

1988

Center for Advancement of Education Ed.D. Program in Early and Middle Childhood [1988]

Nova University

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Center for the Advancement of Education

*Ed.D Program in
Early and Middle Childhood*
88-89

Center for the Advancement of Education

Ed.D Program in Early and Middle Childhood 1988-89

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

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.

Nova University is a member of the American Association of Colleges for Teacher Education.



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

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Nova University

Center for the Advancement of Education

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.

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 practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.

Nova University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as The University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Message From The Directors



*Richard M. Goldman, Ph.D.
Dean, The Center for the
Advancement of Education*



*Abbey Manburg, Ed.D.
Director, Ed.D. Program in
Early and Middle Childhood*



*Diana Marcus, Ph.D.
Director of Program Development*



*Mary Ellen Sapp, Ph.D.
Director of Practicums*

Nova University has had a commitment to provide quality graduate education for over two decades. Through its field-based programs, it expanded this commitment more than 15 years ago to those in the helping professions. During this period, Nova has demonstrated that the academic environment and the work environment are elements of a coherent whole. Therefore, programs have been developed that merge the world of work with the world of theory. The content of the study areas and the focus of the work related problem-solving projects (practicums) in the Ed.D. Program in Early and Middle Childhood are consistent with the University's primary goal - the improvement of educational and social service institutions through the education and skill development of professionals.

Nova University has 7500 students and 750 faculty and staff members. You are joining individuals studying in Florida, in 23 states across the country, and in a number of foreign countries who share your commitment to improving the lives of children and their families.

Ed.D. Program in Early and Middle Childhood

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

The Cluster Concept

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

The cluster is intended to serve as both an administrative and an educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups that meet between seminars to initiate and complete assignments. Program funds are available for arranging for guest lecturers, for hosting special educational events, for initiating community related activities, and for other educational activities designed by the cluster.

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

Program Overview

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

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

Each study area is designed to involve students in five to eight months of intensive seminars, readings, structured activities, and evaluation

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

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

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

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

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

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

Grading and Student Evaluation

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

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

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

Admission Requirements

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

Specific requirements for enrollment and admission to the program include:

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

Acceptance to Program

Students receive a formal letter of acceptance from the program director upon satisfactory completion of all admissions requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee, comprised of administrators, faculty and/or alumni, may accept him/her on a provisional basis.

Credits and Certification

Credits are awarded for work as it is completed.

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

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

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to

such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Program Timeline

The life of the program is thirty-six months. Students who do not complete requirements within the three years may appeal to the program director for a fourth year. Students may also petition the director of student affairs for a six-month extension beyond the fourth year.

Information Retrieval Service

This service houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers over 280,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 67,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 250 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 150 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums, MARPs, and other research projects.

Counseling Services

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

Faculty and Visiting Lecturers

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

The following educators serve as senior faculty members for the five study areas: Victoria Dimidjian, Warren Groff, John Guidubaldi, Dominic Gullo, Peggy Moreno, Polly Peterson, Marilyn Segal, Gerald Sroufe, Jethro Toomer, Jr. and Janie Ward. Victoria Dimidjian, Richard Goldman, E. Riley Holman, Georgianna Lowen, Muriel Lundy, Dorothy Adams Peck, Polly Peterson, JoEllen Salce Rogers, Walter Schurman, Wanda Slayton and David Yens are the practicum advising faculty. Among the outstanding national lecturers who visit cluster meetings are Don Adcock (University of Colorado), Nicholas Anastasiow (Hunter College), Dante Cicchetti (University of Rochester), Adrienne Garcia (University of Florida), Alice Honig (Syracuse University), Paul Kleine (University of Oklahoma), Larry Krafft (Temple University), Samuel Meisels (University of Michigan), Michele Paludi (Kent State University) and Frances Ricks (University of Victoria, British Columbia). These prominent distinguished lecturers have excellent qualifications and bring to the students expertise in a variety of areas related to early and middle childhood.

Program Costs

Tuition for the Ed.D. Program in Early and Middle Childhood is \$4,100 per year for each year of the three-year program. A payment of \$2,050 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with the permission of the student affairs committee. A \$1,025 fee is charged for this additional period.

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

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

OTHER PROGRAM EXPENSES - Program students will be responsible for the purchase of textbooks as well as other typical needs associated with advanced study. Materials fees will be charged as necessary.



Course Descriptions

The Study Areas

Child Growth and Development

EC 606 The Child and the Family (3)

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

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

EC 630 Observing and Assessing the Young Child (3)

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

EC 635 Trends and Issues in Exceptional Child Education (3)

Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment, definition of specific learning disability, labeling practices, and parental involvement.

EC 700 Practicum Orientation Workshop (3)

This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification, analysis 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 655 Evaluation for Administrators: Early and Middle Childhood (3)

This course is designed to prepare administrators of early and middle childhood programs to evaluate the full range of activities for which they are responsible. Techniques will range from informal in-house methods to those for more sophisticated research.

Program Development

CU 605 Modern Curriculum Design: Early and Middle Childhood (3)

This course considers curriculum and materials design based on performance criteria 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 teaching behaviors. Also included are 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 666 Curriculum: Theory and Practice (3)

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

EC 701 Practicum 1 (6)

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

Management and Leadership Study Area

AS 525 Human Relations in Educational Change (3)

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

EC 516 Budget as a Management Tool (2)

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

AS 551 Overview of Educational Administration (3)

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

SU 605 Supervision in Educational Settings (3)

This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

Political Policies and Social Issues

AS 651 Policy and Political Processes in the American System (3)

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

EC 567 Policy Analysis in Early and Middle Childhood (3)

In this course students are required to gain and demonstrate skill in analysis of specific policies related to early and middle childhood. Classical as well as contemporary analytic models are introduced as tools for policy analysis, and study of the strengths and limitations of each model is required.

EC 612 Socio-Political Setting in Early and Middle Childhood (3)

This course provides a historical and sociological perspective about the development of programs in early and middle childhood.

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

**EC 702 Major Practicum (12)**

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

ED 751 Summer Institute: Leadership and Management (NC)

This weeklong seminar focuses on the leadership and management role of the childhood professional.

ED 752 Summer Institute: The Professional as Child Advocate (NC)

Direct experience in lobbying; advocacy skill building sessions; field trips to model programs, embassies; commitments to advocacy projects.

Program Timeline

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

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

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

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

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Nova University Policies Governing Student Relations

General

Nova University hereinafter referred to as Nova, has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used herein defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

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

Financial Aid

Nova University offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can reasonably be expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a United States citizen, national or permanent resident; and making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients.

The priority deadline for the 1988/89 academic year is April 1, 1988. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1988/89 is April 15, 1989.

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
Wats: 1-800-541-6682, 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.

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 for more information, the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305-475-7414.

Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 ("B" Grade) each evaluation period (e.g., term, semester, quarter). He/she also must meet any skill or technical requirements of his/her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the State Approving Agency for Veterans Training. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

Grade/Progress Reports For VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript which shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

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.

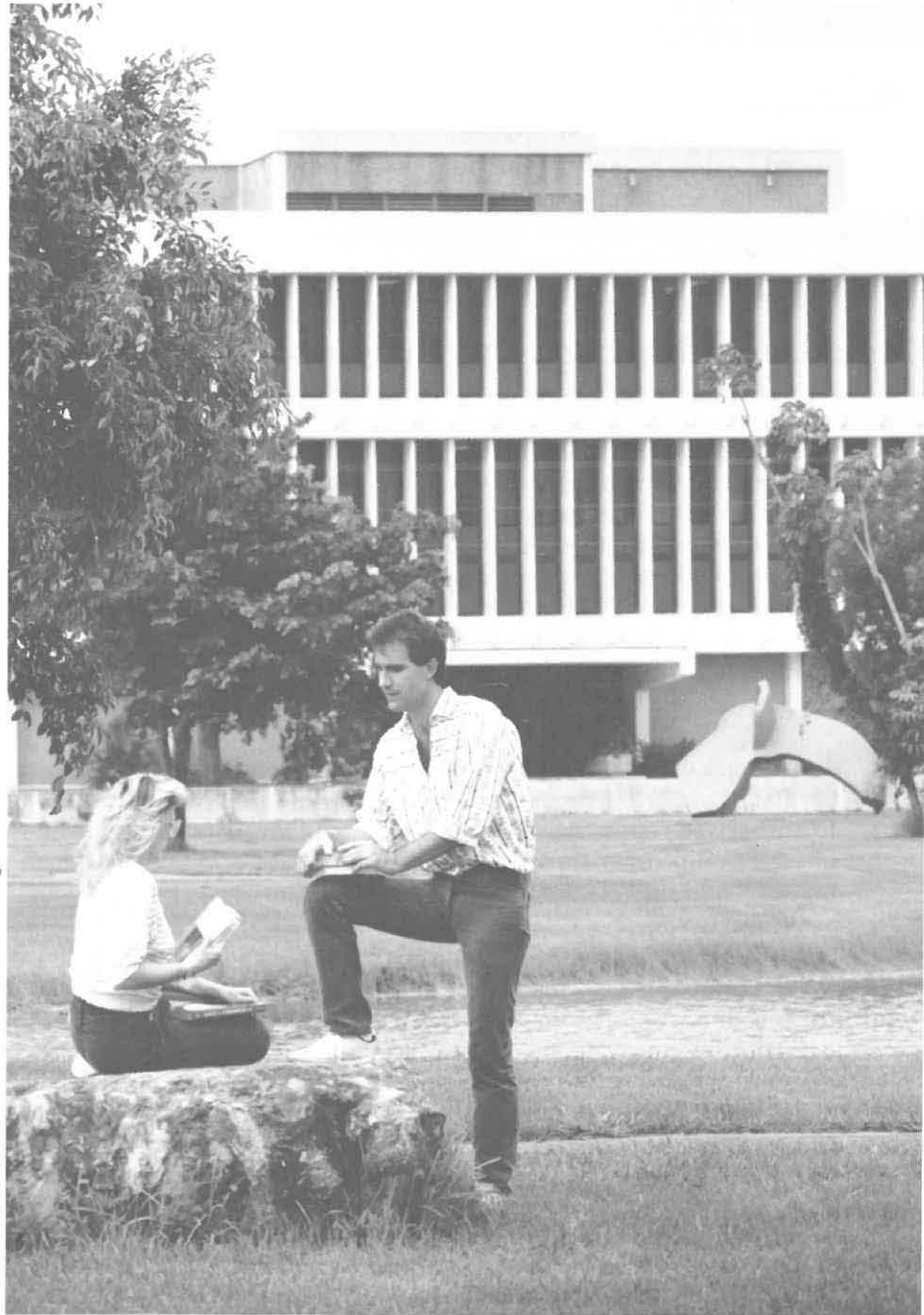
Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released, to whom, and for what purpose.

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.

Student Conduct

Students are expected to comply with the legal and ethical standards of the institution. Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

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.

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 nonprint 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

Computer searches are provided for students in all programs of the Center for the Advancement of Education. The students have direct access to more than 270,000 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.



GRADING SYSTEM

Grade	Quality Points
A	4.0
B	3.0
C	2.0
D	1.0
F - Fail	0.0
P - Pass	0.0
WWP - Withdrawn Without Penalty	-
I - Incomplete	-
NG - No Grade (Not assigned by the instructor)	-

Grades are issued to the students by the Registrar's Office within two weeks following the last final exam of each evaluation period (e.g., term semester, quarter).

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Western Programs

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M.Ed. Howard University
Ed.D. George Washington
University

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M.A. Teachers College, Columbia
University
Ph.D. The University
of Chicago

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Ed.D. Indiana University

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Ed.D. Nova University

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Ph.D. University of Maryland

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M.Ed. University of Miami
Ed.S. Nova University

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Ed.D. American University

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Master's Program for Child and
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M.Ed. Temple University
Ed.S. Temple University
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at Stonybrook
M.A. University of Miami

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GEM Programs

MARY JO YALES
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Master's Program in Speech and
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About Nova University



Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's, educational specialist, and doctoral degrees, and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education, and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

Nova University Degree Offerings

DOCTORAL AND PROFESSIONAL DEGREES

Doctor of Arts (D.A.) in:
Information Science
Information Systems
Training and Learning Technology

Doctor of Business Administration (D.B.A.) in:
Business Administration

Doctor of Business Administration--
Human Resource Management (D.B.A. -H.R.M.)

Doctor of Business Administration--
International Management (D.B.A. -I.M.) in:
Business Administration--
International Management

Doctor of Education (Ed.D.) in:
Child and Youth Studies
Computer Education
Early and Middle Childhood
Higher Education
Leadership in Adult Education
School Administration
Vocational, Technical, Occupational Education

Juris Doctor (J.D.) in:
Law

Doctor of Philosophy (Ph.D.) in:
Child Clinical/Applied Developmental Psychology
Clinical Psychology
Oceanography

Doctor of Psychology (Psy.D.) in:
Clinical Psychology

Doctor of Public Administration (D.P.A.) in:
Public Administration

Doctor of Science (Sc. D.) in:
Computer Science
Human Resource Management

SPECIALIST DEGREES

Educational Specialist (Ed.S.) in:
Computer Applications
Computer Education
Computer-Based Learning
Computer Studies
Education (*19 majors*)

MASTER'S DEGREES

Master of Accounting (M.Ac.) in:
Accounting

Executive Master of Business Administration in Banking (M.B.A.--Ex.) in:
Business Administration

Master of Business Administration (M.B.A.) in:
Business Administration

Master of International Business Administration (M.I.B.A.) in:
International Business Administration

Master of Public Administration (M.P.A.) in:
Public Administration

Master of Science (M.S.) in:
Child and Youth Care Administration
Coastal Zone Management
Computer Applications
Computer Education
Computer-Based Learning
Computer Science
Computer Studies
Counseling Psychology
Criminal Justice
Education (*19 majors*)
Health Education
Health Services Administration
Human Resource Management
Human Services
International Economics and Finance
Marine Biology
Microcomputer Applications in Management
School Guidance
Speech and Language Pathology
Telecommunications Management

BACHELOR'S DEGREES

Bachelor of Science (B.S.) in:
Accounting
Administrative Studies
Business Administration
Community Psychology
Computer Engineering
Computer Information Systems
Computer Science
Computer Systems
Elementary Education
General Psychology
Legal Studies
Professional Management
Secondary Education

Privacy of Records

Nova University maintains a system of records which include application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar's office will not release transcripts of students' academic records until all their accounts, both academic and non-academic, have been paid.

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

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

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

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

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

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

The provisions set forth in this catalog are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Any Nova University student has the right to inspect and review his/her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

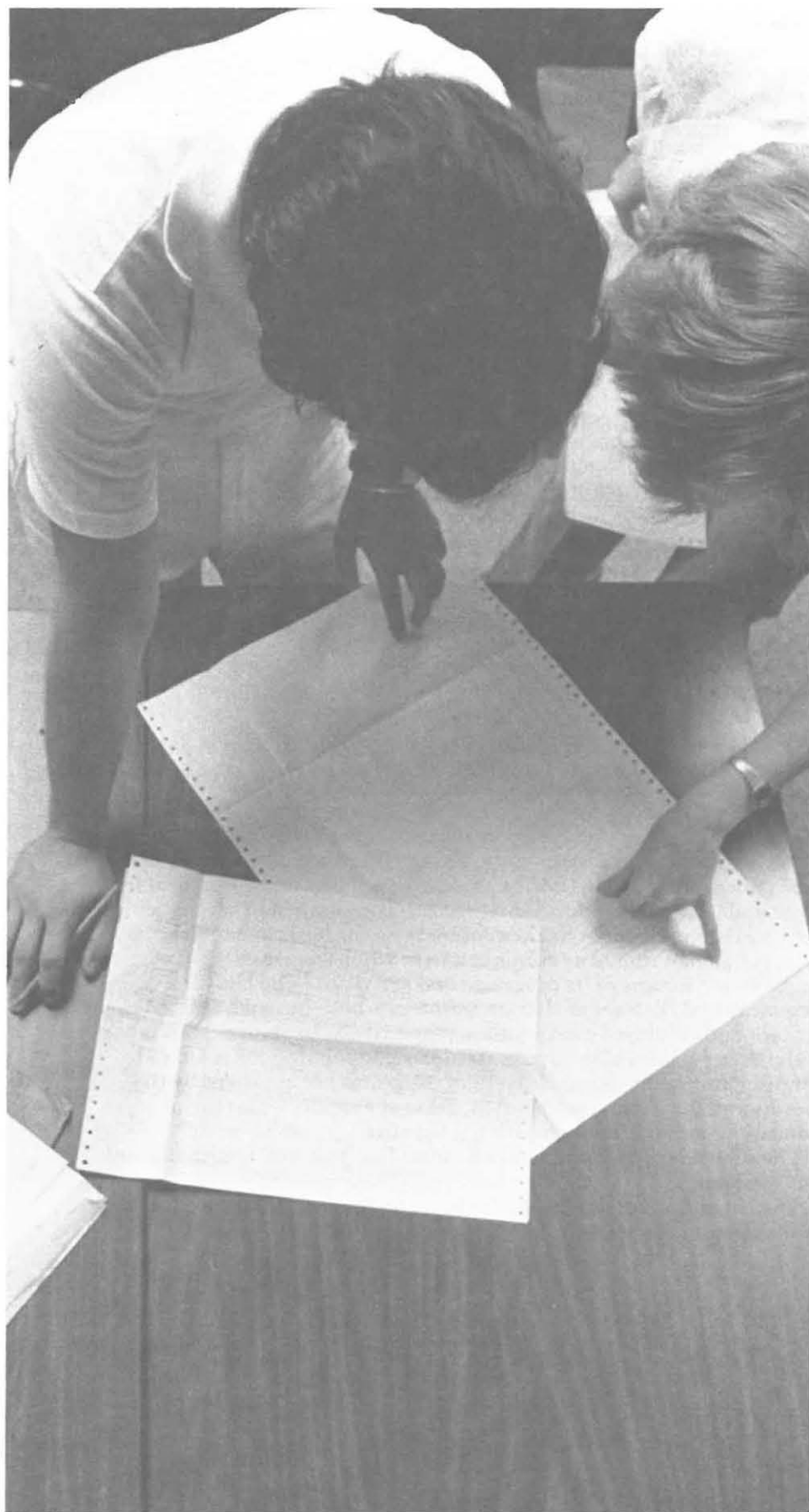
A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the Registrar, 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 Human Resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination. 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 nonimmigrant alien students.

The Nova University general policies on Student Relations are on file in the office of the registrar.





3301 College Avenue
Fort Lauderdale, Florida 33314

Cluster Code _____
Admit Status _____
Official Use Only _____

**ADMISSIONS APPLICATION AND
STUDENT CENSUS FORM**
Ed.D. Program in Early and Middle Childhood

ATTENTION: Program Director

Expected Starting Date _____ / _____ / _____ Cluster Location _____
Mo. Day Year City State

Soc. Sec. No # _____ / _____ / _____ Sex: () M () F Date of Birth _____ / _____ / _____
Mo. Day Year

Last Name First Name M.I. Maiden Name

Legal / Permanent Address: Street & Number Apartment

City State Zip () ()
Home Telephone / Business Phone
Ext. _____

Mailing Address While Attending Nova City State Zip

EMERGENCY Contact:

Name

Address () ()
Home Telephone Business Phone
Ext. _____

ACADEMIC GOAL: Ed.D. in Early and Middle Childhood

Please list all colleges and universities attended. Official transcripts from all institutions are required.
Send them to:

Program Director
Nova University/CAE
Ed.D. Program in Early and Middle Childhood
3301 College Avenue
Fort Lauderdale, FL 33314

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Field	Degree

CITIZENSHIP STATUS:

___ U. S. Citizen

Do you require an I-20? Yes ___ No ___

___ Non-resident Alien

If you have a Visa, Indicate Status Code ___

___ Resident Alien

Country of Citizenship ___

Native Language ___

Additional procedures are required for admission of non-resident alien students.

ETHNIC ORIGIN DATA: (This information is required for reporting purposes only)

Check one of the following:

___ Hispanic Origin

___ White Not of Hispanic Origin

___ Asian or Pacific Islander

___ Black Not of Hispanic Origin

___ American Indian or Native Alaskan

APPLICANT STATUS AT TIME OF APPLICATION:

First time attending Nova University? ___ Yes ___ No

FINANCIAL AID:

Have you applied for Financial Aid? _____ Yes _____ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? _____ Yes _____ No

If yes, when was the F.A.F. sent to Princeton, N.J.? _____
Date

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

Applicant Signature

Date

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 practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.



3301 College Avenue,
Fort Lauderdale, Florida 33314

SUPPLEMENTARY APPLICATION

Ed.D. Program in Early and Middle Childhood

Name _____ Telephone (____) _____

Address _____
Street _____

City _____ State _____ Zip _____
Employer _____

Business Address _____
Street _____

City _____ State _____ Zip _____

Business Telephone (____) _____

PROFESSIONAL INFORMATION

1. Present Position (Job Title) _____

Job Responsibilities _____

Name and Title of Supervisor _____

2. Previous Positions - Please list previous employment in chronological order beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Please list the names and addresses of the three people from whom references are being requested.
Professional references are preferred wherever possible.

Name and Title	Address	Relationship

4. List any additional professional and/or career related experiences you have had: (e.g. workshop leader, adjunct faculty, conference leader, keynoter, etc.) Please attach resume.

5. List below the titles of any professional writing you may have done in the past. Please include undergraduate honors theses, master's thesis, publications, work related projects, grants, etc.

6. Please answer the questions below as fully as possible and in narrative form. Each response is to be completed on a separate sheet/s of paper, typewritten. Answers to these questions will be assessed for content, organization, critical thinking and writing skills, and for the potential to perform successfully in this doctoral program.

- a. Throughout the world, governments are dealing with the problems of budget constraints and the equitable apportionment of available resources. As professionals we are asked to present our opinions regarding the allocation of these funds.

Let us assume that the total federal budget for one year is 100 billion dollars. How would you allocate these funds among the following departments:

Human services, education, transportation, defense, agriculture, basic research, space programs.

Discuss in detail your rationale for your distribution of these funds.

- b. Practicums are required as a program component. Practicums are work-related, problem-solving experiences that enable students to assume a leadership role in improving a situation, product, or condition in their work settings. Describe a situation in your work setting that you would like to change and generate a list of ideas for effecting that change. Discuss the ideas that you think have the greatest potential for effecting change.

- c. In approximately 500-600 words, please respond to the following question:

Professionals in the field of early and middle childhood have been pondering the role of technology in the lives of children. From your professional perspective, what do you see as the future of technology in children's development? Discuss the implications and substantiate your responses to these questions with references to current literature.

Please include appropriate references.

- d. Of the items listed in #4 or #5, describe the event that was personally most rewarding to you.

7. A telephone conference with a member of the Admissions Committee is required of each applicant. Please indicate below the best day and time for this conference.

Day of the Week _____

Time of Day _____

Telephone Number (____) _____

Please sign the statement below.

I certify that all the information I have given in the application is complete and accurate to the best of my knowledge, and if admitted, I agree to observe all the rules and regulations of Nova University.

Applicant's Signature

Date

Mail completed application to:

Program Director
Ed.D. Program in Early and Middle Childhood
Nova University - CAE
3301 College Avenue
Fort Lauderdale, FL 33314



3301 College Avenue,
Fort Lauderdale, Florida 33314

Ed.D. Program in Early and Middle Childhood

RECOMMENDATION

Name of Applicant: _____

Address of Applicant: _____
(street)

(city) (state) (zip)

Telephone Number of Applicant: (_____) _____

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

Please send to:

Program Director
Ed.D. Program in Early and
Middle Childhood
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314
305/475-7329

Name _____

Position _____

Address _____
(street)

(city) (state-zip)

Phone: (_____) _____



3301 College Avenue,
Fort Lauderdale, Florida 33314

Ed.D. Program in Early and Middle Childhood

RECOMMENDATION

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(city) (state) (zip)

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3301 College Avenue,
Fort Lauderdale, Florida 33314

Ed.D. Program in Early and Middle Childhood

TRANSCRIPT REQUEST AND TRANSMITTAL FORM

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

Dear Alma Mater:

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

A. I attended your school from _____ to _____

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

Last First Middle/Maiden

C. My student identification number was: _____

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

TRANSCRIPT TRANSMITTAL FORM

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Program Director
Ed.D. Program in Early and Middle Childhood
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Name _____
Last First Middle/Maiden

Address _____
Street

City State Zip

Social Security # _____ / _____ / _____ Date _____

PLEASE SEND _____ COPIES TO NOVA UNIVERSITY _____
Indicate Program Applied for



3301 College Avenue,
Fort Lauderdale, Florida 33314

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Last	First	Middle/Maiden
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Address _____

Street

City	State	Zip
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Center for the Advancement of Education

3301 College Avenue

Fort Lauderdale, Florida 33314