

12-1986

Ed.D. Program in Early and Middle Childhood, Regional Cluster Center for the Advancement of Education 1986-87 Catalog

Nova University

Follow this and additional works at: https://nsuworks.nova.edu/abe_pgcoursecatalogs

 Part of the [Education Commons](#)

NSUWorks Citation

Nova University, "Ed.D. Program in Early and Middle Childhood, Regional Cluster Center for the Advancement of Education 1986-87 Catalog" (1986). *Fischler Postgraduate Course Catalogs*. 26.
https://nsuworks.nova.edu/abe_pgcoursecatalogs/26

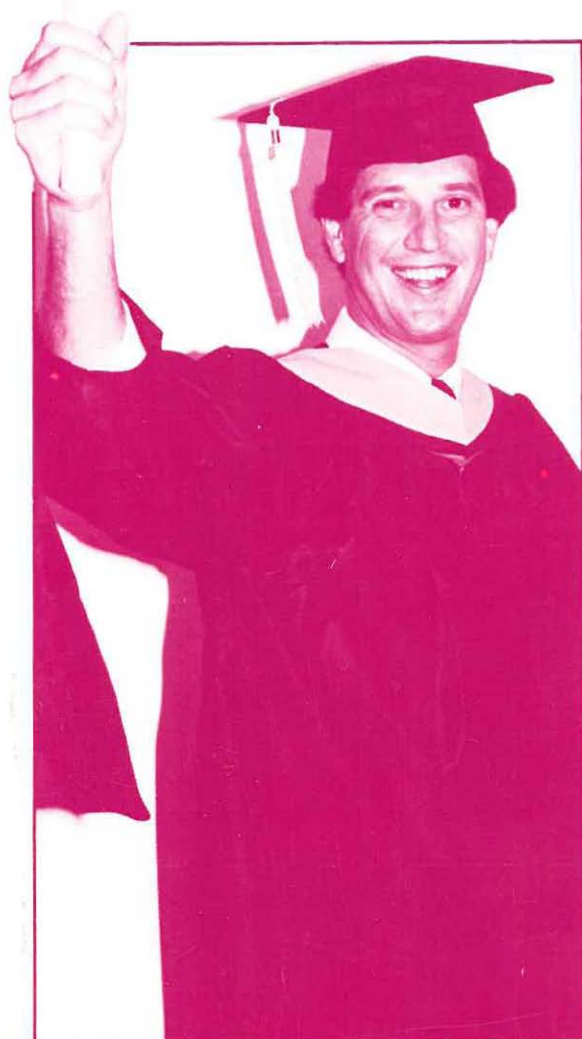
This Course Catalog is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in Fischler Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

NOVA UNIVERSITY

Ed. D. Program in Early and Middle Childhood

Regional Cluster

**Center for the Advancement of Education
1986-87 Catalog**



Ed. D. Program in Early and Middle Childhood

Regional Cluster

Center for the
Advancement of Education
1986-87 Catalog

Volume 6, Published December, 1986

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

Ed.D. PROGRAM IN EARLY AND MIDDLE CHILDHOOD ...	1
Program Overview	2
Grading and Student Evaluation	3
Admission Requirements	4
Credits and Certification	5
Information Retrieval Services	6
Faculty and Visiting Lecturers	6
Program Costs	7
Tuition Payment Plans	8
Student Rights and Responsibilities	9
Grievance	9
COURSE DESCRIPTIONS	10
NOVA UNIVERSITY POLICIES GOVERNING	15
STUDENT RELATIONS	
Financial Aid	16
Housing	18
Nondiscrimination	19
Educational Records and Privacy	19
STUDENT RIGHTS AND RESPONSIBILITIES	23
NOVA UNIVERSITY LEARNING RESOURCES	23
Information Retrieval Services.....	25
Learning Technology Laboratory.....	25
Computer Facilities	25
NOVA UNIVERSITY BOARD OF TRUSTEES	26
NOVA UNIVERSITY ADMINISTRATION	26
FACULTY OF THE Ed.D. PROGRAM IN EARLY	27
AND MIDDLE CHILDHOOD	
ABOUT NOVA UNIVERSITY	29
NOVA UNIVERSITY DEGREE OFFERINGS	30



Ed. D. Program in Early and Middle Childhood

A Regional Doctoral Program for Professionals Working with Children and their Families

Dedicated to the training and continuing support of teachers, administrators, trainers, and others working in educational and related professions, Nova University's programs serve as the bridge between the knowledge base and the quality of service provided children and families. In accomplishing its mission, the University offers programs that meet the needs of practitioners who wish to apply theory to practice in their work setting.

The Center for the Advancement of Education makes a special commitment to provide instruction in those geographic areas where there are few resources for the training and the support of the professional.

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 between the ages of birth and fourteen years 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 four extended weekend seminars annually. Each cluster is a cohort of 20-30 early and middle childhood professionals who live and work in a variety of settings. Students in each cluster begin the program at the same time and progress through the program components (study areas, practicums, and summer institutes) together.

Curriculum presentations, academic expectations, and support services match those of all other Nova University graduate programs.

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. 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 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

Innovations have been numerous in the field of education over the past decade. Nova University, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, has taken a leadership role in the alternative education movement.

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. The study areas are Child Growth and Development, Research and Evaluation, Program Development, Management and Leadership, Political Processes and Social Issues.

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 four times annually for three to four days of instruction. Throughout, seminars and assignments focus on the student's work setting and its special needs. 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.

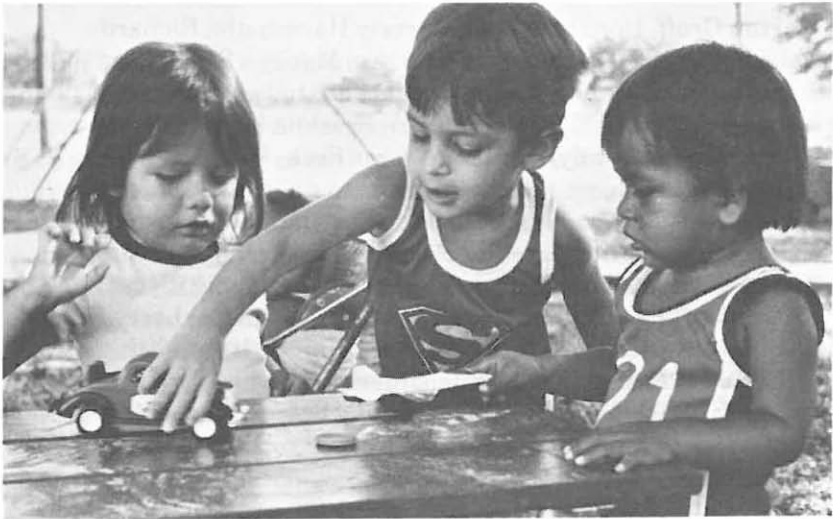
Credits and Certification

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 lecturers who visit cluster meetings are Don Adcock (University of Colorado), Nicholas Anastasiow (Hunter College), Alice Honig (Syracuse University), Paul Kleine (University of Oklahoma), Larry Krafft (Temple University), Samuel Meisels (University of Michigan), and Michele Paludi (Kent State University). These prominent 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.

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.

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 life sciences. 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.

NOVA UNIVERSITY BOARD OF TRUSTEES

Mrs. Mary R. McCahill, <i>Chairman</i>	August C. Paoli
Abraham S. Fischler, <i>President</i>	David H. Rush
W. Tinsley Ellis, <i>Secretary</i>	Edwin E. Sherin
Ray Ferrero, Jr.	Terrence J. Smith
Harry A. Gampel	Robert A. Steele
William D. Horvitz	Howard P. Swanson
Jack L. LaBonte	
Marshall B. Lytle II	
	James Farquhar
	<i>Chairman Emeritus</i>

Honorary Trustees

Robert O. Barber
George W. English
Hamilton Forman
Louis W. Parker
Myron I. Segal, M.D.
J. Wallace Wrightson

NOVA UNIVERSITY ADMINISTRATION

ABRAHAM S. FISCHLER, *President*
STEPHEN L. GOLDSTEIN, *Vice-President for Corporate and
Foundation Relations*
JAMES G. GUERDON, *Vice-President for Administration
and Finance*
OVID C. LEWIS, *Vice-President for Academic Affairs*
RICHARD G. MILLER, *Vice-President for Development*

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

ABBEY MANBURG

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

DIANA MARCUS

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

MARY ELLEN SAPP

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

RICHARD GOLDMAN

Center Director and
Practicum Advisor
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

WARREN GROFF

Senior Faculty Member
B.Ed. Millersville State
College
M.Ed. The Pennsylvania State
University
Ed.D. Temple University

DOMINIC GULLO

Senior Faculty Member
B.S. University of Wisconsin
M.S. University of Wisconsin
Ph.D. Indiana University

BEVERLY HARDCASTLE

Senior Faculty Member
B.A. University of Iowa
Ph.D. Arizona State
University

E. RILEY HOLMAN

Practicum Advisor
B.S. College of Utah
M.S. Brigham Young
University
Ed.D. University of Southern
Mississippi

RICHARD KOHLER

Senior Faculty Member
A.B. Xavier University
M.A. Xavier University
Ed.D. University of Cincinnati

KRISHNA KUMAR

Practicum Advisor
B.S. Osmania University,
India
M.S. University of Wisconsin
Ph.D. University of Wisconsin

MURIEL LUNDY

Practicum Advisor
B.Ed. Kent State University
M.Ed. Boston University
Ed.D. University of North
Carolina

GEORGIANNA LOWEN

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

PEGGY MORENO

Senior Faculty Member
B.A. University of Florida
M.Ed. University of Florida
Ed.D. University of Florida

DOROTHY ADAMS PECK

Practicum Advisor
B.A. Morris Brown College
M.S.W. Atlanta University
Ed.D. University of Miami

POLLY PETERSON

Senior Faculty Member and
Practicum Advisor
B.S. University of Michigan
M.A. Michigan State
University
Ph.D. Michigan State
University

ELIZABETH A. POLINER

Director of Information
Retrieval Services
B.Ed. University of Miami
M.Ed. University of Miami

**JOELLEN SALCE
ROGERS**

Practicum Advisor
B.A. Florida State University
M.S. Florida International
University
M.S. Florida State University
Ph.D. Florida State University

MARILYN SEGAL

Senior Faculty Member
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

WALTER SCHURMAN

Practicum Advisor
B.A. University of Maine
M.Ed. Florida Atlantic
University
Ed.D. Nova University

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

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.



CENTER FOR THE ADVANCEMENT OF EDUCATION

3301 College Avenue
Fort Lauderdale, Florida 33314