Lab

**\*SLP 5993:** Optional lab offered to students who are eligible to accrue clock-hours. SLP 5993 is a two-credit, graded lab that can be repeated as often as necessary

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

Summer #1	Fall #1	Winter #1	Spring #1
PHY 301- Phonetics	SLP 5401- Introduction to Hearing, Language, and Speech Disorders LSC 301 Anatomy and Physiology of the Vocal Mechanism	LSC 302- Anatomy and Physiology of Hearing	SLP 5401- Begin master's degree program sequence.

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.



*Practical application of theory*

# Course Descriptions

(Curriculum may be revised during 1986-87)

**SLP 5101 Anatomy and Physiology of the Auditory and Vocal Mechanism** Anatomic and physiological bases for the normal development and use of speech, language, and hearing. 3 credit-hours.

**SLP 5201 Hearing and Speech Sciences** Psycho-acoustical and linguistic bases of the production and perception of speech, language, and audition, including self-monitoring of sensory information. 3 credit-hours.

**SLP 5601 Clinical Procedures** Service delivery systems and settings, including diagnostic and therapeutic practices in the public and private schools, in private practice, in medical setting and public agencies. Total case management including referrals, reporting, case follow-up, counseling and interagency coordination. 3 credit-hours.

**SLP 5991 Required Clinical LAB**

**SLP 5501 Voice and Fluency Disorders in Children and Adults** Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management. 3 credit-hours.

**SLP 5503 Speech Disorders of Children and Adults** Procedures for identification and remediation of articulation disorders, such as dyspraxia, cleft palate, and dysarthria and cerebral palsy. 3 credit-hours.

**SLP 5502 Language Disorders in Adults** Clinical procedures for an array of pathological conditions of language affecting adults. 3 credit-hours.

**SLP 5993 Clinical Lab (optional)**

**AUD 5101 Fundamentals of Audiology** Introduction to hearing testing, test interpretation, and implications for client management. 3 credit-hours.

**AUD 5501 Habilitative/Rehabilitative Procedures for the Hearing Impaired** Remediation of communication problems resulting from hearing impairment. Use of amplification and assistive devices. 3 credit-hours.

**AUD 5100 Practicum II -- Audiology** Required. Testing and remedial procedures, use of amplification, speech reading, and aural habilitation. 3 credit-hours.

**SLP 5701 Diagnosis of Language and Speech Problems** Study of test interpretation and relationships between subtests in order to make a differential diagnosis. 3 credit-hours.

**SLP 5992** Required Clinical Lab

**SLP 5301 Speech-Language Development** Study of normally developing communicative skills in infants and young children. Observational techniques, phonetic transcription, non-verbal exchanges, and analysis of vocal output. 3 credit-hours.

**SLP 5401 Introduction to Hearing, Language, and Speech Disorders** 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. 3 credit-hours.

**SLP 5504 Language Disorders in Children** Clinical procedures for an array of pathological conditions of language affecting children, including developmental and acquired problems. 3 credit-hours.

## **PRACTICUMS**

**SLP 5400 Clinical Practicum I--Speech-Language Pathology** Supervised, direct clinical experience with children and adults. Procedures for evaluation, test interpretation, remediation, reporting and family counseling. 2 credit-hours. Off-Campus.

**SLP 5500 Clinical Practicum K-12. Speech-Language Pathology** Supervised, direct clinical experience with students in a school setting. Procedures for evaluation, test interpretation, remediation, reporting, and family counseling. Required of all persons seeking Florida Department of Education Certification for Speech Correction. 2 credit-hours. Off-Campus.



*Play therapy session*

**LAB (5900 Series)** Supervised observation and/or clinical experience. SLP 5991 and SLP 5992 are required. SLP 5993 may be repeated until clinical clock-hour requirement is met.

## **UNDERGRADUATE COURSES**

Prerequisite courses in speech-language pathology are offered through Nova College to students without a background or with a limited background in the field. The following courses are designed to provide subject matter background necessary for further study.

**LSC 302 Anatomy and Physiology of Hearing** Introduction to the anatomy, physiology, and neuroanatomy of the auditory system. 3 credit-hours.

**LSC 301 Anatomy and Physiology of the Vocal Mechanism** Introduction to the anatomy, physiology, and neurophysiology of the vocal mechanism. 3 credit-hours.

**PHY 301 Phonetics** Introduction to articulatory and acoustic phonetics as related to speech communication. 3 credit-hours.

## FACULTY FOR THE MASTER'S PROGRAM IN SPEECH AND LANGUAGE PATHOLOGY

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M.Ed. University of Oregon

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Sc.D. The Johns Hopkins  
University







# 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 and 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 on 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.

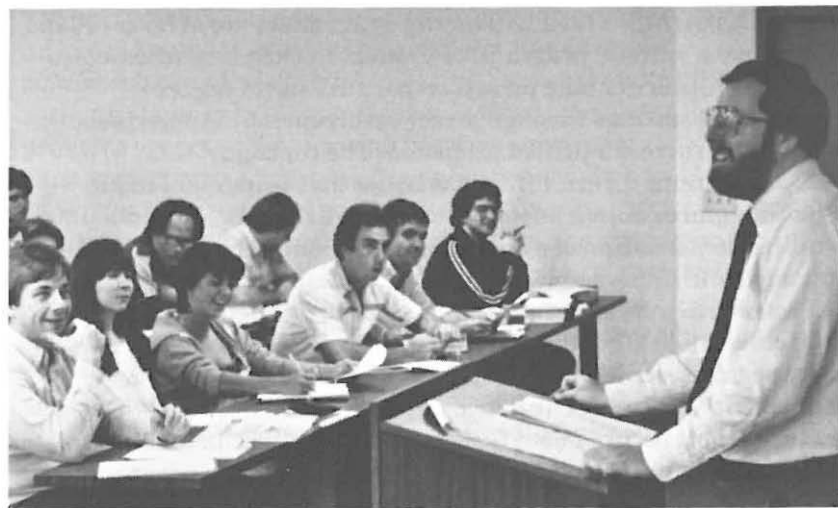
**SUMMER INSTITUTES** - The event in the program that brings students together from all clusters is the annual summer institute. This conference provides an opportunity for interaction among students from all clusters, faculty, cluster coordinators, staff, and invited lecturers and guests. The institutes 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 Palm Beach Gardens, Florida; and in Chicago, Illinois.

## **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.

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



*Students participate in intensive weekend seminars.*

## **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 or a child development 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 telephone interview, and written responses to questions dealing with the field of early and middle childhood.
- The applicant must occupy a position that requires or allows him/her 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.

## Credits and Certification

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 participants seeking certification to the extent that any specific requirements are compatible with the program.

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



*Nova students build a strong foundation in child development concepts.*

## **Information Retrieval Service**

The Information Retrieval Service 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 (i.e., computer searches, ERIC microfiche, and consultation services) needed for performing practicums or 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.

## **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.

Warren Groff, Dominic Gullo, Beverly Hardcastle, Richard Kohler, Peggy Moreno, Polly Peterson, Marilyn Segal, Jule Sugarman and Jethro Toomer, Jr., act as study area faculty. Richard Goldman, E. Riley Holman, Krishna Kumar, Georgianna Lowen, Muriel Lundy, Dorothy Adams Peck, Polly Peterson, JoEllen Salce Rogers and Walter Schurman, are the practicum advising faculty. Among the outstanding national lecture. s 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 guests have excellent qualifications and bring to the cluster participants expertise in a variety of areas related to early and middle childhood.





*The practicum project is designed to solve a problem in the student's own work setting.*

## **Program Costs**

Tuition for the Ed.D. Program in Early and Middle Childhood is \$3,400 per year for each year of the three year program. Semi-annual payments of \$850 each are charged students who require all or part of a fourth year in order to complete the program. Students may receive a six-month extension beyond the fourth year with the permission of the student affairs committee. An \$850 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 \$20 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.

**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	\$230 (deposit* & application fee) \$1,000 (tuition)	\$1,200 (tuition)
To be paid on or before the first day of the 4th month following the first official meeting	\$1,125 (tuition & \$25 service fee)	\$1,125 (tuition & \$25 service fee)
To be paid on or before the first day of the 8th month following the first official cluster meeting.	\$1,125 (tuition & \$25 service fee)	\$1,125 (tuition & \$25 service fee)

**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.

**\*Program Deposit** - A \$200 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 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 nonpayment 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 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.

# Course Descriptions

## THE STUDY AREAS

### YEAR 1

#### 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.

## **YEAR 2**

### **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)** Participants 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 participants in observing numerous early and middle childhood environments. From those observations and interviews with staff, the participants 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.

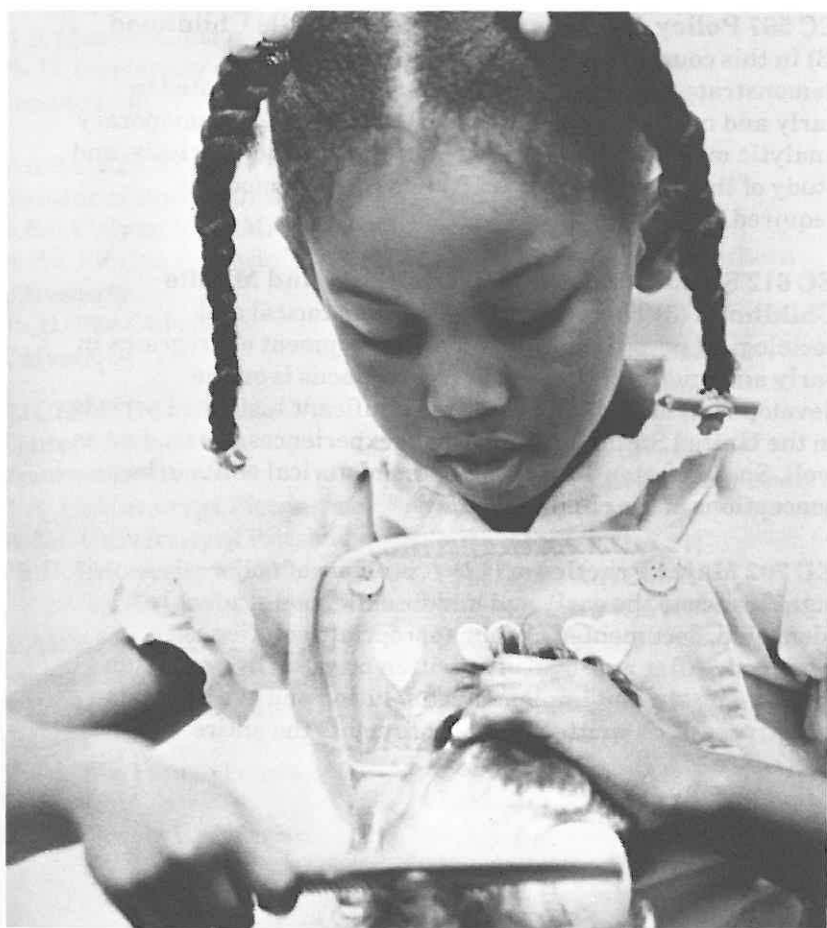
**MANAGEMENT AND LEADERSHIP**

**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.



*The curriculum is designed to use theory as a foundation for the development of effective practice.*

### **YEAR 3**

#### **POLITICAL PROCESSES 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, 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.



## **FACULTY FOR THE Ed.D. PROGRAM IN EARLY AND MIDDLE CHILDHOOD**

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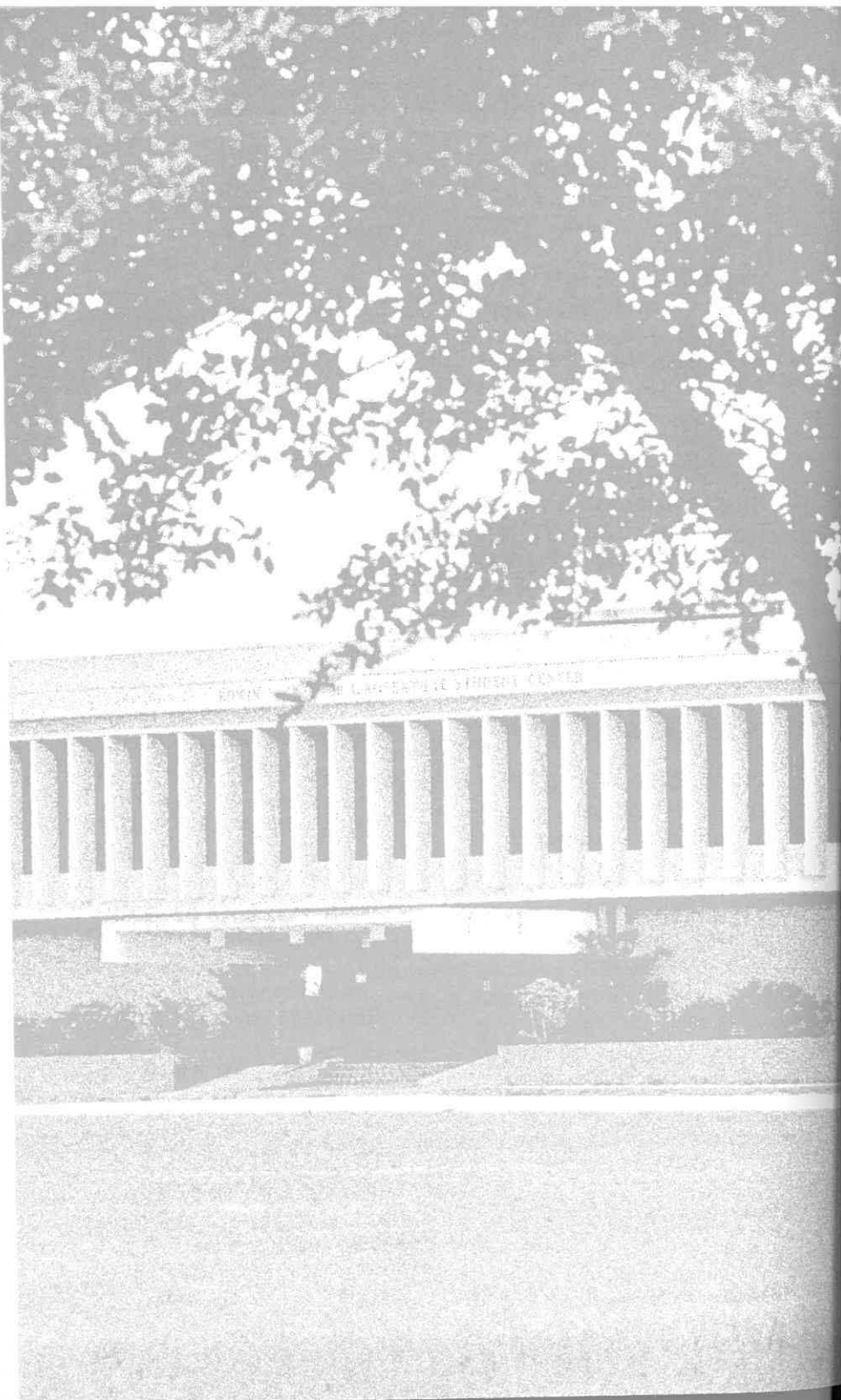
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**STEPHEN SIPLET**  
Director of Student Affairs  
B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University

**JULE SUGARMAN**  
Senior Faculty Member  
B.A. American University

**JETHRO TOOMER, JR.**  
Senior Faculty Member  
B.A. Morehouse College  
Ph.D. Temple University





# Programs for Higher Education

The Programs for Higher Education at Nova University provide a 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.

## PHILOSOPHY AND MISSION

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 independent 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 the Programs for Higher Education, it is a condition of earning the degree.

## DOCTOR OF EDUCATION

**CLUSTERS** In the Programs for Higher Education, the cluster replaces the campus. 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 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 nine-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 core seminar meetings. The cluster coordinators coordinate these activities with the national lecturers and the students.

Members of a local cluster are generally from the same geographic area and 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 social-educational-professional groups that students often find sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster.

A local cluster may form almost anywhere there is enough interest. Generally, 20 or more students are needed to form a cluster. Clusters are now operating throughout the United States.



*An informal study session at a cluster site*

**REGIONAL CLUSTERS** Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters programs. 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, independent 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 introductory meeting in the winter of 1987, one regional cluster meeting is scheduled the next 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 13 through July 24, 1987. The summer institute will be held in Tucson, Arizona, from July 26 through August 1, 1987.

Regional clusters are currently being planned for Atlanta; Birmingham; Boston; Chicago; Denver; Miami; St. Louis; Seattle; Hong Kong; Frankfurt, Germany; and London, England.

**ADMISSIONS** Admission to the program requires a master's degree from an 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 central staff member or some other representative of the programs is also required.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, the recommendations, and a portfolio. Applications are received and considered anytime during 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 not awarding college credit, 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 all 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.

Application materials and other information may be obtained from the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling (305) 475-7380.



# Financial Information

**FEES AND TUITION** An application fee of \$30 must be submitted with an application. The following tuition and fees are effective October 1, 1986:

Tuition for 1986-87 academic year is \$3,500 (four partial payments of \$875 each).

No tuition increase is anticipated for the 1987-88 academic year. However, should an increase occur it would be no more than ten percent.

Tuition beyond the third year is \$450 per three month term. Students who enroll and pay tuition beyond the third year will receive a refund of \$250 if they complete their work within the first month of the term.

Attendance at two summer institutes is required for graduation. While there is no additional fee 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 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 \$10 for those who withdraw and then re-enter the program. Students reentering are subject to the prevailing tuition rate.

**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 liable for the full tuition and fees for that term.

If a cluster fails to 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 create some difficulties in making up the missed seminar at a later date. For this reason, students are urged to maintain continuous enrollment during the seminar portion of the program.

**READMISSION** Individuals on withdrawal who wish to be readmitted must complete a readmission form and be approved for readmission 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. Information regarding Veterans' benefits is available through the Office of the Registrar.

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

The purpose of offering these fellowships is (1) to make it possible for a student 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 for by the Programs for Higher Education.

To be considered for a graduate fellowship, a letter of intent and vita must be submitted to the Director, 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



*Students in one of the seminar meetings*

University, and forging or altering University documents or academic credentials.

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.

# 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 that specialization. Core seminars are offered at the cluster site and specialization seminars are delivered in conjunction with the summer institutes.

## CORE SEMINARS

### **ECD 8003 - CURRICULUM AND PROGRAM PLANNING.**

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 are studied. Such topics include: human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

**ECD 8007 - GOVERNANCE AND MANAGEMENT.** This seminar covers theories, models, and processes in the management of educational organizations or programs. General 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.** 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 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.**

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.** This seminar explores the forces in society that affect lifelong education including (1) the nature of social systems (organizations, communities, states, nations) structures, 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.** 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. By vertical perspective is meant 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.** 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.** 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.** 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 thereon are explored.



*A national lecturer making a point*

## **SPECIALIZATION SEMINARS--VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION**

**ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT.** 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 EDUCATION IN AMERICA.** 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, and government; and the economics of VTO education.



**PRACTICUMS** 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. Students receive four semester hours credit for each practicum passed.

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 not the creation of new knowledge (though this may occur), but the formulation, and ideally, the implementation of a plan of action that will lead to some improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by such individuals as cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

**MAJOR APPLIED RESEARCH PROJECT** The major applied research project (MARP) is the capstone of doctoral study. MARPs are much like practicums, only much more ambitious and rigorous. 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 should be potentially 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 MARP advisors when six seminars and four practicums have been passed.



**SUMMER INSTITUTE** Each student must attend two summer institutes. 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 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 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 failed to complete the seminar requirements and as a result of a discussion with the national lecturer, it is reasonable to expect that the student will be able to complete the requirements of the seminar. 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 concurrent session at one of the summer institutes*

A grade of **UNACCEPTABLE** means the practicum needs revision. When a practicum receives an **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.

**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 institutes. 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, if eligible, works on the major applied research project (MARP). Students no longer meet for seminars, but meet with their MARP advisors, and other Programs for Higher Education staff for counseling and advising. The cluster coordinator helps arrange these meetings.

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.

# 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 to supplement 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 deemed 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** Students have access to the Einstein Library, located on the main campus of the University. 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, xerox facilities, a media room, microfiche readers, and a microfiche reader printer.

**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 250,000 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 the I.R.S. free of charge. Since it began operation in September of 1976, the I.R.S. has distributed over 45,000 documents on microfiche.

The 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. The 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 non-print materials needed for practicums and other projects. Altogether, the 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 each)
2. Pass five practicums (4 semester-hours each)
3. Successfully complete the MARP Proposal and MARP (21 semester-hours)
4. Attend two summer institutes (no credit given, but attendance is required)
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.

A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the last three years, will be considered toward meeting 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**

BARTON HERRSCHER, University of Houston

AL MIZELL, Nova University

ALBERT PAUTLER, State University of New York at Buffalo

### **ECD 8007 - GOVERNANCE AND MANAGEMENT**

DANIEL AUSTIN, Nova University

WARREN GROFF, North Central Technical College

JOHN SCIGLIANO, Nova University

**ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION**

GEORGE BARTON, Nova University  
GARY RANKIN, Oklahoma City Community College  
MARCIA BELCHER, Miami-Dade Community College

**ECD 8016 - LEARNING THEORY AND APPLICATIONS**

JOHN FLYNN, Nova University  
JOHN LOSAK, Miami-Dade Community College  
EARL WRIGHT, San Antonio Community College

**ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION**

GUERIN FISCHER, Clearbrook Center  
KENNETH VARCOE, Pennsylvania State University  
DAVID ZIERATH, University of Wisconsin

**SPECIALIZATION IN LEADERSHIP IN ADULT EDUCATION**

**EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION**

GEORGE AKER, Florida State University  
DALE COOK, Kent State University  
MALCOLM KNOWLES, North Carolina State University (Retired)  
JUNE MULLINS, University of Pittsburgh

**EAD 8006 - THEORY AND METHODS OF ADULT EDUCATION**

GEORGE AKER, Florida State University  
DALE COOK, Kent State University  
MALCOLM KNOWLES, North Carolina State University (Retired)  
JUNE MULLINS, University of Pittsburgh

**SPECIALIZATION IN HIGHER EDUCATION**

**EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION**

J. TERENCE KELLY, Miami-Dade Community College  
SEBASTIAN MARTORANA, Pennsylvania State University  
LAWRENCE NESPOLI, Maryland State Board of Community Colleges

**EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA**

DONALD BRYANT, Carteret Technical College

FREDERICK KINTZER, University of California at Los Angeles

JAMES WATTENBARGER, University of Florida

**SPECIALIZATION IN VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION**

**ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT**

WARREN H. GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

**ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA**

WARREN H. GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

# Programs for Higher Education Faculty

**DENNIS T. ADAMS, Ed.D.**, Coordinator of the Alabama Cluster, is Director of Adult Basic Education at Wallace State Community College in Hanceville, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

**GEORGE F. AKER, Ph.D.**, Major Applied Research Project Advisor and National Lecturer in the specialization courses for Leadership in Adult Education, is Professor of Adult Education and Director of Educational Management Systems at Florida State University in Tallahassee.

**DANIEL AUSTIN, Ph.D.**, National Lecturer in Governance and Management, is a Consultant 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.

**GEORGE M. BARTON, Ed.D.**, is Director of Instruction for the Programs for Higher Education. He also serves as a Major Applied Research Project Advisor, a National Lecturer in Applied Educational Research and Evaluation and as a Central Staff Committee Member for many major applied research project students.

**HAROLD W. BEDER, Ed.D.**, Major Applied Research Project Advisor and 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 J. BELCHER, Ph.D.**, National Lecturer in Applied Educational Research and Evaluation, is Research Associate, Senior, 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.

**JOE CLEMENT, Ph.D.**, Coordinator of the Pittsburgh Cluster, is Professor of Psychology and Education at Community College of Allegheny County in West Mifflin, Pennsylvania.

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

**DALE L. COOK, Ed.D.**, National Lecturer in the specialization courses for Leadership in Adult Education, is Assistant 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 Director of Nova College, the undergraduate division of Nova University in Fort Lauderdale, Florida.



**GUERIN A. FISCHER, Ed.D.**, Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Executive Director of the Clearbrook Center in Rolling Meadows, Illinois.

**JOHN M. FLYNN, Ed.D.**, National Lecturer in Learning Theory and Applications, is Director of the Behavioral Sciences Center at Nova University, President of the Nova University Clinic, Inc., and Professor of Psychology at Nova University.

**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 H. GROFF, Ed.D.**, National Lecturer in Governance and Management and the specialization courses for Vocational, Technical, Occupational Education, is Director of Research and Development at North Central Technical College in Mansfield, Ohio.

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

**CLETE H. HINTON, Ed.D.**, Coordinator of the Chicago Cluster, is Professor of Career and Educational Support Services in the School of Business and Social Science at Harper College in Palatine, Illinois.

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

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**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.

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**ROSS E. MORETON, Ed.D.**, is the Director of the Programs for Higher Education. He also serves as a Central Staff Committee member for major applied research projects.

**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, 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.**, is Local Research Associate of the Oakland Cluster in Oakland, California.

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**DONALD C. RIGG, Ed.D.**, Practicum Evaluator, Broward Community College, South Campus, Hollywood, Florida (Retired).

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**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 Assistant to the President at Pensacola Junior College in Pensacola, Florida.

**ELIZABETH L. VAN DALSEM, Ed.D.**, Major Applied Research Project Advisor, is Professor of Counseling and Coordinator of the General Counseling Program at San Francisco State University in San Francisco, California.

**KENNETH E. VARCOE, Ph.D.**, Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Assistant Vice-President for Student Affairs at Pennsylvania State University in University Park, Pennsylvania.

**RENE E. VILLA, Ed.D.**, Local Research Associate for the Tampa Cluster, is Professor of Psychology at 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, Ed.D.**, Local Research Associate for the Philadelphia Cluster, is Associate Professor in the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

**JOHN R. WEST, Ed.D.**, Coordinator of the Santa Ana Cluster and Practicum Evaluator, is Dean of Special Services at Santa Ana College in Santa Ana, California.

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

**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 bulletin 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 representative 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 T. Adams  
Wallace State Comm. Coll.  
Highway 31, Route 6  
Hanceville, AL 35077  
H)205/739-1582  
B)205/352-6403 Ext. 208

#### **ALASKA**

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

#### **CHICAGO**

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

#### **DALLAS**

Dr. Anita G. 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  
532 East Ninth Street  
Fond du Lac, WI 54935  
H) 414/922-2823 (Evenings  
and Weekends Only)

#### **FORT BRAGG**

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

#### **GREENWOOD**

Dr. John A. Morgan, Jr.  
Gatewood, A-64, Route 5  
Greenwood, SC 29646  
H) 803/229-7742  
B) 803/223-9442

#### **HAMPTON/RICHMOND**

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

#### **MASSACHUSETTS**

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

**PHOENIX**

Dr. Raul Cardenas  
South Mountain Comm. Coll.  
7050 South 24th Street  
Phoenix, AZ 85040  
B) 602/243-6666

**PITTSBURGH**

Dr. Joe Clement  
Community College of  
Allegheny County  
1750 Clairton Road  
West Mifflin, PA 15122  
B) 412/469-1100 Ext. 498

**REGIONAL CLUSTERS**

Dr. Charles Collins  
505 Cedar Street  
Platteville, WI 53818  
H)608/348-5460  
W)608/342-1791

**SANTA ANA**

Dr. John R. West  
22345 Blueberry Lane  
Lake Forest, CA 92630  
H)714/472-8938  
B)714/667-3061

**SOUTH FLORIDA**

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

**TAMPA**

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

**WEST FLORIDIA**

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

There are also several areas of potential regional cluster formation. These areas include, but are not limited to, the following:

ATLANTA, GEORGIA  
CHICAGO, ILLINOIS  
MIAMI, FLORIDA  
FRANKFURT, GERMANY  
HONG KONG  
HONOLULU, HAWAII  
KANSAS CITY, MISSOURI

LAS VEGAS, NEVADA  
LONDON, ENGLAND  
LOS ANGELES, CALIFORNIA  
SEATTLE, WASHINGTON  
ST. LOUIS, MISSOURI

## PROGRAMS FOR HIGHER EDUCATION--STAFF

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*Adult Education*

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*Vocational Education*

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DR. ABRAHAM S. FISCHLER

*President*

*Nova University*

DR. JUNE MULLINS

*Associate Professor*

*Adult & Higher Education*

*University of Pittsburgh*

DR. RICHARD GREENFIELD

*Chancellor*

*St. Louis Community*

*College District*







# National Ed.D. Program for Educational Leaders

## 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.

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 on 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 their 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.

**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 generally 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 important goal. The coordinator serves as an expeditor and motivator of participants. But he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As it becomes feasible, for example, he or she turns over responsibility to participants for the budget, direction of the study program, self-evaluation, and program evaluation.



## Operating Clusters and Coordinators\*

CLUSTER	START DATE	CLUSTER COORDINATORS	CONTACT
Atlanta, Georgia III	April 14, 1984	Cade T. Gervais - Assistant to Superintendent, Fulton County Schools Atlanta, GA	786 Cleveland Ave., SW Atlanta. GA 30315 (404) 768-3600
Boston/Seekonk	May 17, 1986	Herb Drew, Consultant Westfield, MA	9 Spartan Lane Westfield, MA 01085 (413) 562-9713
Central Florida	April 13, 1985	Eric Whitted - Area I Superintendent Pinellas County Schools, St. Petersburg, FL	1001 51st St., S. St. Petersburg, FL 33707 (813) 321-3461
Colorado Springs	April 26, 1986	Leonard Bartel, Superintendent Widefield School District Colorado Springs, CO	1820 Main St. Colorado Springs, CO 80911-1199 (303) 392-3481
Columbia, South Carolina	Jan. 26, 1985	Evelyn Blackwelder - Superintendent Lexington Co. School Dist. 1 Lexington, SC	P.O. Box 219 Lexington, SC 29072 (803) 359-4178



Dallas, Texas IV	Oct. 20, 1984	Dwain Estes - Chairman, Dept. of Administration, Foundation & Supervision Baylor University Waco, TX	213 Guittard Ave. Waco, TX 76706 (817) 757-1772
Indiana	Jan. 26, 1985	Fred Dykins - Principal Central Elementary School Plainfield, IN	110 Wabash St. Plainfield, IN 46168 (317) 839-7707
Jacksonville, Florida IV	Feb. 2, 1985	Julian Williams Asst. Superintendent, Coffee County Schools Douglas, GA	1106 Hillside Dr. Douglas, GA 31533 (912) 384-2086
Macon, Georgia	May 18, 1985	Columbus Watkins - Principal Miller A. Middle School Macon, GA	1870 Flintwood Dr. Macon, GA 31211 (912) 746-3229
Maine	Oct. 19, 1985	John Hoyt - Superintendent Cornish, ME	R.F.D. M.S.A.D. No. 55 Cornish, ME 04020 (207) 635-8683
Miami, Florida	Oct. 13, 1984	Bert Kleiman Director of Secondary Schools Dade County, FL	14321 S.W. 77 Ave. Miami, FL 33157 (305) 642-7555
Miami II Florida	Oct. 11, 1986	Bert Kleiman Director of Secondary Schools Dade County, FL	14321 S.W. 77 Ave. Miami, FL 33157 (305) 642-7555

Myrtle Beach, South Carolina	Nov. 19, 1983	Floyd Wright Superintendent Marlboro County Schools, SC	Box 382. Bennettsville, SC 29512 (803) 479-4016
Phoenix, Arizona III	Jan. 28, 1984	William Wright Superintendent Apache Junction Unified Schools, Apache Junction, AZ	P.O. Box 879 Apache Junction, AZ 85220 (602) 982-1111
Potomac, D.C. II	Nov. 5, 1983	Eugene Karol Superintendent Calvert County Schools Prince Frederick, MD	P.O. Box 627 Prince Frederick, MD 20678 (301) 535-1700
Raleigh, North Carolina	Sept. 29, 1984	Charles Davis - Director of Federal Programs Williamsburg County Schools Kingstree, SC	P.O. Box 1067 Kingstree, SC (803) 354-6674
Richmond, Virginia II	Oct. 27, 1984	John Galloway - Director, Non-Instructional Personnel Chesterfield County, VA	13701 Robious Road Midlothian, VA 23113 (804) 748-1295
San Francisco Bay Area II, California	Nov. 16, 1985	Don Johnson Superintendent of Schools Sausalito, CA	1360 Butterfield Rd. San Anselmo, CA 94960 (415) 332-3190

Springfield, Massachusetts II	April 14, 1984	Neil Macy - Education & Labor Relations Consultant Bloomfield, CT	10 Mallard Drive Bloomfield, CT 06002 (203) 242-7287
South Park, Pennsylvania III	Jan. 26, 1985	Robert S. Piatt Director of Elementary Education, South Allegheny School District Liberty Boro, PA	1713 Port Vue Ave. McKeesport, PA 15133 (412) 672-4688
Waukegan, Illinois IV	Oct. 20, 1984	James G. Moffat Chicago Public School System Chicago, IL	6727 N. Loron Ave. Chicago, IL 60646 (312) 235-3160
Williamsport, Philadelphia III	Feb. 4, 1984	Harry I. Sharp, Jr. Superintendent Ridgway Area Schools Ridgway, PA	Box 593, Ridgway, PA 15853 (814) 772-4488
Wilmington, Delaware III	Jan. 21, 1984	J. Howard Hunt Consultant Mullica Hill, NJ	RD#2, Box 378 Mullica Hill, NJ 08062 (609) 478-2590
Wilmington, Delaware IV	Oct. 12, 1985	J. Howard Hunt Superintendent	RD#2, Box 378 Mullica Hill, NJ 08062 (609) 478-2590

\* *As of June, 1986*

## 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 the 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; Finance; 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.

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.

**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: Richard Willard**

## 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

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  
IANNACCONI  
*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 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-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

## **SCHOOL FINANCE**



**JAMES W. GUTHRIE**  
*Senior National  
Lecturer*

**General Description.** This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and

minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach that goes far beyond traditional concerns: the design of this study area is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes, intensely, the school finance arrangements of particular states of special interest to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to society from investment in schooling, the relationship between cost and educational quality, equal protection suits, and the relationship of school finance to overall public finance problems such as tax policy. School finance reform proposals are also discussed among them, "Full State Assumption" and "District Power Equalizing."

**Instructional Methods and Materials.** In dealing with this volatile subject, a blanketing approach is used. In addition to presentations from three National Lecturers, participants are provided with a series of readings in economics and finance and a study consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of various authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local 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 in other ways sophistication in 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:** Jack W. Osman, Robert Singleton

## MANAGEMENT AND SUPERVISION



HARVEY SCRIBNER  
Senior National  
Lecturer

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

used in preference to "administration" because they focus on the responsibility of school administrators to direct school

resources to the improvement of childrens' 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 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 Lecturers:** Gordon L. McAndrew, 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

*\* This study area is undergoing revision during 1986-87.*

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.

The study area is atypical in that instruction is provided entirely by Nova staff (not counting individuals involved by the cluster as local resources). This staffing pattern is designed, in part, to serve system needs, such as increased interaction among participants and central staff, and facilitating problem identification and information access, two skills related to the practicum process.

#### **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. Also, participants will be expected to demonstrate ability to formulate problems and to articulate dimensions of an administrator-researcher partnership. Participants will be expected, also, to demonstrate development of active engagement with researchers and research associations. 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, and 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. Educational 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

## Practicums\*



DAVID S. FLIGHT  
*Director of Practicums*

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 participant/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

*\* During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, and study area and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.*



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.



**JOHNNIE PERRY**  
*Administrative Secretary*



**CAROLE BENEDICT**  
*Clerical Assistant*

**INSTRUCTIONAL PROCESS AND MATERIALS** - As they enter the doctoral program, participants receive text materials on the practicum process and departmental expectations. Instructional sessions with full-cluster groups during the first few weeks following cluster formation are followed by subcluster meetings at which Nova faculty engage groups of three to five participants in discussion of practicums by speaker phone. These interchanges are intended to clarify basic concepts in the specified problem-solving design and to assist participants in applying the elaborated planning procedures to possible initial projects. As may be necessary to achieve mastery, participants may be involved in more than one discussion of the basic planning process. Then individual telephone conferences are conducted to hammer out acceptable plans for each participant's actual Introductory Practicum project. When this has been achieved, sometimes after several such conferences and exchanges of informal written material, participants prepare written proposals,



which they submit for formal evaluation as the final step 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 Introductory Practicum during the first year of program activity. Following demonstration of a verified educational improvement in this first significant problem-solving effort, they are then encouraged to join with one or two others in their clusters with similar interests and concerns for the organizing of a Group Practicum extending through the second program year. The third and final practicum is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings. While this sequence of work is typical, alternative patterns are quite acceptable. For example, the period after completion of the Introductory Practicum may be devoted to an ambitious two-year, individual undertaking or two one-year projects, depending on problematic conditions facing participants at particular times and places.

## The Summer Institute

The final element in the instructional program, Education USA (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 eight 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.

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)**, which 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 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.

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### STUDY GUIDES

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<u>Study Area</u>	<u>Author</u>	<u>Revised/Reprinted</u>
Appraising Leadership in Education	Allan B. Ellis	1984
Curriculum Development	Louis J. Rubin	1984
Education Policy Systems	Laurence Iannaccone	1985
Evaluation	Michael Scriven	1982
Finance	James W. Guthrie	1984
Management and Supervision	Harvey B. Scribner	1984
Research for Improving the Schools	Gerald E. Sroufe	1984
Resource Management: Utilizing Resources for Improving Education	Mario D. Fantini	1984

## **Study Materials** - by study areas, provided to each cluster

### **Academic Year 1986-87**

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# 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 Admissions 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. Deposit and application fees are 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.

*\*During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, and study area and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.*

Credits are awarded for successful completion of "blocks" of work including both study areas and practicums. Blocks vary in the length of time they take to complete, the number of study areas covered, and the complexity of practicum involvement. The sequence in which the eight study areas are covered varies from cluster to cluster. The initial block of 9 credits is awarded for successful completion of one study area and an accepted practicum proposal. A second block of 17 credits is awarded for successful completion of two study areas and the final report of one practicum. A block of 26 credits is awarded for successful completion of three study areas and one additional practicum. The final block of 20 credits is earned through successful completion of two study areas and the final practicum. An entire block of work must be completed satisfactorily before the registrar will issue any credit.

### Block Credit System

#### FIRST YEAR <sup>1</sup>

Study Areas <sup>2</sup>

Practicum

Credits <sup>3</sup>

BLOCK I	BLOCK II	
A	B	C
Introductory	Introductory	
Practicum Proposal	Practicum Report	
9	17	

#### SECOND YEAR

Study Areas

Practicum

Credits

BLOCK III		
D	E	F
Group Practicum Report		
26		

#### THIRD YEAR

Study Areas

Practicum

Credits

BLOCK IV		
G	H	
Individual Practicum Report		
20		

<sup>1</sup> A "year" is 12 sequential months.

<sup>2</sup> Study areas sequence is irrelevant to award of credits. Each of the eight study areas carries 6 credits (that is: Appraising Leadership in Education = 6; Policy = 6; School Finance = 6; Management and Supervision = 6; Research = 6; and, Resource Management = 6).

<sup>3</sup> Credits are awarded only for successfully completed blocks of work.

## **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 post master'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) must satisfy the expectations of the practicum advisory staff in each of the three required practicums (or their equivalent) and be given a pass grade for each practicum report; (3) must attend and actively participate in two summer institutes; and (4) must 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 conditions as they presently exist. No substitute measures presently 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 (with 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 candidate is required to improve himself 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 of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule both on the job and in the program.

**Rules of Conduct and Academic Responsibility** The canons 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.

**Cost** The program is designed to be completed in three years. The tuition fee of \$3,800. per year (October, 1986) 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 (1986) beyond the third year is \$800 per three-month term.

## TUITION PAYMENT PLAN \*

Participants may pay their tuition in one single payment of \$3,800 before the cluster start date (plus an initial application fee of \$50.00 the first year only), thereby avoiding \$50.00 in service charges, or payments can be made in three installments over the year as follows:

### FIRST YEAR

First Payment	\$ 50.00	(application fee to be paid with application)
	<u>\$ 1266.00</u>	(tuition)
	\$ 1316.00	(to be paid before first meeting)
Second Payment	\$ 1266.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$ 1291.00	(due before the fifth month of the cluster.)
Third Payment	\$ 1266.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$ 1291.00	(due before the ninth month of the cluster.)

*\*During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, study areas and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.*

## SECOND AND THIRD YEARS

First Payment	\$ 1266.00	(tuition-due before the first month of the cluster year)
Second Payment	\$ 1266.00	(tuition)
	\$ 25.00	(service charge)
	\$ 1291.00	(due before the fifth month of the cluster.)
Third Payment	\$ 1266.00	(tuition)
	\$ 25.00	(service charge)
	\$ 1291.00	(due before the ninth month of the cluster.)

**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.

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 RESINSTATEMENT 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 a participant has not notified the registrar - in writing- of his or her withdrawal before the first official meeting, he will be liable for the first tuition payment. On the other hand, a participant notifying the registrar in writing of his or her intent to withdraw, before the first meeting of the cluster, 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, \$2534 refund;  
withdrawal before the due date of the third payment, \$1267 refund.

If an application is rejected, the applicant will be refunded all monies except the \$50 application fee.

*IF A CLUSTER FAILS TO FORM IN THE PARTICIPANT'S GEOGRAPHIC AREA, ALL MONIES, INCLUDING THE APPLICATION FEE, WILL BE RETURNED TO THE APPLICANT.*

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-entry 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 coordinated by the Office of University Relations and Development. The association is organized on three levels - local, state, and national - which 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 job placement and credentials file services. 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 two periods in which participants' work is reviewed and a formal decision made about their continuing in the program. First, after eighteen 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 eighteen 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 four calendar years in the program. At this point, participants expected to be able to complete the program in six additional months are 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 additional six months, are terminated. They may appeal, as discussed below.

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.

Complete information about the Appeals Panel - names of members, schedule of meetings, terms of appointment and appeal forms - are available from the program office.

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.

## Biographical Information

**CHARLES M. ACHILLES**, National Lecturer in Research for Improving the Schools, is Professor of Educational Leadership in the Department of Educational Leadership and Coordinator for Educational Field Services, Bureau of Educational Research and Services, The University of Tennessee, Knoxville. He received his B.A. in classics, his M.A. in education and Latin, his Ed.S. in educational administration and Ed.D. in educational administration all from the University of Rochester, Rochester, NY. He has been a teacher and administrator in both public and private schools, an employee of the (former) U.S. Office of Education, on the research faculty at The University of California, Berkeley, and at the University of Tennessee, Knoxville, since 1967. Mr. Achilles has been director or team member for numerous research and evaluation efforts, such as studies of discipline practices in Delaware, effective schooling in St. Louis, neighborhood unrest in Kansas City, desegregation concerns in Richmond, state-level leadership in vocational and technical education, public confidence in education, and a variety of local or regional evaluation efforts. He has been nominated as a finalist for the AASA Outstanding Research Award in 1983, 1984, 1985, 1986 and 1987. He has been President and Vice-President of the National School Development Council, on the board of directors of the National Conference of Professors

of Research Association, and has held responsible positions with several other organizations. He is a state facilitator for the National Diffusion Network. In 1985 Mr. Achilles won the outstanding research award of the Mid-South Educational Research Association. He is interested in a generalist approach to research in schools and in applying research efforts to improve education. He is the author of more than 200 publications, such as articles, research reports, monographs, and book chapters. He is or recently has been an editorial consultant or manuscript reader for the National Forum of Educational Administration and Supervision, the AASA Professor, Issues in Education, and a paper reader for groups such as AERA and MSERA.

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**DALE L. BRUBAKER**, National Lecturer in Curriculum, is Professor of Education at the University of North Carolina at Greensboro. He has been a faculty member at the University of California, Santa Barbara and the University of Wisconsin, Milwaukee. He is the author or co-author of ten books on curriculum and leadership, among them: *Creative Survival in Educational Bureaucracies* (McCutchan, 1974) and *Curriculum Planning: The Dynamics of Theory and Practice* (Scott, Foresman, 1982). He was codirector of the



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Humanistic Education Project with James B. Macdonald at the University of Wisconsin, Milwaukee, and the University of North Carolina at Greensboro. His M.A. and Ph.D. degrees were earned at Michigan State University.

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**ELISSA A DAWERS**, National lecturer in resource management: utilizing resources for improving education, is an associate Publisher with the Information Access Company. Dr. Dawers has also been the managing editor of the American Medical Report and an evaluation consultant with CTB/McGraw-Hill. She earned a doctor of education degree at the University of San Francisco, a master of arts degree at Western Kentucky University, and a Bachelor of science degree at Spalding University in Louisville, Kentucky

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**LLOYD A. DuVALL**, has been Director of the National Ed.D. Program for Educational Leaders since 1985. He earned his Ph.D. at The Ohio State University. He has served on the faculties of the University of Rochester and the University of Oregon. At the University of Oregon he was Associate Dean of the College of

Education and Director of the Center for Educational Policy and Management. He also served as a Program Director at the Appalachian Educational Laboratory and as Director of School Management Services with the General Learning Corporation. Prior to coming to Nova University, he was Director of Economic Development in Newport, Tennessee. Dr. DuVall has served as Chairman of the Board of Directors of the Council for Educational Development and Research, was a member of the Executive Committee of the University Council for Educational Administration, and Chairman of the AASA Committee on Higher Education. He has served as a public school teacher and administrator and has served as a consultant to schools in fifteen states.

**ALLAN B. ELLIS**, Senior National Lecturer in Appraising Leadership in Education, is president of Learning Solutions, Inc. Mr. Ellis has been President of Educational Research Corporation, a professor of education at Harvard Graduate School of Education, director of research of the New England School Development Council, director of the New England Education Data Systems, and a teacher at the Port Washington High School. Mr. Ellis has served as a consultant to educational institutions at all levels, and has published extensively about the use of computers in education and



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about the development and measurement of educational leadership. His most recent books include *The Use and Misuse of Computers in Education* (McGraw-Hill) and *Educational Leadership Appraisal* (Nova University). Mr. Ellis earned his B.A. and M.S. degrees from Queens College, and his Ed.D. degree from Harvard University.

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**MARIO D. FANTINI**, Senior National Lecturer in Resource Management: Utilizing Resources for Improving Education, is professor and dean of education at the School of Education, University of Massachusetts/Amherst. Mr. Fantini has been Professor and Dean at the State University of New York at New Paltz. He has been a teacher and Director of Special Projects in the Syracuse (New York) Public Schools. While a Program Officer with the Ford Foundation, he designed the controversial school decentralization plan for New York City. He was responsible for promoting some of the most inventive efforts at school improvement. He served as chief consultant to a number of cities and states including the F. Lincoln New Town and Anacostia Community School Projects in Washington, D.C., and to the Superintendent of the Boston Public Schools during the controversial 1975-1976 period of school desegregation.

Mr. Fantini earned his Ed.D. degree at Harvard University. Among the over one-hundred publications are a dozen books including *Alternative Education: A Source Book for Parents, Teachers, Students and Administrators* (Anchor, Press/Doubleday, 1976); *Public Schools of Choice* (Simon and Schuster, 1974); *Designing Education for Tomorrow's Cities* (with Milton Young: Holt, Rinehart and Winston, 1970); *Making Urban Schools Work* (Holt, Rinehart and Winston, 1968); *The Disadvantaged: Challenge to Education* (Harper and Row, 1968). Mr. Fantini is co-editing a forthcoming book entitled *Parenting in a Multicultural Society* (Longman, Inc., Publishers).

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**DAVID S. FLIGHT**, Director of Practicums and National Education Professor, has served as principal, assistant principal, and teacher in public elementary and secondary schools in Connecticut, Missouri, and Illinois. He was principal of the Lower School at the University of Chicago Laboratory Schools, and later directed a preservice and inservice teacher preparation program in the Amherst, Massachusetts, public schools. As professor at the School of Education, University of Massachusetts, he held positions of Director of the Center for Leadership and Administration, and Chairman of the Division of



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Associate National Lecturer



**JAMES A. JOHNSON, JR.**  
Director of Instruction



**ALEXANDER I. LAW**  
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Educational Planning and Management. He was also a director of the Consortium for Educational Leadership as well as professor-in-charge of Consortium training activity on the University of Massachusetts campus. He was editor of the Newsletter of the University Council for Educational Administration and assistant editor of the Educational Administration Quarterly. He did his undergraduate work at the University of Pennsylvania where he was elected to Phi Beta Kappa. After master's work at Teachers College, Columbia University, he completed his Ph.D. at the University of Chicago. His publications include a number of articles on general educational topics. He joined the Ed Leaders faculty in 1975 and completed six years as Practicum Director in 1986.

**ADRIENNE M. GARCIA**, National Lecturer in Resource Management, is a private consultant assisting programs to secure grants from public and private sources. She has worked with colleges and universities, social service agencies, hospitals, mental health centers, and arts institutions in pursuit of funds, and editing or developing proposals.

Dr. Garcia earned a doctoral degree in Psychological Foundations of Education and a master's degree in Early Childhood Education from the University of Florida.

Past work experiences include teaching at the primary level, serving as Education Coordinator for a local child development program, providing training and technical assistance for Head Start programs in the state of Florida, and coordinating a regional program serving 2000 infants and preschoolers in 15 states.

She has taught at various colleges and universities, offering classes in grantsmanship, child development, psychology, early childhood education, and administration and supervision. Currently, Dr. Garcia serves as a consultant to school districts and Head Start programs; and conducts workshops and seminars.

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**JAMES W. GUTHRIE**, Senior National Lecturer in Finance, is a Professor in the School of Education at the University of California at Berkeley. He was Deputy Director of the New York State Education Commission from 1970 to 1972. Stanford University awarded him the degrees of B.A. in anthropology, M.A. in education, and Ph.D. in educational administration. He was selected as an Alfred North Whitehead Postdoctoral Fellow at Harvard University, 1969-1970. His publications include: *Schools and Inequality*, with George B. Kleindorfer, Henry M. Levin, and Robert T. Stout (Cambridge, Mass.: M.I.T. Press, 1971); *New Models for*





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**JOAN MIGNEREY**  
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American Education, edited with Edward Wynne (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971); and "What the Coleman Reanalysis Didn't Tell Us," in Saturday Review, July 22, 1972. He has been a consultant to the U.S. Commissioner of Education, the Ford Foundation, the Florida State Legislature, the California State Department of Education, the New York State Department of Education and National Urban Coalition, among others. He has served as Educational Specialist to the U.S. Senate and was Deputy Director, 1970 to 1972, and Director, Urban Education Program, School of Education, University of California, Berkeley, 1968 to 1971. Mr. Guthrie was elected to the Berkeley Unified District Board of Education in 1975 and was elected President of the body in 1977.

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**EMIL J. HALLER**, Senior National Lecturer for the study area Research for Improving the Schools, is Professor of Educational Administration at Cornell University. Prior to taking that position he was on the faculty of the Ontario Institute for Studies in Education at the University of Toronto. He has held visiting research positions at the University of Oregon's Center for Educational Policy and Management and at the University of British Columbia. He

has taught in public schools in Missouri and New York. He received his Bachelor's degree from the University of Missouri and his Ph.D. from the University of Chicago. In addition to numerous research articles in educational and sociological journals, he has written (with Kenneth A. Strike), An Introduction to Educational Administration: Social, Legal and Ethical Perspectives (Longman, 1986) concerned with the difficulties of doing research on school governance. His current research pertains to the problems of small rural schools and to the issues surrounding ability grouping and tracking.

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**LAURENCE IANNACCONE**, Senior National Lecturer of Education Policy Systems, is Professor of Education at the University of California, Santa Barbara. Mr. Iannaccone has been a member of the faculties of the Ontario Institute for Studies in Education, Harvard, Claremont Graduate School, Washington University and Teachers College, Columbia. Mr. Iannaccone has served as a member of the Advisory Board of the Educational Policy Research Center at Syracuse and as a consultant to the Federally-supported Experimental Schools Program. He is presently a member of the National Institute of Education's Task Force on





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Educational Governance and Organization. Politics in Education (Prentice Hall, 1967) and Politics, Power and Policy; The Governing of Local School Districts with Frank Lutz (Charles Merrill Publishing Company, 1970) are titles representative of his continuing research interest. His publication with Peter Cistone, developed for the ERIC Clearinghouse on Education Management, is The Politics of Education.

He earned his B.A. and M.A. degrees in Government at the University of Buffalo, studied Scienza Politica at the University of Florence, and earned his Ed.D. degree from Teachers College, Columbia.

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**RICHARD M. JAEGER**, National Lecturer in Evaluation, is a Professor in the School of Education, University of North Carolina at Greensboro. He was Professor in the College of Education, University of South Florida, 1971 to 1976. He has served as Director of the Federal-State Developmental Staff of the Office of the Deputy Commissioner for Development, U.S. Office of Education, and Chief of Evaluation Methodology and of Evaluation Design in the Bureau of Elementary and Secondary Education. From 1965 to 1967 he was a mathematical statistician in the

Mathematical Sciences Department, Stanford Research Institute.

Previously he had been a senior research engineer for General Motors Corporation, a mathematical statistician for Philco Corporation, and an analyst and statistician at the Space Technology Laboratories-Aerospace Corporation. He received a B.A. degree in mathematics from Pepperdine College. Stanford University awarded him an M.S. degree in mathematical statistics and a Ph.D. degree in educational research. He has been a consultant to Virginia Polytechnic Institute and State University, the National Center for Educational Research and Development of the U.S. Office of Education, the Right to Read Program, and the National Center for Educational Statistics of the U.S. Office of Education, and co-director, American Educational Research Association Training Institute, Sampling Design and the Statistics of Sampling for Educational Researchers. His books, include Minimum Competency Achievement Testing, (McCutcheon, 1980); Statistics: A spectator Sport (Sage, 1983); Sampling in Education and the Social Sciences (Longman, 1984). Mr. Jaeger is past President of the Florida Educational Research Association (1976-1977), past Chairman of the Research Training Committee of the American Educational Research Association (1976-1979), past President of the North Carolina Association for Research in Education (1982-



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1983), former editor of the Journal of Educational Measurement, and on the Board of Directors of the National Council on Measurement in Education.

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**JAMES A. JOHNSON, JR.**, is the program's Director of Instruction and a National Education Professor. He joined the staff after serving as Director of the Jefferson County Education Consortium in Louisville, Kentucky, where he also held the rank of Associate Professor at the University of Kentucky. Mr. Johnson's professional career began as a teacher in New York City, where he also served as administrator and consultant to various educational projects. He later became an Associate Director of the Far West Laboratory for Educational Research and Development, San Francisco, and then served as Associate Superintendent for Planning, Research and Evaluation in the District of Columbia Public Schools. He has also taught at a number of higher education institutions. Mr. Johnson did his undergraduate and master's level work at the City University of New York and was awarded the Ph.D. degree at the University of California at Irvine. He has been consultant to numerous school systems and to such organizations as the Community Relations Division of the Justice Department, the National Educational Broadcasters

Association, the National Association of Community Schools, the National Urban League, and the U.S. Office of Education. His extensive publications focus on urban problems, with particular attention to early childhood and the education of black children. Mr. Johnson serves as Chairman of the National Alliance of Black School Educator's Council of Affiliate Presidents and as Chairman-Elect of the Alliance Program Development, Research and Evaluation Commission.

**ALEXANDER I. LAW**, National Lecturer in Evaluation, is Assistant Superintendent and Chief, California State Department of Education, Office of Program Evaluation and Research. Mr. Law has served as a psychologist in the U.S. Army, a school psychologist in California, and performed a variety of duties with Educational Testing Service. In 1963 Mr. Law taught educational data processing at Stanford University, and during the period 1967-1969 he taught educational tests and measurement at Sacramento State University. Mr. Law has been a visiting scholar at UCLA (1978) and Stanford University (1979). He has also served on the Board of Directors of the Stanford Center for Research and Development in Teaching, the California Advisory Council on Educational Research, and the ERIC Clearinghouse on tests and measurements. Mr. Law has, in addition, been responsible for the publication of more than 50



**ROBERT SINGLETON**  
Associate National Lecturer



**MICHAEL SCRIVEN**  
Senior National Lecturer



**ULYSSES VAN SPIVA**  
Associate National Lecturer

evaluation reports for the California State Department of Education. His Ed.D. degree in educational psychology was earned at the University of Southern California.

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**LOUIS H. MASOTTI**, National Lecturer in Education Policy Systems, Professor of Management and Urban Affairs and a member of the Research Faculty of the Center for Urban Affairs and Policy Research at Northwestern University. He had been a faculty member at Case Western Reserve and Johns Hopkins (Bologna, Italy), and a consultant to Los Angeles and Detroit in their efforts to redesign their education electoral systems. He is the author of thirteen books, among them: *Education and Politics in Suburbia* (Western Reserve Press, 1967), *Metropolis in Crisis* (Peacock, 1971), *Urbanization of the Suburbs* (Sage, 1973), *Urban Policy and Urban Problems* (Lexington, 1975), *The New Urban Politics* (Ballinger, 1976), and *After Daley: Chicago Politics in Transition* (University of Illinois Press, 1982). His M.A. and Ph.D. degrees in political science were earned at Northwestern University.

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**GORDON L. McANDREW**, National Lecturer in Managing the Schools, is Senior Research Fellow, U.S. Dept. of Education, and he is on the faculty of the University of South Carolina. Previously he was Superintendent of Schools, Columbia, S.C., Gary, Indiana; Director of the Learning Institute of North Carolina; Director of the North Carolina Advancement School; Instructor at the University of California at Berkeley; Director of the Interagency Project of the Oakland California Public Schools; and Coordinator of Secondary Education and Summer Schools at Oakland. His degrees from the University of California at Berkeley are; M.A. in education; and Ph.D. with concentration in administration and curriculum. He did graduate work in comparative education at the University of London.

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**JOAN M. MIGNEREY**, Associate in Practicums, joined the faculty in January 1985. Prior to joining the Nova University National Ed.D. Program for Educational Leaders she was a national lecturer in management development and group dynamics for the National Management Association. She has had extensive experience as a classroom teacher and supervisor. In addition, she has been a faculty member at University of Toledo, Lansing Community College and St. Petersburg Community College.



**RICHARD W. WILLARD**  
Associate National Lecturer



**FREDERICK M. WIRT**  
Associate National Lecturer

She has held adjunct faculty positions at Eckerd College, University of South Florida, St. Leo's College and Nova University in the Center for the Study of Administration. Dr. Mignerey holds the designation of a Certified Manager which was earned through experience, education and national examination. The CM designation was granted in 1980. She is the author of *Learning Through Discussion* (NMA Press, 1980), *Handbook for Discussion Leaders* (NMA Press, 1980), *Chairman's Guide to Effective Leadership* (NMA Press, 1983), *Face to Face Communications* (Dow Jones-Irwin, 1983) and has been the Technical and/or Consulting Editor for more than twenty management publications by Macmillan, MNA Press, and ICPM Press. She received her undergraduate training at Bowling Green State University and Defiance College. Her Master's degree is from Bowling Green University and she received her Ph.D. from Michigan State University.

**ROBERT C. MILES**, National Lecturer in Appraising Leadership in Education, is Director of Corporate and State Relations at Nova University. In the past 20 years he has served in a variety of administrative positions, including superintendent of schools in Connecticut, Long Island, and New Jersey. His administrative experience has been in private and public schools and in urban and suburban school districts. Mr. Miles has been an adjunct

professor in school administration at the University of Connecticut, and the University of Hartford. He has been an educational consultant to a number of school districts and the U.S. Office of Education. He has published educational materials for and consulted for organizations such as the Proctor and Gamble Company, Harcourt, Brace, Jovanovich, Inc., Hammond Company, Century Publishers, Coca Cola, Media Company of America and Rabbinical College of America. He received his B.A. in Psychology from the University of Oklahoma, a B.S. in Education from Southern Connecticut State College and a M.A. and Ph.D. in Educational Administration from the University of Connecticut.

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**RON NEWELL**, Associate in Practicums and National Education Professor, joined the faculty in October 1982. Previously he was Director of the Graduate Division of Biscayne College in Miami, 1980-82. Throughout the 1970's, he served as director, dean or administrator of programs at Nevada, Central Florida, Florida International, and Florida Atlantic Universities. At FIU he was also Director of the School Service Center and Off-Campus Credit Program. Concurrently with these administrative responsibilities, he taught in departments of secondary education, sociology, and education. His public school

teaching career extended from 1959-66 and embraced grades 6-12 in Sterling (IL), Las Vegas, and Tucson. Newell completed the Ed.D. degree in Secondary Education and School Administration at the University of Arizona in 1966. He holds two prior degrees from Southern Illinois University, the M.S. in Education with a Sociology major and the B.S. in Education. Newell has consulted widely in Florida and other states, and has supervised a large number and variety of programs and projects, for many of which he also secured funding. Two recent projects illustrate the range of his research and development interests: "The Effect of Observation Techniques on Classroom Interaction" and "The Development of a Model for Migrant Social Education." Programs he has conducted have addressed issues in such areas as Urban Agent Training, Learning Resources Centers, Volunteer Training, Educational Programs in Prisons, and Relicensure of Cuban Refugee Professionals.

**JACK W. OSMAN**, National Lecturer in Finance, is Professor of Economics at San Francisco State University, where he is also a member of the Public Administration (MPA) faculty. He has also taught at Rutgers University, the University of California at Berkeley (School of Education) and the University of California at Davis (Department of Economics). He has been affiliated with research projects in the

economics and finance of education at Stanford University and the University of California at Berkeley. He received his B.S. in Industrial Engineering (1961), and the M.A. (1963) and Ph.D. (1966) in Economics from Rutgers University. Dr. Osman's regular teaching assignments include quantitative methods in economics, public finance, and economic analysis for policy and administration. His research specialty is the economics and finance of education, including revenue analysis and the public choice of public or private education. He was granted the Exceptional Merit Service Award at San Francisco State University in 1983-84, the inaugural year of the program. Dr. Osman's recent publications include "California School Finance: Policy Perspectives," (with John M. Gemello) in *California Policy Choices*, 1984; "Estimating the Demand for Private School Enrollment," (with John M. Gemello) *American Journal of Education*, University of Chicago, May, 1984; "The Choice for Public and Private Education: An Economist's View," (also with John M. Gemello) in Thomas James and Henry M. Levin, eds., *Public Dollars for Private Schools: The Case of Tuition Tax Credits*, Temple University Press, 1983; "Adjustments from Disequilibrium in Local Finance: School Referenda in California," (with W. Norton Grubb), *Western Tax Review*, Spring 1982; and *Regional Analysis of Adequate School Funding*

Prospects: The Western Region A Report to the National Institute of Education, School Finance Project, June 1982. Dr. Osman co-authored the economics text, Basic Economics: Problems, Principles, Policy, McCutcheon Publishing, 1972, second edition 1976. In addition, Dr. Osman has authored or co-authored numerous reports for federal, state and local government agencies.

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**ELIZABETH (BETH) A. POLINER**, Director of the Information Retrieval Service, supervises bibliographic research and disseminations for the National Ed.D Program for Educational Leaders and six other graduate programs of the Center for the Advancement of Education at Nova University. In addition, Ms. Poliner continues to serve as an adjunct instructor and curriculum consultant to Nova's Center for the Advancement of Education. Ms. Poliner has been a teacher and educational specialist/curriculum writer for elementary and secondary education and federally funded projects for the Dade County Public Schools in Miami, Florida. She also served as a staff associate for Research for Better Schools in Philadelphia, Pennsylvania, and a teacher/workshop consultant for McGraw-Hill Book Company. Ms. Poliner has designed and developed curriculum for elementary students and handicapped secondary students. At Nova, she developed, wrote, and edited a proposal submitted to the Florida State Department of Education entitled, Evaluation of Teacher Education Centers in Florida, and she served as editor for A Book of Readings in Modern Curriculum Design, published in 1982. Ms. Poliner attended Lesley College in Cambridge,

Massachusetts, and received a bachelor of education degree from the University of Miami in Coral Gables, Florida. She also earned a master of education degree in college student personnel services from the University of Miami, with additional graduate work completed for Florida State Certification in educational administration.

**LOUIS J. RUBIN**, Senior National Lecturer in Curriculum, is Professor of Education at the University of Illinois, Urbana. He holds a Master's degree in Musicology and a Ph.D. degree in Curriculum from the University of California at Berkeley. He has served as a visiting professor at Emory University; the University of Nebraska; the University of California, Berkeley; and Stanford University. He has also served as Director of the Center for Coordinated Education at the University of California, Santa Barbara, and as Executive Director of the Communications Coalition for Educational Change in Washington, D.C. At various points in his career he has worked as an educational consultant for the United States Peace Corps, UNESCO, the United States Department of State, and many school districts throughout the nation. His writings include Process as Content (Rand-McNally, 1965); Frontiers in Educational Leadership (Rand-McNally, 1967); Facts and Feelings in the Classroom (Walker Publishing Company, 1973); Improving In-Service Education - Proposals and Procedures for Change (Allyn-Bacon, 1971); The Alternative Futures of Education (Allyn-Bacon, 1975); and the Handbook of Curriculum, 2 volumes (Allyn-Bacon, 1977). Three other books Educational Reform In A Changing Society; Critical Issues in Educational Policy; An Administrator's Overview; and In-Service Education; Trends,



Processes & Prescriptions; have also been published by Allyn-Bacon. His most recent book *Artistry In Teaching*, 1984, was published by Random House.

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**HARVEY SCRIBNER**, Senior National Lecturer in the Managing the Schools study area, is Professor of Education, University of Massachusetts. He has been Chancellor of Education in New York City, State Commissioner of Education in Vermont and Superintendent of Schools in Teaneck, New Jersey. Mr. Scribner has also served as a teacher and principal in a number of New England communities. He earned his Ed.D. degree at Boston University and his M.A. at the University of Maine. Mr. Scribner's recent book, *Make Your School Work*, was written with Leonard Stevens (Simon and Schuster, 1975).

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**ROBERT SINGLETON**, National Lecturer in Finance, is the President of Robert Singleton and Associates. Mr. Singleton was Director of the Education Reform Project, an Economist at the Graduate School of Business Administration, Director of Afro-American Studies Center, and Economics Professor at the University of California. He has held various positions as a researcher for government agencies as well as for the University of California. Representative of his many honors and awards, he is listed in *Marquis Who's Who*, the *International Who's Who in Community Service*, and *Community Leaders and Noteworthy Americans*. His

publications and presentations cover a wide range of topics, including the problems of drop-outs; poverty; school finance; and presentations to the California legislature. He has also written numerous unpublished articles, and has held several positions as President or Chairman of a wide-range of organizations. He was the Founder and Chairman of the *Journal of Black Studies*, the Founding Director of the UCLA Center for Afro-American Studies; Board Member of the American Education Finance Association; Member of the Board of the Education Commission of the States - School Finance Division; and a member of at least ten other organizations. He received his B.A. in Political Science and his M.A. and Ph.D. in Economics from the University of California, Los Angeles. He also holds an Interpreter-Translator's Certificate from the Army Language School. Mr. Singleton joined Nova's staff in October of 1978.

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**MICHAEL SCRIVEN**, Senior National Lecturer in Evaluation, is Professor of Education, University of Western Australia, and Director of the Evaluation & Development Group, Inverness, California. He received his B.A. degree from the Honors School of Mathematics, University of Melbourne, and his M.A. degree from the Combined Honors School of Mathematics and Philosophy, University of Melbourne. The School of Literae Humaniores, Oxford University, granted him the D.Phil. degree. In 1970-71 he received an Alfred North Whitehead Fellowship for Advanced Study in Education at Harvard University. From 1960 to 1966 he was Professor, Department of the History and Philosophy of Science, at Indiana University. He taught at the University of

California, Berkeley, 1966-78, and ran the Evaluation Institute at the University of San Francisco, 1978-82. His summer and visiting appointments include: Center for the Study of Democratic Institutions, RAND Corporation; Center for Advanced Study in the Behavioral Sciences; Wesleyan University; Yeshiva University; and New School for Social Research. He holds numerous appointments to editorial boards and editorial consultancies, including those of *Journal for the History of the Behavioral Sciences*, *Educational Researcher*, *Journal of Educational Computing Research*, and *Metaphilosophy*. He is ex-president of the Evaluation Network, first editor of *Evaluation News* and he was president of the American Educational Research Association in 1978. He has current consultant positions with six federal and many state and local agencies. He has more than two hundred publications, ranging over fields from curriculum, program and personnel evaluation to computer science.

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**ULYSSES VAN SPIVA**, National Lecturer in Management and Supervision, is Professor of Educational Leadership and Services, Old Dominion University, Norfolk, Virginia. Before joining the ODU staff in March 1979, Dr. Spiva served as Associate Executive Vice President at Florida International University. Prior to joining the FIU staff in 1972, he served as Special Assistant to the Director of the National Follow Through Program in the Division of Compensatory Education, U.S. Office of Education, Washington, D.C. Prior to that, Dr. Spiva served as Assistant to the Dean of the Graduate School of Education at Stanford University.

He began his career in education as a mathematics teacher in the Cleveland, Ohio school system in 1955 and, for several years, served as a senior high school mathematics department chairman and as principal of an adult education school. Dr. Spiva received the B.S. degree in mathematics from Tennessee State University, M.A. in Educational Administration from Case-Western Reserve University, and the Ph.D. degree in general educational administration and political science from Stanford University. His numerous publications include three books.

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**RICHARD W. WILLARD**, National Lecturer in Appraising Leadership in Education, is Director of Research and Computing at the Bilingual Center at Lesley College and President of Educational Research Corporation. Educated at the Massachusetts Institute of Technology and Harvard University, where he received his doctorate, Mr. Willard served in the administration of MIT for fourteen years prior to becoming president of Hewes, Holz and Willard, Inc., a firm devoted to consulting with school systems on administrative uses of computers. Subsequently, he was Senior Associate of the New England School Development Council and Director of Systems and Programming of the New England Education Data Systems.

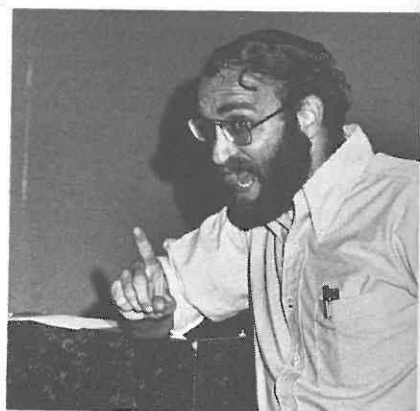
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**FREDERICK M. WIRT**, National Lecturer in Education Policy Systems, is Professor, Department of Political Science, University of Illinois at Champaign-Urbana. From 1969 to 1972 he was Research Political Scientist, Institute of Governmental Studies, and Lecturer, School of Education, at Berkeley; from 1970 to 1972 he directed the Institute for Desegregation Problems there under a federal grant. He received the B.A. degree from DePauw University, and the M.A. and Ph.D. degrees from Ohio State University. He served as instructor through professor at Denison University from 1952 to 1969. He is author of *Power in the City: Decision Making in San Francisco* (University of California Press, 1974) and *Politics of Southern Equality: Law & Social Change in a Mississippi County* (Aldine, 1970), forward by Gunnar Myrdal, which received honorable mention for best book that year from the American Political Science Association. He is editor of *The*

*Policy of the School* (Heath, 1975), and co-author of *Schools in Conflict: The Politics of Education*, with Michael Kirst (McCutcheon, 1982) and of *On the City's Rim: Suburban Politics and Policies* (Heath, 1972). He is also the author of articles on the politics of education in the U.S. and abroad. He is a member of the editorial boards of *Policy Studies Journal* and *Social Science Quarterly*. Since 1973 he has been consultant with Rand Corporation and the National Institute of Education.

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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. Four 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. 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.

## NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS ADVISORY BOARD



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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.

Two additional Board Members will be appointed during 1986-87.





# Computer-Based Graduate Programs in Computer Education

## Philosophy 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 to provide effective leadership to help improve the field of education through effective use of this technology. In January, 1986, the master of science (M.S.) and the educational specialist (Ed.S.) degrees in computer-based learning (CBL) were introduced. These programs were designed for practitioners working in an educational or training setting. Effective educators with experience in the use of computers at university, college, or K-12 levels, as well as trainers in business and government, are eligible to apply for these opportunities to become skilled in telecommunications, software design, and educational applications of research and theory. Participation in the programs is open to qualified individuals who have access to Tymnet. Students from across the United States and representatives from several foreign countries are currently enrolled in the programs. Telecommunications enables the programs to have a truly international flavor.

## The Cohort Concept

The Ed.D. and the Ed.S. computer-based degrees 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. 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 master's programs begin their work on an individual basis as soon as their applications are reviewed and approved for admission.



*"Using Modern technology in action-research"*

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. At Nova University, it is a condition for earning the degree.

Practicums are applied research projects designed to promote solutions to current problems in the students' institutions or their professional field through the use of microcomputers and/or telecommunications.

Students are required to satisfactorily complete practicums that address significant problems in their own organizations. These projects are reviewed, corrected, and sent back to the student's home directory to be read, filed, and reacted to by the student.



## Program Overview

There are three different computer-based graduate degrees offered in the area of computer education:

- The doctor of education in computer education**
- The educational specialist in computer-based learning**
- The master of science in computer-based learning**

Applicants must hold a master's degree 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 general field of computer education. Students are required to provide their own lodging and travel expenses for these institutes.

## 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 and electronically "mailed" to the instructor.

## 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\* environment. The UNIX operating system has expanded into most fields of computer usage, from university mainframes to office computer 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 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.

## 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.

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

## **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 one-week institutes each year, 3) the professional experience project (PEP), 4) three practicums, and 5) a comprehensive synthesis of the three years' work. Students will be 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 approximately five 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 of 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. The winter institute is held at the site of the Florida Instructional Computing Conference (usually in Orlando, Florida) in January or February for 6 days. This usually involves missing four days of work from the home position. 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). Students must attend a total of six institutes.

Study areas begin approximately one month prior to each institute and conclude at the following institute with a proctored exam. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.



*"Sharing their expertise is part of the professional responsibilities of computer educators"*

### PROFESSIONAL EXPERIENCE PROJECT (PEP)

Each doctoral student must plan and complete an individual professional growth and dissemination experience project and have it approved. It must contain the equivalent of participation at two annual conferences (including presentations and service to the profession) of a major professional association 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.

## 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. The major practicum must be explained orally to the student's program colleagues and the faculty. It will also be defended online before final approval. Normally, at least two of the practicums -- including the major practicum -- will focus on the area of specialization. At least one of the three practicums must use a research design.

## 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 from all study areas, practicums, and the PEP with emphasis on the student's area of specialization. The student will usually have one weekend to complete the entire synthesis.

## SEQUENCE OF INSTRUCTION

Following acceptance and payment of the service fee, new students usually spend one to three months becoming familiar with the techniques of electronic telecommunications. 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.

# 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 (CBL)  
(3 credits)

### PRACTICUM #1

CED 7701 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN  
EDUCATION (6 credits)

### SUMMER INSTITUTE

One week in July in Florida

### WINTER INSTITUTE

One week in January in Florida

# The Doctor of Education Degree in Computer Education Curriculum Sequence

## SECOND YEAR

### TERM 3

#### STUDY AREA #4 Database Management Systems

CED 7745 - FUNDAMENTALS OF  
DATABASE MANAGEMENT  
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 Instructional Systems

CED 7761 - INTRODUCTION  
TO SYSTEMS ANALYSIS  
(3 credits)

CED 7762 - APPLICATIONS OF  
SYSTEMS ANALYSIS (3 credits)

### PRACTICUM #2

CED 7702 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN  
THE PROBLEM-SOLVING PROCESS (6 credits)

### SUMMER INSTITUTE

One week in July in Florida

### WINTER INSTITUTE

One week in January in Florida

# The Doctor of Education Degree in Computer Education Curriculum Sequence

## THIRD YEAR

### TERM 5

#### STUDY AREA #7a Advanced Structured Programming

CE 7775 - ADVANCED PASCAL (3 credits)

#### STUDY AREA #8 Management and Leadership in the Use of Technology

CE 7785 -MANAGEMENT  
TECHNIQUES (3 credits)

CE 7786 -LEADERSHIP IN  
EDUCATION AND TRAINING  
(3 credits)

CE 7704 -MAJOR PRACTICUM PROPOSAL (6 credits)

### TERM 6

#### STUDY AREA #7b Advanced Structured Programming

CE 7776-THE "C" PROGRAMMING LANGUAGE (3 credits)

#### MAJOR PRACTICUM #3

CE 7705 -MAJOR PRACTICUM: (TITLE)(6 credits)

#### SUMMER INSTITUTE

One week in July in Florida

#### WINTER INSTITUTE

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 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 six-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 most 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 program, they will 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 (usually 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 conclude with an exam at the institutes. 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 three months becoming familiar with the techniques of electronic telecommunications. New students are allotted sufficient online time during the familiarization period to learn how to use their equipment to communicate electronically. Students then begin formal coursework with their cohort in the instructional sequence specified for the Ed.S. degree.



*"Once entered into a word processing program, on line writing aids -- such as Writer's Workbench -- help check writing form and style"*

# The Educational Specialist Degree in Computer-Based Learning

**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 (3 credits)**

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 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**  
One week in July in Florida

**WINTER INSTITUTE**  
One week in January in Florida

# The Educational Specialist Degree in Computer-Based Learning

## SECOND YEAR (12 semester hours)

### TERM 3

All computer education Ed.S. students will also take four three-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 courses:

- #1 - CED 5571 Administrative and Management Applications of New Technology
- #2 - CED 7732 Application of CBL Design Principles in a Structured Programming Language
- #3 - CED 7775 Advanced Computer Programming in Pascal
- #4 - CED 5575 Specialized Project in the Adult Education, Higher Education, or VTO Setting.

#### **ELECTRONIC EDUCATION (EE) SPECIALTY**

Students employed in K-12 settings and majoring in electronic education will take the following four three-credit courses:

- #1 - CED 5571 Administrative and Management Applications of New Technology
- #2 - CED 7732 Application of CBL Design Principles in a Structured Programming Language
- #3 - CED 7775 Advanced Computer Programming in Pascal
- #4 - CED 5574 Specialized Project in the K-12 Setting

#### **TRAINING AND LEARNING (TL) SPECIALTY\***

Students employed in business or industry, and involved in the use of computers and/or other technology in training settings, and majoring in training and learning will take the following four three-credit courses:

- #1- CED 5531 CAI Authoring Systems
- #2- CED 5532 Analysis and Design of Computer-Based Training Programs
- #3- CED 5535 Management and Finance of CBT Programs
- #4- CED 5536 Special Problems: Case Analyses in Training

# The Master of Science Degree in Computer-Based Learning

The four major components in the M.S. program are: 1) six three-credit, core courses; 2) four three-credit courses in the specialty area, 3) two one-week summer institutes during the program and 4) completion of a formal practicum.

## COURSES

There are six separate online core courses in the M.S. program. Students in all specialty areas take the same core during their first year. The core is coordinated by the Center for Computer-Based Learning. The center assumes responsibility for instruction, materials, and grading for these 18 credits. Students also select a specialty area consisting of four three-credit courses. There are two specialties in the computer education area: adult education and electronic education. Students may also select a specialty in 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 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 may be enrolled in two courses simultaneously.

## INSTITUTES

All master's students meet together at a formal week-long institute during the summer after they begin the program and again during the following summer. Each student must attend two 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 7 - 9 days (including the weekend). Networking with colleagues and professionals in the field also takes place at the 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 immediately begin their formal, online, course work. 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.

Regardless of the specialty selected, students will take a core of six courses and complete an action-research practicum during their first year in the program. They will then select a specialty area and take their four specialty area courses. The core courses and the courses in each specialty are listed below:

## The Master of Science Degree in Computer-Based Learning

### 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 5504 Instructional Theory and Design for Computer-Based Learning
- 3 credits: #5 - CBL 5505 Database Management Systems
- 3 credits: #6 - CBL 5506 Learning Theory, Problem Analysis, and Artificial Intelligence
- 3 credits: #7 - CBL 5509 Practicum in Computer-Based Learning: Part I
- 3 credits: #8 - CBL 5510 Practicum in Computer-Based Learning: Part II

24 credits in the first year.

# The Master of Science Degree in Computer-Based Learning

## SECOND YEAR (12 semester hours)

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:

- #1 - CED 5571 Administrative and Management Applications of New Technology
- #2 - CED 5572 Introduction to Structured Programming in Pascal
- #3 - CED 5573 Advanced Computer Programming in Pascal
- #4 - CED 5575 Specialized Project in the Adult Education, Higher Education, or VTO Setting

### 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 three-credit courses:

- #1- CED 5571 Administrative and Management Applications of New Technology
- #2 - CED 5572 Introduction to Structured Programming in Pascal
- #3 - CED 5573 Advanced Computer Programming in Pascal
- #4 - CED 5574 Specialized Project in the K-12 setting

### TRAINING AND LEARNING (TL) SPECIALTY\*

Students employed in business or industry, and involved in the use of computers and/or other technology in training settings, and majoring in training and learning will take the following four three-credit courses:

- #1- CED 5531 CAI Authoring Systems
- #2- CED 5532 Analysis and Design of Computer-Based Training Programs
- #3- CED 5535 Management and Finance of CBT Programs
- #4- CED 5536 Special Problems: Case Analyses in Training

# Program Administration

## Admissions

Since the programs are designed for professionals in education and training, the following entry requirements must be satisfied by each applicant:

### DOCTORATE OR EDUCATIONAL SPECIALIST DEGREE APPLICANTS

1. A master's degree from an accredited 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 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 the Ed.D. 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 (1/2 inch VHS) with an orientation by the senior national faculty member.



## 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.

## Fees and Tuition

### DOCTORATE AND EDUCATIONAL SPECIALIST DEGREE

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 non-refundable 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, a second 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 \$3,700 plus a \$50 registration fee for each six-month term. If quarterly payments are selected, each payment is \$950. A registration fee of \$25 is included in each payment. A \$50 late fee is assessed on each payment received after the due date. Tuition may be paid by check, Mastercard, American Express, Choice, or Visa. Please call Accounts Receivable at 305/475-7614 for further information. 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. Doctoral students may receive a third six-month extension with the permission of the student affairs committee. The fee for each six-month extension is the same regardless of how

The fee for each six-month extension 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 allotted 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 6 P.M. and 7 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 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)
Initial service fee	\$ 350 (one time)
Annual tuition	\$ 3,700 /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 allotted	\$ 250 /year
Institute travel, meals, rooms, etc.	\$ 2,000 /year
Total estimate for first year	<hr/> \$ 6,780

#### **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 100 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 \$3,000/year for 1 1/2 years; this is \$125 /credit. There is a \$15 registration fee for each three-month term. 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 access charges to the nearest net location. A late fee is assessed on each payment received after the due date. Masters students not maintaining continuous enrollment in the program will be withdrawn. Students who withdraw and reenter are assessed a readmission fee of \$30 and are subject to the prevailing tuition rate. To reenter, students must complete a readmission form and be approved for readmission by the Admissions Committee of the Master of Science in Computer-Based Learning Program. If students submit equivalent experiences for evaluation, there is a charge of \$50/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 6 P.M. and 7 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	\$ 3,000	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	\$ 5,240	

### 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 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 Student Services Office will assist veterans in applying for benefits.

## **Financial Aid**

Information on Financial Aid and Student Loans can be obtained from our office of Student Financial Planning and Resources, 305/475-7411.

## **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." Course grades are assigned by the faculty responsible for each course, and practicum grades are assigned by the practicum evaluator and reviewed by the director of practicums. Course grades are sent to students and are also maintained by the registrar's office so official transcripts may be requested when needed. 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 exceptional work will receive a grade of "A."

## **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 post-master's work earned within the past ten years for the same or equivalent coursework. There is no tuition credit for courses transferred into the program.

## EDUCATIONAL SPECIALIST DEGREE

Up to six semester hours of credit for post-master's level work that is equivalent to coursework within the Ed.D. or Ed.S. degree may be transferred into the program. These credits must be from a regionally accredited institution and be less than ten years old, and the student must have received a grade of "B" or better. Transfer credit and equivalent experience credit lighten the workload. However, there is no tuition credit for transferred courses or for equivalent experience granted.

### **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. 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.

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./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 a regionally accredited institution and be less than ten years old, and the student must have received a grade of "B" or better. Masters level courses will not transfer into the doctorate.

## 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
4. Complete the professional experience project (PEP)
5. Pass two practicums (six semester hours each for a total of 12 semester hours) including at least one that uses a 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 fees and tuition including the 12 quarterly tuition payments.

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 six core courses (3 credits each for a total of 18 credits)
2. Complete the four specialty courses (12 credits total)
3. Participate fully in two summer institutes on the main campus
4. Complete one practicum successfully (6 credits)
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.

## **Readmission**

Students who have withdrawn and wish to be readmitted must complete a readmission form and be approved for readmission by the Admissions Committee. Students who withdraw and reenter are assessed a readmission fee and are subject to the prevailing tuition rate.

## **Student Conduct and Rights**

Students are expected to comply with the legal and ethical standards of Nova University. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. When questions about procedures, decisions, or judgements arise, 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 Director of Student Affairs.



## **Course Descriptions**

### **DOCTORATE AND EDUCATIONAL SPECIALIST DEGREES**

#### **STUDY AREA #1 - DIGITAL COMPUTERS AND TELECOMMUNICATIONS**

##### **CED 7710 - DIGITAL COMPUTERS IN EDUCATION**

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**

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**

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**

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 (CBL)**

##### **CED 7735 - LEARNING THEORIES**

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 (CBL)**

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**

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**

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 (CBL)**

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**

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 - INSTRUCTIONAL SYSTEMS**

### **CED 7761 - INTRODUCTION TO SYSTEMS ANALYSIS**

Investigating the skills and techniques needed to analyze computer system design problems, students will be able to propose alternative problem solving approaches. Systems models, development and design, and networking will be included in the topics explored.

### **CED 7762 - APPLICATIONS OF SYSTEMS ANALYSIS**

Students will conduct a study of selected computer systems, identify a problem, and prepare a final proposal for the solution of the problem selected. Implementation, testing, measuring effectiveness and efficiency, and reporting will constitute the major focus of this course.

## **STUDY AREA #7 - ADVANCED STRUCTURED PROGRAMMING**

### **CED 7775 - ADVANCED PASCAL**

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**

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**

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**

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**

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**

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**

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: (TITLE)**

Implementation of the approved Major Practicum Proposal (MAP) 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.

## **MASTER OF SCIENCE AND EDUCATIONAL SPECIALIST DEGREES**

### **CBL 5501 -- AN INTRODUCTION TO DIGITAL COMPUTERS AND TELECOMMUNICATIONS**

Students are 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**

Topics include computer-based information telecommunications networks such as DIALOG (ERIC), etc. Other topics include: teleconferencing, videodisc 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**

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 (CBL)**

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.

### **CBL 5505 -- DATABASE MANAGEMENT SYSTEMS**

The Ingres relational 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 5506 -- LEARNING THEORY, PROBLEM ANALYSIS, AND ARTIFICIAL INTELLIGENCE**

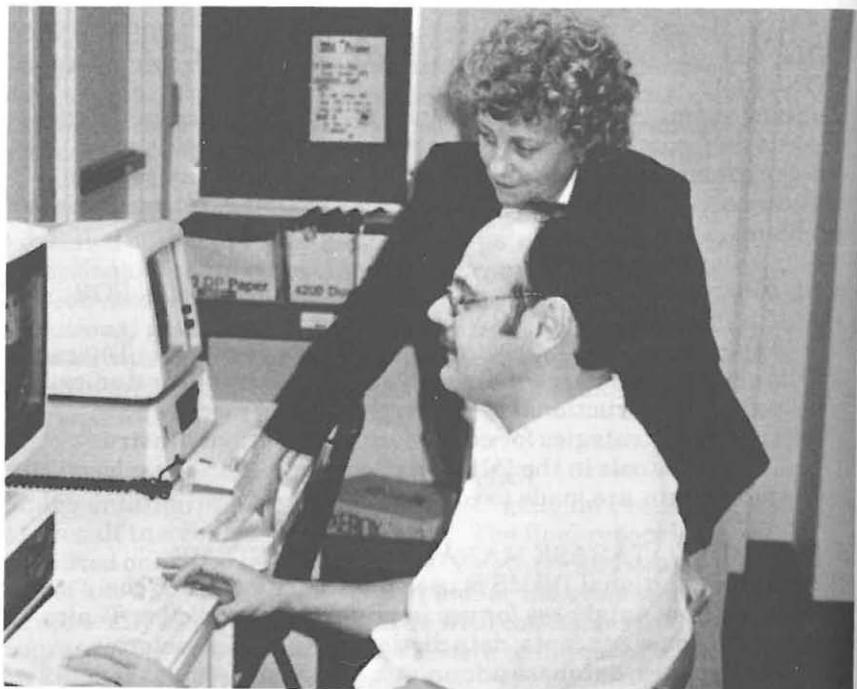
The goal of this course is to prepare professionals to apply theories of learning to the development of computer-based systems in training programs and in educational settings. Topics include problem analysis in learning systems and the application of AI and expert systems in organizations through the C-Prolog language.

### **CBL 5509--PRACTICUM IN COMPUTER-BASED LEARNING: PART I**

Students are required to produce a proposal of publishable quality on a CBL design project. Upon approval of the proposal, students will be able to produce the final practicum report.

### **CBL 5510 -- PRACTICUM IN COMPUTER-BASED LEARNING: PART II**

Students are required to produce a final report of publishable quality on a CBL design project. This report will become a part of the online student practicum database.



*"Getting online successfully gives the student confidence in using the UNIX operating system."*

**CED 5571 -- ADMINISTRATIVE AND MANAGEMENT APPLICATIONS OF NEW TECHNOLOGY**

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**

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**

Building on a foundation in structured programming, students will select an appropriate area for the educational application of computers. They will then create a useable Pascal program that incorporates advanced techniques to meet an identified need.

**CED 5574 -- SPECIALIZED PROJECT IN THE K-12 SETTING**

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 THE ADULT EDUCATION, HIGHER EDUCATION, OR VTO SETTING**

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.

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# Nova University Policies Governing Student Relations



*Students generate strong mutual support during cluster sessions.*

## **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 1986/87 academic year is April 15, 1986. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1986/87 is April 15, 1987.

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.



*The goal has been reached.*

### **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.

### **Veteran's 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.



*A full range of support systems is available to Nova students.*

## **Housing**

Located on the main campus is the Nova Cultural and Living Complex. Three buildings of 90 one- and two-bedroom unfurnished apartments are available for graduate and married students. A five-story building of two-bedroom furnished apartments is available for undergraduate and other students. Apartments are leased to full-time students on an annual basis. Monthly rental includes utilities and central air conditioning. Rates will be furnished to interested students who are invited to request further information from the Housing Office, Nova University, 3301 College Avenue, Fort Lauderdale, Florida. 33314. Housing is limited by program and availability.

Applications for housing for the fall term should be submitted prior to May 31.

## **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 subpoena;
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 facts 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.



*Interaction among students in an independent study group.*

# Nova University Learning Resources

## Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Mailman-Hollywood Building on the main campus and houses Nova 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, and education.

Several special library services are available to Nova University students through the librarian at the Einstein Library. These services include computer searches through the DIALOG Information Retrieval Service, Interlibrary Loan service to locate materials not immediately available at Nova's Library, and access to several area university libraries through the Southeast Florida Educational Consortium.

This facility contains individual carrels, a media room, and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week. For further information, call 475-7496.

Also located on the main campus is the GEORGE ENGLISH LIBRARY in the Parker Building. It holds a specialized collection of books and periodicals that reflect and support the teaching of Upper School. This library is open for research and study more than 65 hours per week. For more information, call 475-7326.

The UNIVERSITY SCHOOL MEDIA CENTER is located in the University School Building for preschool through middle school students. High school students are provided a collection of books and periodicals located in the George English Library. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed in the Oceanographic Center at Port Everglades, 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 475-7487.

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 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state court reports and statutes; administrative rulings, legal encyclopedias, 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 the United Nation's documents. The Law Center also houses a majority of the United States Government documents which are deposited with Nova University.

The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova libraries are connected with the DIALOG Information Retrieval System and other national bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as those of Miami-Dade Community College, Barry University, Florida International University, and St. Thomas University. Believing in maximum interchange of community educational resources, Nova University also maintains cooperative arrangements with other academic libraries in the area including the Professional Library of the Broward County Public Schools.

The Library Media Services provide a complete non-print media service including educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

The Library Media Services also provide a complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

Nova University provides appropriate learning resources at each of its academic centers. In addition, many resources within the broader community are utilized to enrich the learning environment of the students.

## **Information Retrieval Service**

Provides computer searches for students in all programs of the Center for the Advancement of Education. The students have direct access to more than 250,000 ERIC documents.

## **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 excellent 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 needs 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 other University sites in the Fort Lauderdale area. 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 coursework.

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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
  - Training and Learning Technology
- Doctor of Business Administration (D.B.A.) in:
  - Business Administration
- 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 (D.Sc.) in:
  - Computer Science
  - Human Resource Management

## SPECIALIST DEGREES

- Educational Specialist (Ed.S.) in:
  - Computer Applications
  - Computer-Based Learning
  - Computer Education
  - Computer Studies
  - Education (23 majors)
  - School Psychology

## 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 Application
  - 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
  - Organizational Psychology
  - 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 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**

CENTER FOR THE ADVANCEMENT OF EDUCATION

3301 College Avenue  
Fort Lauderdale, Florida 33314