1978

A Doctoral Program for Professionals in Colleges and Universities 1978-1980

Nova University

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NOVA UNIVERSITY

CENTER FOR HIGHER EDUCATION


A DOCTORAL PROGRAM FOR PROFESSIONALS IN COLLEGES AND UNIVERSITIES
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Nova University

Nova University is an institution of higher learning with programs leading to the Doctor of Philosophy in the behavioral, life, and ocean sciences. The Juris Doctor is offered in law. The Education Specialist degree is offered in education, both on-campus and in an off-campus format. The Master of Science degree is conferred in administration and supervision of educational systems, biochemistry, counseling and guidance, computer science, elementary education, exceptional child education, experimental oncology, gifted child education, learning technology, microbiology, reading, visiting teacher education. The Master of Arts degree is offered in elementary education, exceptional child education, early childhood education, reading, and secondary education. A number of degrees are offered in an off-campus format: the Doctor of Education in elementary and secondary school administration; in community college education; and in vocational, technical and occupational education, as well as the Doctor of Public Administration and the Doctor of Education in early childhood education. At the Masters level the University also offers in an off-campus format, degrees in public administration, child care administration, human resource management, and business administration. Both Masters and Bachelors degrees are offered in criminal justice in off-campus programs.

Through Nova College, the Center for Undergraduate Studies, the University offers the following baccalaureate degrees: the Bachelor of Science in community services, criminal justice, psychology, sociology, political science, public affairs, accounting, finance, management, marketing, early childhood education, elementary education, secondary education, public communications, and computer technology.

Research is directed toward the solution of problems that are of immediate concern to mankind. Because these problems are generally interdisciplinary in nature, the University is organized into research and study centers, each of which contains a group of closely related academic disciplines.
The University comprises the Behavioral Sciences Center, the Life Sciences Center, the Ocean Sciences Center, the Center for Higher Education, the Center for School Leadership Development, the Center for Public Affairs and Administration, the Law Center, and The Center for Undergraduate Studies, and The School Center of Nova University. Each center represents a group of related disciplines: the Behavioral Sciences Center for the study of man and his systems of education and self-fulfillment; the Life Sciences Center where research is conducted in biological science; the Ocean Sciences Center for the study of physical, biological and chemical processes in the ocean; the Law Center to examine the problem-solving functions performed by law in the personal, business, and governmental areas; and the off-campus doctoral and masters degree programs which offer, in a cluster format, non-traditional graduate programs in education, public administration, business management and criminal justice for working executives and professionals throughout the country; Nova College which offers baccalaureate degrees in a unique on-campus format to facilitate the continuing education of working individuals; The School Center of Nova University which serves as a demonstration and training center for prospective and in-service teachers. As new programs become established they will either develop as independent centers or be assigned to existing centers.

The Nova University faculty is a community of scholars with diverse educational and research backgrounds. Faculty members, postdoctoral fellows and students work together in conducting research projects designed to meet professional responsibilities in a constantly changing society.

It is the philosophy of Nova University that, given basic information, the learning process achieves its greatest fruition in the dialogue between the student and the professor concomitantly engaged in research projects. All research and teaching activities are oriented to the self-directed student who is capable of translating his academic accomplishments into professional performance.

An exceptionally high degree of student-teacher interaction is effected in both the academic and research programs. Considerable emphasis is placed on individualized programs of study for doctoral students at
Nova University. In conjunction with his faculty committee, each student designs a personalized program which will offer him the greatest opportunity for development in his specialty.

Nova University is independent, nonsectarian, non-profit and racially nondiscriminatory. It was chartered in 1964 as an institution for graduate study and research in science and technology. Three years later, the first group of students was accepted into the doctoral programs in oceanography and science education.

The University was accredited in 1971 by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states.

In 1970 Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and Old Westbury, Long Island.

INTRODUCTION

The Nova Ed.D. Program for Community College Faculty was developed in response to the interest and concern manifested by Community College personnel for an in-service type of education at the advanced graduate level. Few existing higher education institutions offer doctorate programs specifically designed for community college faculty. In some states this has stunted the professional growth of faculty and caused severe hardships for practitioners desiring to enhance their skills and opportunities.

In many areas of the United States, a community college instructor must regularly travel several hundreds of miles to pursue a doctoral level degree. Clearly, the need for programs oriented to meet the needs of community college personnel is greater than ever before. Yet, even in institutions which offer graduate education programs, emphasis has been traditionally placed on "pre-service" rather than "in-service" training. The Nova program model, however, is designed to permit employed professionals to utilize their own facilities as laboratories for professional development.

Although the number of professionals serving in community colleges has increased remarkably over the
past ten years, a slight slowdown in this rapid growth has begun to shift attention in educational activities oriented to community college staff from pre-service to in-service training. According to the Community and Junior College Directory (1974), there are 1,165 two-year colleges in the United States with 142,659 faculty and 19,947 administrators. Yet, professional development programs leading to doctoral degrees have not been available for this vast group. Thus, the percentage of community faculty holding doctorates has remained stable in the 10–15 percent range for many years. The professional development of community college personnel poses a significant problem; one not only of numbers, but also involving additional attitude, skill development and self renewal.

The latest edition to Thornton's The Community Junior College notes a serious problem not seemingly as severe in the earlier edition:

"The majority of Community College Teachers are still recruited from other positions to the colleges, with comparatively little opportunity to develop a comprehensive and appropriate personal philosophy about it. They express a diffuse acceptance of the concept to the two-year college as a part of American post-secondary education but find it difficult to accept the implications of the open-door admission policy."

This problem was also singled out in a report of the National Advisory Council on Education Professions Development, which pointed out that most community college personnel received training that did not develop in them an appreciation for the problems unique to the "open-door" mission of community colleges. Moreover, emerging community college training programs are still either so few in number or so limited in content that the training gap is not likely to be closed soon.

Those deficiencies noted by Thornton and the Education Professional Development Act group would seem to have a high probability of being corrected through in-service type education programs. As Dr. Leland Medsker indicated in The Junior College: Progress and Prospect, "minority dissent" on attitude measures could be modified through a continuing program of in-service training in subjects such as the nature of the junior college, characteristics of students and state and national trends in providing opportunity for higher education.
The community college requirement that a master’s degree serves as the single criterion for employment is an inadequate basis for building viable institutions. Large numbers of community college professionals have been unable to enrich their professional skills and thus cannot meet the goals set by policymakers in the institutions and communities they serve. This situation is brought about in part because the sort of attitudes that promote continued growth are lacking in policy groups. At the recent AACJC Assembly held in Washington, D.C. the theme was “In-Service Education” indicating that agencies like AACJC are now faced with the responsibility for instilling “self-renewing” attitudes among members simply because no other institutions recognize the problem.

Most professions, in at least some way, have been able to instill a commitment to life-long growth as a part of the preparation experience. Other mechanisms for renewal are sustained in the nature of the professional work performed: the physician’s commitment to his patient, the engineer’s accountability to society or the university professor’s commitment to his/her discipline. These self-renewing mechanisms grow out of such professions as a matter of course.

No such case can be made for community college professionals, whether they be Ph.D. scholars, engineers or vocational instructors, because each of these groups finds itself in unfamiliar territory where the reward systems are ill-defined. The Ph.D. scholar is not rewarded for research in a community college setting, the engineer has no accountability to society there and the vocational/technical instructor has very little in common with career educators. Since no evident self-renewing generators exist in the community college, some outside influence must engender and foster life-long learning and growth; if as some insist, the impetus and the force is in-service professional development, the in-service prime movers must be enlisted in a continuous effort to improve the community colleges.

The primary objective of the Nova doctoral program in the Specialization in Community College Education, therefore, is the improvement of community colleges on a national scale.

John A. Scigliano
Director
Center for Higher Education
Nova University initiated its Ed.D. Program for Community College Faculty and Administration in 1972 with the express purpose of improving the effectiveness of community colleges. By helping to find effective ways of dealing with their unique problems, Nova University expects to facilitate change in two different ways: by establishing the seminar as a vehicle for bringing “outside agents of change” (National Lecturers) into local settings, and thereby promoting an influx of ideas from diverse centers of higher education. The seminar format is aimed at developing an informed faculty, aware of alternative models that produce effective learning.

The practicum and Major Applied Research Project (MARP) form the second dimension of change inherent in the Nova plan. If the seminar is the mechanism for producing change in people, then the practicum and MARP are the vehicles for helping to change institutions. The practicum and MARP involve “real life” attempts at improving college settings and serve as obvious measures of Nova’s effectiveness.

A third element in the Nova Program involves each participant in a continued effort of evaluation of goals he or she has established for the duration of his or her program. Participants utilize instruments to evaluate their effectiveness, providing feedback on the progress of individual participants and also enabling the staff to improve the program.
PROGRAM AND PARTICIPANT GOALS

I. To produce leaders who are actively involved in the improvement of community colleges.

A. Program Process Goal: To refine, tune, reform, adapt, change, regenerate, rejuvenate, and develop an excellent doctoral program for practitioners in higher education.

1. To make graduate education accessible to employed community college professionals who otherwise would have little opportunity to pursue an advanced degree and remain employed.

2. To provide doctoral level education which emphasizes the unique goals and functions of community colleges.

3. To organize and provide settings where participants may interact with outstanding leaders in community college education through:
   a. employing national community college leaders as lecturers in each of the seminar areas;
   b. exposing program participants to "great minds" through use of video tapes; and
   c. involving staff from the participants' institutions in the review of participant practicums and Major Applied Research Projects (MARPs).

4. To create an environment which fosters participant growth and institutional improvement through:
   a. providing an opportunity for participants to identify common problems and develop solutions for them;
   b. providing opportunities for participants to utilize knowledge for improvement of themselves and their institutions; and
   c. providing opportunities for lifelong professional growth for graduates.

5. To maintain high standards of the program and the participants' performance through:
   a. using admissions procedures to ensure congruence of applicant expectations with program goals and to minimize participant dropout rates;
b. maximizing participant gains through administering diagnostic instruments and assisting participants in designing and applying appropriate prescriptive strategies;
c. assessing participant mastery of core curriculum areas according to specified requirements;
d. establishing a system to coordinate the central staff, national lecturers, cluster coordinators, cluster participants, auxiliary personnel, and resources;
e. engaging in continuing evaluation of stated goals and eliminating identified discrepancies; and
f. using research and evaluation findings to devise strategies for reenrolling dropouts.

6. To identify mechanisms to change goals as necessary to keep the program alive, vibrant, and excellent.

B. Participant Process Goal: To successfully participate in a program designed to change community college environments.

1. To learn how to direct their own career growth through:
   a. identifying personal goals for their professional growth and mechanisms for moving towards these;
   b. assessing personal strengths and weaknesses in relation to goals and learning to modify their behavior accordingly;
   c. learning about sources of information regarding professional growth;
   d. becoming aware of political forces that affect their professional growth and learning how to deal with these;
   e. establishing self-renewing attitudes and behaviors—that is, continuously reassessing goals, knowledge, and skills, and striving for further professional growth; and
   f. learning to identify excellence in the area of their professional goals.

2. To gain general knowledge about community colleges through:
   a. gaining an understanding of factors influencing the direction of community col-
lege education and formulating opinions on desirable future directions;
b. becoming aware of excellent models of community college education; and
c. mastering the objectives specified for each of these core curriculum areas (modules):
  • curriculum development in higher education
  • governance and management of higher education
  • applied educational research and evaluation
  • learning theory and applications
  • the politics and economics of higher education
  • societal factors
  • higher education context of the community college

3. To learn how to conduct research on topics related to community colleges through:
   a. learning to formulate questions appropriate for research on community college education;
   b. learning to construct and implement research designs appropriate to research questions; and
   c. becoming aware of, and learning how to access, appropriate information sources for conducting research on, and solving problems related to, community colleges.

C. Participant Product Goals

1. To gain specific skills and knowledge in areas related to community college education and to their own professional goals through:
   a. mastering knowledge of and completing research projects and reports on topics they select for the practicums associated with core curriculum areas;
   b. mastering knowledge of and completing research projects and reports on topics they select for MARPs;

*This module is required only of participants entering the program in the fall of 1978 or later.
c. conducting research relating to recognized needs within the area of community college education;
d. becoming expert at something in the domain of their professional goals; and
e. knowing the concerns, needs, backgrounds, and directions of their colleges and communities.

II. To foster changes (improvements) in institutions of higher education.

A. Program Product Goals

1. To conduct and promote research in the improvement of the practice of higher education through:
   a. establishing a model communication system which coordinates resources outside an institutional system with those within the system;
   b. developing a model system which will allow practitioners to access information sources and data banks nationwide;
   c. producing and making available those participant practicum and MARP reports that an independent team of community college educators evaluates as meeting specified criteria (e.g., relationship to community college goals, uniqueness, kind and extent of change in institutional environment, etc.); and
   d. studying the process of change in community college education to identify and document effective change strategies and tactics.

2. To develop empirically-based theoretical models of ideal higher education systems through:
   a. compiling, analyzing, and synthesizing the theories and research findings produced by participants in their practicums and MARPs.

3. To foster higher education changes (improvements) which have impact and implications at state and national levels through:
   a. using state and national task forces as mechanisms to coordinate participants' practicum and MARP research on issues or problems having statewide and nationwide significance.
4. To develop support for the program’s models and products among community college presidents, deans, and state directors.

B. Participant Product Goals

1. To apply their knowledge and skills to their colleges and communities through:
   a. becoming involved in their colleges and communities;
   b. identifying and solving problems related to recognized needs within community college education;
   c. acting as change agents to effect changes (improvements) in their colleges and communities;
   d. involving personnel in their institutions in their practicum projects and MARPs; and
   e. communicating project results to their own institutions and to various other audiences through the ERIC system, professional journals, or other appropriate channels.

III. To contribute to the professional image of community college education so that those who participate in the program, those who are affected by the program, and those who are involved in community college education will recognize community college education as a respected lifelong profession.

A. Program Product Goals

1. To facilitate the flow of information regarding community colleges to appropriate state agencies involved with community college program approval and with licensing and certification of personnel.

2. To provide information on the program’s processes and products to community college presidents, deans, and state directors.

3. To provide program information to faculty professional associations and faculty bargaining associations.

4. To provide incentives for highly qualified educators to join and to remain within the community college education profession.

5. To assist in the development of professional standards for community college faculty and administration.
MODULES OF STUDY

THE CURRICULUM

The first phase of the program comprises seven core areas called modules. Each of these modules is designed to enable the participants to reach a high level of proficiency in structuring the learning environment so that college students learn more effectively and efficiently.

A PASS grade is required of each participant in the following modules:

- Curriculum Development in Higher Education
- Governance and Management of Higher Education
- Applied Educational Research and Evaluation
- Learning Theory and Applications
- The Politics and Economics of Higher Education
- Societal Factors: The Community and the College Student
- Higher Education Context of the Community College

In addition to the seven core modules, each participant in the program must:

- attend two eight-day Summer Institutes;
- pass five practicums and one initial practicum training experience;
- satisfactorily complete an Educational Leadership Appraisal;
- complete a Major Applied Research Project and conduct a detailed individualized evaluation.

THIRD YEAR

The third year is designed to enable each participant to explore several new horizons. The objectives for each participant are:

1. Ascertain the extent of impact he/she has had on the community college.
2. Make a significant contribution to the literature on the community college.

3. Develop competence in the conduct of and reporting of applied research.

To assist in accomplishing the objectives, each participant will be expected to complete satisfactorily (grade of pass) three requirements:

1. A Major Applied Research (MARP) Proposal
2. A detailed evaluation of his/her total doctoral program.

GRADING PROCEDURE

The program operates on a PASS/NO PASS basis. Participants receive an INC mark whenever work is not completed by specified target dates.

Curriculum Development In Higher Education

Course Description

This module encompasses the interrelation of curriculum and teaching; human growth and educational development; theories of curriculum change; the school as a socializing agency; organization of learning experiences; cultural pluralism and educational alternatives; the individualization of instruction; community surveys; advisory groups; faculty participation; educational media; computer instruction principles of programmed instruction; management by objectives; systems theories in education; behaviorally specified objectives; construction of input-output instructional models; behavioral systems; information processing; administration of instructional program.
Governance And Management Of Higher Education

Course Description
The Governance module considers theories of administration, role of the administrator; organization and structure, legal provisions determining objectives and functions; recruitment of staff; formulation of personnel policies; supervision; academic freedom; participation of faculty in decisions; role of academic rank; admission policies; counseling and guidance of students; student personnel services; budgetary control, expenditures; sources of support; plant planning; maintenance of plant; developing community relationships; providing community services; trends in administration; international community college programs.

The Politics And Economics Of Higher Education

Course Description
This module presents to the participant the areas of politics; the educator and politics; political systems approach; allocative theory; interest groups; tactics; community power structures; political influences; state political systems; state legislatures; the governor; courts; state education departments; the state board of trustees; national education policies; presidential politics; the politics of research; curriculum and pedagogy.

Learning Theory And Applications

Course Description
This module covers learning research, hierarchial theories, cognitive and affective development, developmental and normative studies in learning theory; reasoning and problem-solving learning; memory and thought; behavior modification comparative theories of learning disabilities; interface of learning theory and cognitive objective taxonomy.
Applied Educational Research And Evaluation

Course Description
In this module the participant will cover statistical inference; use of statistical methods and tests; experimental research design; educational assessment; theories of accountability; formative and summative evaluation; institutional research; study of campus and community environment; planning and execution of research studies; collecting and using data.

Societal Factors: The Community And The College Student

Course Description
This module covers enculturation; impact of mass media; social stratification; social mobility; population growth; modification of educational process by technology; theories of social change; the role of the community; the role of industry; inter-rational patterns; bureaucratic hierarchy; differential standards; study of the community; use of community resources for students.

Higher Education Context Of The Community College

Course Description
The idea of a public community-junior college and its historical and philosophical roots; medieval, Renaissance and Reformation contributions to the idea of the American College; the evolution and diversification of American higher education; the dynamic pattern of American higher education in the late 20th century; main currents of philosophy, belief and mythology in American higher education; the critics of higher education and their relevance for public community-junior colleges; conflicting educational and social goals in late 20th century higher education; uses of philosophy, history and dialectic in considering public, community college education; egalitarianism; utilitarianism; social meliorism.
NATIONAL LECTURERS

Curriculum Development in Higher Education
1. DR. EUGENE DuBOIS
   Nova University
2. DR. BARTON HERRSCHER
   Center for Educational Development
3. DR. MARIE MARTIN
   Education and Government Consultant
4. DR. LEWIS MAYHEW
   Stanford University
5. DR. JOHN ROUECHE
   University of Texas
6. DR. VIRGINIA SCIGLIANO
   Nova University
7. DR. RENE WESTCOTT HILL
   Central Piedmont Community College

Governance and Management of Higher Education
1. DR. ALFREDO DE LOS SANTOS
   South West Educational Development Laboratory
2. DR. JAMES GOLLATTSCHECK
   Valencia Community College
3. DR. FREDERICK KINTZER
   University of California at Los Angeles
4. DR. ROBERT LAHTI
   Community College of Denver
5. DR. WILLIAM MOORE
   Ohio State University
6. DR. DALE TILLERY
   University of California at Berkeley

The Politics and Economics of Higher Education
1. DR. LOUIS BENDER
   Florida State University
2. DR. TERRY KELLY
   Miami-Dade Community College
3. DR. SEBASTIAN MARTORANA
   Pennsylvania State University
4. DR. ROBERT McCABE
   Miami-Dade Community College
5. DR. ROSS MORETON
   Nova University
6. DR. ARDEN PRATT
   Southern Illinois University at Carbondale
Learning Theory 
and Applications

1. DR. GUERIN FISCHER
   William Rainey Harper College

2. DR. WILLIAM KEIM
   Pioneer Community College

3. DR. JOHN LOSAK
   Miami-Dade Community College

4. DR. OSCAR MINK
   University of Texas

5. DR. RICHARD RIPPLE
   Cornell University

6. DR. MALCOM KNOWLES
   North Carolina State University

7. DR. EARL WRIGHT
   San Antonio College

Applied Education
Research and Evaluation

1. DR. GEORGE BARTON
   Nova University

2. DR. SIDNEY MICEK
   National Center for Higher Education Management Systems

3. DR. ARDEN PRATT
   Southern Illinois University at Carbondale

4. DR. GARY RANKIN
   South Oklahoma City Junior College

5. DR. MANtha VLAHOS
   MEHAL LIS
   Broward Community College

Societal Factors: The Community and the College Student

1. DR. JOSEPH COOK
   Florida Atlantic University

2. DR. ERVIN HARLACHER
   The Metropolitan Community Colleges of Kansas City

3. DR. TERRY O'BANION
   League for Innovation

4. DR. MAX RAINES
   Michigan State University

5. DR. DONALD RIPPEY
   University of Texas

6. DR. EARL WRIGHT
   San Antonio College

Higher Education Context of the Community College

1. DR. LEWIS MAYHEW
   Stanford University
Students are responsible for field practicums that should be addressed to solving current problems in college situations. These problems must be identified, analyzed and explored for alternative solutions. An inferential projection of the probable consequence of each solution is required in addition to the selection of an optimum solution that can stand the test of reality. A report is required of participants at the end of each module.

The goal of the practicum process is the improvement of colleges and universities. Ideally, the project undertaken in the process would yield some change in the institution concerned. Each participant is required to PASS five practicums throughout the three years of the program. The first attempt at this change process are often cumbersome since many participants have not previously had this kind of experience. Nevertheless, our evaluation of the practicums completed later in a participant’s program leads us to believe that rapid growth toward practicum quality is possible even in the first year.

The practicum is designed to allow participants to investigate an educational problem of a significant nature, usually a situation directly related to activities of his or her own institution.

Upon completing the investigation, participants should be able to reach conclusions and offer recommendations to bring about positive change for the institution involved. Such recommendations might result in increased student learning, more effective governance procedures or the implementation of more effective instructional techniques.

In developing each practicum, participants will identify a problem in their individual institutions that requires investigation. Such identification may occur as a result of the participant’s own experience or from suggestions or assignments obtained from a superior. Further, the problem must be of a significant nature.
The Major Applied Research Project is the major student activity during the third year of the Nova Community College Faculty program. Each student is expected to select a topic for research, or develop and evaluate a product. He must then conceptualize the most appropriate way to proceed, prepare and submit a written proposal, conduct the research or develop the product (book, film, model, or the like), and prepare a final report.

A student is permitted to enter the MARP phase when he or she is approved by an advisor as ready to undertake the work involved. The mode of operation is the same as in doctoral programs in most universities: The participant works closely with a major advisor who, together with two other educators, constitute a project committee to advise and approve. Normally the student must have completed the work required in the first two years, including the required practicums, and be able to demonstrate the ability to do the conceptualizing and...
writing required to complete a MARP. Students not deemed ready for the Major Applied Research Project may be required first to pursue relevant remedial work.

Since the Nova program stresses experiences that contribute to the professional improvement of the participant, and the third year is the capstone of those experiences, the nature of the project undertaken should be related to that overall goal. Accordingly, the project should be potentially useful in a professional situation, most likely in the institution in which the participant is employed. Nova plans to contact the president of each student's institution to encourage cooperation with participants in identifying and conducting a MARP which would yield results of local significance.

Because the Nova program is new approach to the improvement of educational practice and there are no appropriate models to follow, it may be helpful to indicate what the MARP is not:

1. It is not a research project pursued merely for the sake of research.
2. It is not merely the development of a product, such as a film, a book, or a model.
3. It is not merely a survey of existing practices.

While aspects of research, product development, and survey practices may be involved in a MARP, it is imperative that the project also:

1. Stem from a recognized and fully conceptualized need for educational change.
2. Be specifically oriented to the improvement of practice.
3. Lead to a stated plan for implementing and evaluating the outcomes (by means of recommendations, a product, etc.).

MAJOR APPLIED RESEARCH ADVISORS

DR. GEORGE F. AKER
Florida State University

DR. LOUIS W. BENDER
Florida State University

DR. JOSEPH B. COOK
Florida Atlantic University

DR. EUGENE D. DuBOIS
Nova University

DR. JOSEPH W. FORDYCE
College Entrance Examination Board

DR. HARMON FOWLER
Georgia State University

DR. WILLIAM A. KEIM
Pioneer Community College

DR. FREDERICK C. KINTZER
University of California at Los Angeles
Once each year a one-week institute will be held at Nova University. A participant is required to attend two Institutes during the three years of the Program. The purpose of the Institute is to bring together the participants, cluster coordinators, practicum evaluators, national lecturers and other nationally known educators to express and share ideas. Material is presented that explores the deeper implications of each core area. These symposiums are intended to elaborate on applied theory, and they focus on current issues in higher education. This intermingling of participants from different parts of the country is expected to provide an enriched environment for the overall Institute.

1978 SUMMER INSTITUTE DATES:
July 9-15, 1978 Kukilma Hyatt—Hawaii
August 2-9, 1978 Diplomat Hotel—Hollywood, Florida

1979 SUMMER INSTITUTE DATES
July 29-August 4, 1979 Town and Country Hotel—San Diego, California

1980 SUMMER INSTITUTE DATES
August 3-9, 1980 Diplomat Hotel—Hollywood, Florida
INFORMATION RETRIEVAL SERVICE

The IRS houses the entire microfiche collection of documents from the Educational Resources Information Center (ERIC), which is a project funded by the National Institute of Education. This collection now exceeds 150,000 documents, with about 1,200 new entries each month. Using widely-available printed indexes or computer searches, participants can identify needed documents and obtain them from the IRS free of charge. During its first year of operation, the IRS distributed over 3,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 60 other data bases, including several social sciences data bases that contain education-related information. The IRS does computer searches of these data bases for program participants. A computer search results in a printout of citations of documents that meet the participant's specifications. This service is available for a small fee that can usually be paid for with cluster operating funds.

ADMISSION REQUIREMENTS AND ENROLLMENT

Enrollment in Nova University's Doctor of Education program for Community College Education is restricted to individuals who hold master's degrees granted by accredited institutions, hold junior college teaching or administrative certificates (if required by the state) and are employed full time by a community college.

Each applicant must secure three letters of recommendation from his/her community college administrators. One of these letters must be from the President of the institution. These recommendations must indicate the performance of each applicant as a teacher or administrator. A personal interview conducted at the cluster site is also required.
Participants in the program are eligible for federally insured loans. The program is also approved for Veterans Administration Educational Assistance Allowances.

Working at a normal pace, a participant can expect to complete the doctoral degree within three years. The tuition fee must be paid for each of the three years of work. If additional time is needed, a special maintenance fee of $350 per four month term will be charged for services rendered. Participants are required to pay the fee only as they receive services. An appeals procedure is established for those participants desiring to challenge fee assessments they feel are not justified.

There is a $200 deposit required with the application form plus a nonrefundable $25 processing fee. Tuition is $2100 for each year of study (beginning July, 1978). A distributed payment plan is available.

**PARTIAL PAYMENT PLAN**

Two yearly payment plans are available:

1. Full payment prior to beginning a year’s work.
   FIRST YEAR—$2125 (includes non-refundable $25 processing fee)

2. Partial Payment Plan
   FIRST YEAR
   With Application $225 (includes non-refundable $25 processing fee)
   First Partial Payment $600
   Second Partial Payment $675 (includes $25 service fee)
   Third Partial Payment $675 (includes $25 service fee)

SECOND AND THIRD YEARS—$2165 per year
   First Partial Payment $815 (includes non-refundable $15 registration fee)
   Second Partial Payment $675 (includes $25 service fee)
   Third Partial Payment $675 (includes $25 service fee)
REFUNDS

If a participant has not notified the Registrar of withdrawal by the first meeting of the module, he or she will be liable for tuition and fees for that module according to the following schedule:

Persons paying the total tuition prior to the start of the first module, and withdrawing from the program prior to receiving any services, will be entitled to a refund based on the partial payment schedule.

If an application is rejected, the applicant will be refunded all monies except the $25 application fee.

If a cluster fails to form in the participant's geographic area, all monies will be returned (this includes the $25.00 application fee).

A participant with a grievance with respect to payment of tuition fees may refer to the Board of Appeals.

LATE FEES

All payment must be consummated according to this schedule. No exceptions will be made for students that are in the process of obtaining loans. A late payment penalty of $50.00 will be assessed each time a payment date is missed.

REINSTATEMENT FEES

Any participant that withdraws from the program, either voluntary or by action of the University will be required to pay a $100 reinstatement fee prior to receiving any services after the date of withdrawal. Any participant that desires reinstatement to a cluster after official withdrawal will be required to pay the $100 reinstatement fee in addition to the new tuition payment of $2100.00.

PROGRAM SERVICES

Participants who withdraw from the program or are dropped by the University or are on leave are NOT entitled to receive services from Coordinators and/or Local Research Associates. This policy also applies to central staff services as well as services from national lecturers and MARP Advisors.
FEES BEYOND THIRD YEAR

Participants who receive services on MARP's after the three allotted years of the program will be required to pay $350 for each four (4) month term that services are rendered.

Although participants are expected to complete the program in the three-year period, the time allowed for completing the degree is five years from the date of the first seminar meeting. Permission to continue work beyond the allowed time will be considered on an individual basis.

OPERATIONAL CLUSTERS

The following clusters are currently operational and are open for future applicants. Such clusters are known as SSCE (sissee)—steady state continuous enrollment.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>COORDINATOR</th>
<th>BUSINESS ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREVARD</td>
<td>DR. ROBERT BREUDER</td>
<td>Brevard Community College</td>
<td>305/632-1111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1519 Clearlake Road</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cocoa, FL 32922</td>
<td></td>
</tr>
<tr>
<td>BRISTOL</td>
<td>DR. ARMAND DESMARAIS</td>
<td>Bristol Community College</td>
<td>617/678-2811</td>
</tr>
<tr>
<td></td>
<td></td>
<td>777 Elsbree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall River, MA 02720</td>
<td></td>
</tr>
<tr>
<td>IOWA LAKES</td>
<td>DR. SILAS SCHIRNER</td>
<td>Iowa Lakes Community College</td>
<td>712/852-2968</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emmetsburg, IA 50536</td>
<td></td>
</tr>
<tr>
<td>DALLAS-FT. WORTH II</td>
<td>DR. ANITA BARRETT</td>
<td>Tarrant County Junior College South Campus</td>
<td>817/534-4861</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5301 Campus Drive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ft. Worth, TX 76119</td>
<td></td>
</tr>
<tr>
<td>GREENVILLE (SPARTANBURG)</td>
<td>DR. DON CAMERON</td>
<td>Spartanburg Technical College</td>
<td>803/576-5770</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spartanburg, SC 29303</td>
<td></td>
</tr>
</tbody>
</table>

25.
COORDINATOR
/BUSINESS ADDRESS

CLUSTER

CHICAGO—HARPER
DR. GEORGE GRIMES
Northeastern Illinois University
Bryn Mawr at St. Louis Avenue
Chicago, IL 60625
312/583-4050

HAWAII
DR. JEAN PEZZOLI
Leeard Community College
96-045 Ala Ike
Pearl City, HI 96782
808/455-0238

LOS ANGELES '77
DR. DON WILSON
Los Angeles City College
855 North Vermont Avenue
Los Angeles, CA 90029
202/293-7050

MIAMI
DR. GEORGE MEHALLIS
Miami-Dade Community College
-District
11011 SW 104th Street
Miami, FL 33176
305/596-1345

MOORPARK
DR. WILLIAM BENDAT
Moorpark College
7075 Campus Road
Moorpark, CA 93021
805/529-2321

OAKLAND
DR. PAUL HOLMES
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501
415/522-7221

SANTA ANA
DR. JOHN WEST
Santa Ana College
17th at Bristol
Santa Ana, CA 92706
714/835-3000

SEATTLE
DR. JOHN BUSH
Green River Community College
12401 SE 320th Street
Auburn, WA 98002
206/833-9111

TAMPA
DR. VALDA ROBINSON
Hillsborough Community College
Ybor City Campus
PO Box 22127
Tampa, FL 33622
813/879-7222

26.
The following proposed clusters are scheduled to begin operating in the near future.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>COORDINATOR</th>
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</thead>
<tbody>
<tr>
<td>ALVIN, TEXAS (area)</td>
<td>DR. CAMERON DOUTHITT</td>
</tr>
<tr>
<td></td>
<td>Alvin Community College</td>
</tr>
<tr>
<td></td>
<td>3110 Mustang Road</td>
</tr>
<tr>
<td></td>
<td>Alvin, TX 77511</td>
</tr>
<tr>
<td></td>
<td>Phone: 713/331-6111</td>
</tr>
<tr>
<td>NORTH ALABAMA (area)</td>
<td>DR. DENNIS ADAMS</td>
</tr>
<tr>
<td></td>
<td>Wallace State Community College</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 250</td>
</tr>
<tr>
<td></td>
<td>Hanceville, AL 35077</td>
</tr>
<tr>
<td></td>
<td>Phone: 205/352-6820</td>
</tr>
<tr>
<td>ORLANDO '78</td>
<td>TBA</td>
</tr>
<tr>
<td>QUINCY, ILLINOIS</td>
<td>TBA</td>
</tr>
<tr>
<td>PHILADELPHIA '78 (started Spring '78)</td>
<td>DR. PETER MILLS</td>
</tr>
<tr>
<td></td>
<td>414 Oakland Drive</td>
</tr>
<tr>
<td></td>
<td>Downingtown, PA 19335</td>
</tr>
<tr>
<td></td>
<td>Phone: 215/843-9700</td>
</tr>
<tr>
<td>PHOENIX</td>
<td>TBA</td>
</tr>
<tr>
<td>KANSAS CITY II</td>
<td>DR. ROBERT HANKINS</td>
</tr>
<tr>
<td></td>
<td>Longview Community College</td>
</tr>
<tr>
<td></td>
<td>500 Longview Road</td>
</tr>
<tr>
<td></td>
<td>Lee's Summit, MO 64063</td>
</tr>
<tr>
<td></td>
<td>Phone: 816/763-7777</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>TBA</td>
</tr>
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</table>
The following clusters have finished three years of the program and have produced approximately 585 graduates:

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>COORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BROWARD</td>
<td>JAMES CHINN</td>
</tr>
<tr>
<td>MIAMI-DADE I</td>
<td>GEORGE MEHALLIS</td>
</tr>
<tr>
<td>SACRAMENTO</td>
<td>RICHARD GILLIES</td>
</tr>
<tr>
<td>HILLSBOROUGH</td>
<td>VALDA ROBINSON</td>
</tr>
<tr>
<td>JACKSONVILLE I</td>
<td>PHILIP GEARING</td>
</tr>
<tr>
<td>ST. PETERSBURG</td>
<td>NORMAN STEPHENS</td>
</tr>
<tr>
<td>NEW HAVEN</td>
<td>RICHARD KRALL</td>
</tr>
<tr>
<td>CHICAGO I</td>
<td>MARGARET LINDMAN</td>
</tr>
<tr>
<td>PENSACOLA</td>
<td>HERBERT VANDORT</td>
</tr>
<tr>
<td>LONG ISLAND</td>
<td>MYLES REN</td>
</tr>
<tr>
<td>ORLANDO I</td>
<td>WILLIAM PRENTISS</td>
</tr>
<tr>
<td>HAMPTON</td>
<td>RICHARD PETERS</td>
</tr>
<tr>
<td>SAN FRANCISCO</td>
<td>VIRGIL HOLLIS</td>
</tr>
<tr>
<td>BOONE</td>
<td>LELAND COOPER</td>
</tr>
<tr>
<td>LOS ANGELES</td>
<td>JOHN DAVITT</td>
</tr>
<tr>
<td>NOVA</td>
<td>JAMES CHINN</td>
</tr>
<tr>
<td>PUERTO RICO</td>
<td>JUAN GARCIA-PASSALACQUA</td>
</tr>
<tr>
<td>CHICAGO II</td>
<td>ETHEL GREENE</td>
</tr>
<tr>
<td>FALL RIVER</td>
<td>BETTY ANN METZ</td>
</tr>
<tr>
<td>CLEVELAND</td>
<td>JAMES LORION</td>
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<td>FORT WORTH</td>
<td>ANITA BARRETT</td>
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<tr>
<td>FRESNO</td>
<td>WARD LASHER</td>
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<tr>
<td>CHARLOTTE</td>
<td>WILLIAM MCINTOSH</td>
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<tr>
<td>BALTIMORE</td>
<td>ROBERT VARGAS</td>
</tr>
<tr>
<td>HOUSTON I</td>
<td>JAMES HARDING</td>
</tr>
<tr>
<td>PHILADELPHIA</td>
<td>KENNETH VARCOE</td>
</tr>
<tr>
<td>MIAMI-DADE II</td>
<td>GEORGE MEHALLIS</td>
</tr>
<tr>
<td>EL PASO</td>
<td>ENRIQUE SOLIS</td>
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<tr>
<td>BEDFORD</td>
<td>GLENDA LEE</td>
</tr>
<tr>
<td>KANSAS CITY</td>
<td>JOHN GAZDA</td>
</tr>
<tr>
<td>LOS ANGELES II</td>
<td>DON WILSON</td>
</tr>
</tbody>
</table>
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 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 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. Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students' previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of the Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law.

A person does not have the right of access to educational records until he or she has been admitted 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 Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the record. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Office of the Deputy Assistant Secretary (of HEW) for Management, Planning and Technology.

Nova University practices a policy of nondiscrimination in employment and admission. We hire employees and admit students of either sex and of any race, color and national or ethnic origin.

To Obtain Application Forms, Write:

Community College Ed.D. Program
Director of Admissions
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314