1979

M.S. in Institutional Development 1979-1980

Nova University

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M.S. in
Institutional Development 1979-1980

A PROGRAM FOR DEVELOPMENT OF PROFESSIONALS IN NON-PROFIT INSTITUTIONS
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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, and 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, 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 selffulfillment; the Life Sciences Center where research is conducted in biological sciences; 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, non-sectarian, nonprofit, 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 Program for the Master of Science in Institutional Development was developed in response to the interest and concern manifested by professionals in non-profit institutions and in the government service for education at the graduate level for in-service and preservice personnel. There are few existing programs at higher education institutions for graduate degrees specifically designed for professionals responsible for the management of development activities in their respective institutions. There is also a lack of graduate programs specifically designed for the multitude of professionals in government service who must deal on a daily basis with hundreds of academic, health, cultural and community institutions. The types of non-profit institutions employing professionals requiring training are several and varied, including and universities, community colleges, hospitals, museums, art galleries, churches, community fund organizations, etc. Also, there is a broad range of government agencies employing concerned professionals.

In many areas, persons interested in graduate work must either travel hundreds of miles periodically or enroll in residence at an institution which disrupts home life and adds many costs to the total cost of receiving a graduate degree. Also, in the traditional programs, the greater emphasis is placed on "pre-service" rather than "in-service" training. This program because of the Nova "cluster" system of higher education will enable the employed
professional to continue in his or her job, use their employment environment as laboratories for professional development, and proceed to the M.S. degree.

For many years the American College Public Relations Association and the American Alumni Council, presently joined in the Council for Advancement of Support to Education (CASE), have sought to develop programs for the training of professionals in their organizations. The goals have been to make the professionals better technicians in the many facets of their professions and, above all, to develop abilities to manage, and to understand their roles in relationship to overall institutional management.

THE NOVA CLUSTER CONCEPT

Traditional universities require time in residence on campus for students working for graduate degrees. The Nova system brings the “residence” to the student at a location close enough to his or her home and employment to permit attendance without disruption of either.

On assigned dates, whether it be weekly, semi-monthly, or monthly, a module professor will conduct classes at the cluster site.

Each cluster will be directed by a member of the Nova staff in residence, or by an administrator specifically employed for the purpose.

The administrator will be known as the “cluster coordinator.”
PROGRAM OVERVIEW

The program consists of six modules. The first five modules include attendance at three seminar-workshops in each module. Module projects are required in two of the first four modules. A project may be associated with any of the first four modules. The purpose of the module project is to utilize the theory of the module in conducting an investigation of importance.

The module project is not expected to be merely a term paper. Every effort should be made to translate the theory into practice through the project. The module projects may take the form of applied research, problem solving, developmental survey research or case study research.

The completed project will be evaluated by a professional possessing expertise in the subject matter and theory of the module.

During the fifth module an examination for admission to candidacy for the degree is required. The examination, in general, will deal with the materials covered to that point in the program and the literature in the field.

The sixth module is to be devoted to the writing of a research project. A research project may be on any subject related to the fields covered in institutional development. It is recommended that a topic be chosen within the framework of experience of the student. It may take the form, as the module projects, of applied research, problem solving, developmental, survey research or case study research. The research project will be outlined and presented in
a written proposal to be submitted after admission to candidacy and before the conclusion of the fifth module. It must bear the signature of the advisor who will have been assigned to the student after admission to candidacy.

The research project advisor assigned to each student will visit the cluster to meet his advisees three times, once during the fifth module and twice during the sixth module. The advisor will be available by correspondence or phone at any time after assignment to consult with the student. Central Staff personnel will be available for consultation to students who have been admitted to candidacy during office hours on a toll-free phone.

A Central Staff member will be assigned as a Reader of student research projects. The signatures of the Advisor and the Central Staff Reader will be necessary to approve finally the research project.

To be recommended for the M.S. degree, each student must:

(1) have paid all fees in full
(2) have completed and received PASS grades for each of the first five modules
(3) have passed the examination for admission to candidacy
(4) have completed and received a PASS grade for the two required module projects
(5) have signatures of the assigned Advisor and Central Staff Reader on the completed research project.
PROGRAM GOALS

1. To produce professionals in the wide field of institutional development who are not only skilled in the technique of handling fund-raising, public relations and alumni programs, but most importantly are trained managers.

2. To broaden the understanding of institutional needs and goals on the part of concerned professionals in the government service.

3. To make graduate education accessible to employed professionals in the field who otherwise would not have the opportunity to take graduate work and remain employed.

4. To provide a broad-based program for the training of preservice individuals who desire to enter the field, and to professionals in other fields who may desire to change professions.

5. To expose students to the proven leaders in the field.

6. To enable students to access personal strengths and weaknesses in relation to career goals and learn how to modify their behavior accordingly.

7. To learn how to identify excellence in the area of their professional goals.
THE CURRICULUM

MODULE I.
Organization and administration of Institutional Development Programs.

(1) Overview of Support Patterns
(2) The Internal Environment
(3) The External Environment

MODULE II.
The Planning Process

(1) Identifying Goals and Objectives
(2) Identification of Sources of Support
(3) The Evaluation Process
   a. From the institutional viewpoint
   b. From the grantor or government viewpoint

MODULE III.
Management Behavior

(1) Developing the Management Team
(2) Developing Support Mechanisms for Management
(3) Management of the Market
MODULE IV.

Operational Processes

(1) Fund-Raising Activities
(2) Institutional Public Relations
(3) Alumni Programs

MODULE V.

(1) Proposal Writing: Foundations, Government Grants
(2) Specialized research in hospital, museum, library, church, art gallery, and community programs, (United Way - YMCA - Boy Scouts, etc.).
(3) ADMISSION TO CANDIDACY — qualifying examination
(4) Study of Research Designs and the writing of a Project Proposal

MODULE VI.

Writing of the Research Project.
LIBRARY RESOURCES
AND MATERIALS

Each student will be supplied with the following items at the beginning of the program:

a. Study Guides for each of the modules
b. Guidelines for module projects
c. Guidelines for research projects
d. Guidelines for the use of the Information Retrieval Service

In addition, the cluster coordinator will have for the use of class members a basic library of books and periodicals. These materials will be distributed and returned on a basis to be determined in each individual cluster.

Clusters are formed in metropolitan areas where reference works and other specialized materials are usually available at public libraries. If a specific title is needed and is not available in the area it will be available from the Nova central library on a loan basis.

Also, assistance in depth is available through the Information Retrieval Service.
INFORMATION RETRIEVAL SERVICE

The Information Retrieval Service 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 160,000 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 65 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.
The program operates on a PASS/NO PASS or INCOMPLETE basis as follows:

a. If work is not completed on a specified date for assignments in a seminar workshop the professor in charge will record an INC on the student's record. Students have six months to clear an INC grade. An INC grade not cleared within six months becomes a NO PASS grade.

b. Students receiving a NO PASS grade for a seminar workshop or a module project must clear the grade within six months or be subject to termination. The method for clearing NO PASS grades will be determined by mutual agreement between the student and the professor involved.

c. Module projects will be assigned a PASS or NO PASS grade by the project evaluator. Students receiving a NO PASS grade will come under Rule "b" above.

ADMISSION REQUIREMENTS

Students applying will be required to submit an application accompanied by a registration deposit of $200 and a processing fee of $25. If the application is rejected, the deposit will be refunded.

The application will require a bachelor's transcript from an accredited institution and three letters of recommendation.
Pre-service applicants will be required to submit a career plan, and if possible, show interest in the field through undergraduate or employment activities.

FINANCIAL INFORMATION

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 student can expect to complete the program in eighteen months. The tuition for the entire program is $3,150.00, payable in four installments of $787.50 each.

FEES BEYOND THE EIGHTEEN MONTH PERIOD

Students who do not complete the program on schedule may enroll for advisory services in three month terms. The tuition for extra advisory services will be $200 per term. Payment need be made only for those terms needed.

Permission to continue beyond the normal completion date must be granted by the Director of the Program.
M.S. IN INSTITUTIONAL DEVELOPMENT

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A. Westley Rowland
State University of New York at Buffalo

Albert J. Sullivan
Professor of Communications
Boston University
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:

M.S. in Institutional Development Program
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314