Center for the Advancement of Education 1988-89 Catalog

Nova University

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NOVA UNIVERSITY

Center for the Advancement of Education

1988-89 Catalog
Center for the Advancement of Education

1988-89 Catalog

Published November, 1988
Volume 8

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.

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

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program.

Policies and programs set forth herein are effective through August 31, 1989. 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.
At the threshold of its second quarter century, Nova University sees the impact that its graduates have on the institutions in our society—on government, on education, on the sciences. Many of the University's programs are designed to educate for the professions, others to improve the performance of professionals. The strong, positive effect that Nova alumni have on the society is evidenced by the work many of them do and by the positions many of them hold.

Independent education represents a true alternative to education in the tax-supported sector. To continue in that role, it must be responsive to the varying needs of potential students, it must be adaptable and flexible in that response.

Nova University is committed to maintaining quality while it is in pursuance of that response.

Abraham S. Fischler
President, Nova University
Dear Educator,

The test for the quality of programs in a university is the performance of its graduates. Graduates from the Center for the Advancement of Education's seven graduate programs are in leadership positions in all states and Canadian provinces. A sample of the job responsibilities of our 10,000 graduates includes:

- Joseph Fernandez, Superintendent of the fourth largest school district in the United States - Dade County, Florida. (Graduate of the Ed. D. Program in School Leadership).
- Mary Ann Duke, an elementary teacher in Sarasota, Florida, completed a practicum report on the writing and performance of plays by young children. Copies of her report were distributed to each school in the county. (Completed the Graduate Education Module Program, M.S. in Education).
- Alicia MacWright, Director of the Douglass Psychology Child Study Center at Rutgers, The State University of New Jersey. (Graduate of the Master's Program for Child Care Administrators and the Ed. D. Program in Early and Middle Childhood).
- Gust Zogas, President of the Reading (Pa.) Area Community College. (Graduate of the Ed.D. Program in Higher Education).
- Laurel Glickstein, Certified Speech Pathologist, North Area, Dade Public Schools. (Graduate of the Master's Program in Speech and Language Pathology).
- Eileen Young, Director, Graduate Computer in Education Program at Spaulding University in Louisville, Kentucky, and a member of the board of trustees. (Graduate of the Ed.D. Program in Computer Education).

While the focuses for each of the graduate programs vary for these exemplary graduates developed the skills necessary to bring positive changes in themselves and their organizations and institutions. These improvements are documented in evaluation studies, practicums, and major applied research projects. Results of the studies are disseminated through journal articles, books, and computer networks. The merging of theory with practice is at the core of each of the center's programs.

Study this catalog. Contact us with your questions and comments. Good luck with your career and graduate studies.

Sincerely,

Richard Goldman, Ph.D.
Dean
The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of the practitioners in education.

Because of its commitment to the working professional, the center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The center also aids professional educators in achieving personal goals, including certification requirements.
The Programs Offered by the Center

Master's Program for Child and Youth Care Administrators

This program, designed for administrators, emphasizes one of the following specializations: 1) Administration of Day Care and Preschool Programs for Young Children, and 2) Administration of Residential Treatment, Group-Living and Community-Based Programs for Children and Youth. Students study four modules of coursework, complete a major applied project (practicum), and attend one summer institute. The primary mode of instruction is directed study.

The GEM Programs (Graduate Education Modules)

This field-based array of 19 major programs, designed for professional educators, assists practicing teachers and administrators in earning master's and educational specialist degrees, adding additional certification coverages for expanded career opportunities, and renewing certificates. Degree program components include two 9-credit modules, four 3-credit core courses and a 6-credit practicum-research experience, all taught by expert practitioners/professors.

Master's Program in Speech and Language Pathology

This clinically-based program is designed for persons who wish to obtain Florida licensure in speech-language pathology and who wish to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. Individuals also may meet coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education and for state registration (licensure). The primary modes of instruction consist of lecture, clinical teaching, and supervised practicum experience in a variety of service delivery settings. This training program prepares students for a professional life providing speech-language services to communicatively handicapped individuals of all ages. As a graduate speech pathologist, the individual can enjoy the respect and the professional and personal gratification that are afforded a competent, compassionate clinician.

Ed.D. Program in Early and Middle Childhood

This field-based program is designed for employed professionals who who wish to enhance their leadership skills. Participation is open to educators, counselors, psychologists, social service personnel, and other helping professionals who have an impact on the lives of young children. The program's three components consist of five study areas, two practicums, and two summer institutes.
Programs in Higher Education

The programs for Higher Education at Nova University provide field-based doctor of education (Ed.D.) degree to practitioners working in higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, independent study, and applied research into an integrated program of study.

National Ed.D. Program for Educational Leaders

The goal of this program is to improve the nation’s schools by improving the leadership skills of school administrators who wish to pursue graduate study without leaving their present positions. The program components include eight study areas, two practicums, and two summer institutes.
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CENTER FOR THE ADVANCEMENT OF EDUCATION

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Statements of Mission

The University

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.

The Center

The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

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Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Planning and Resources, 3301 College Avenue, Fort Lauderdale, Florida 33314. Telephone (305) 475-7410.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year, the priority deadline for a given academic year is the preceding April 1st. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1st (13 months after the priority deadline). For example, the two deadlines for the 1988-89 academic year are April 1, 1988, and May 1, 1989.

Veteran's Benefits

All programs described in this document are approved for veteran's training by the Florida Department of Education. 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.

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.

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.

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.

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.

Grievance

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

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the 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, legal studies, and education.

This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER, for pre-kindergarten through middle school students, is located in The University School building, and for high school students, is located in the Parker Building. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from pre-school through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed at the Port Everglades site of the Oceanographic Center, 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 920-1909.

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 volume equivalents, contains the standard materials required for legal study and research: English, American, and state 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 United Nation's documents. The Law Center also houses a majority of the United States Government documents that are deposited with Nova University.

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 good 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 need 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 the Port Everglades site. 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 course work.
Critical Thinking Through Controversy

SATIONAL LEADERSHIP

Imagine a family celebration where parents spend the day with their children. We began by joining hands and reciting the Lord's Prayer. Even exciting rain could not dampen the pride of being a family. (p. 58)

"Controversies must be defined as interesting problems to be solved rather than as wins for situations."
From the Director

We are in our ninth year of assisting teachers and administrators in over 100 school districts in Florida, Arizona, and Nevada to achieve their academic, professional, and career goals. Our enrollment last year across the GEM network of program sites was in excess of 1200. This makes us the largest graduate teacher education program in the nation.

We believe that the key factors contributing to the success of the GEM model are as follows:

- GEM Programs are scheduled at the 15 sites in all-day Saturday sessions and summer intensives, the best formats for working professionals.
- GEM faculty within the 19 major programs are highly qualified, successful local practitioners in their disciplines, "practicing what they teach."
- GEM curricula are consistently oriented toward practice and the real world of schools, featuring research with practical applications.
- GEM Programs promote, as an underlying theme, the acquisition of professional leadership capabilities.
- GEM Programs contain course requirements for additional state certification coverages and endorsements and renewal of certificates.
- GEM practicums in each major program offer unique opportunities for action research, resulting in significant school improvement projects in the students' professional settings and leading to career advancement.
- GEM student services, from admissions through graduation, are delivered by trained staff, at the site locations and the GEM offices, who believe that students are not "numbers," but rather respected professional colleagues.

We have attempted in the document to present all the information you will need as a GEM student. This document is an important source of program policy and procedures as you move toward your goal of a Master's or Educational Specialist degree and/or the satisfaction of state certification requirements.

Please feel free to contact your local Site Administrator and/or our counselors on the main campus in Fort Lauderdale for more information and discussion of your particular professional and academic needs.

J. Donald Stanier, Ph.D.
Director, GEM Programs
Come to Our Campus Offices or Call a Toll-Free Number
8:30 A.M.-5:00 P.M., Monday-Friday

The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-75, I-95, and Florida's Turnpike.

Call the University on a Toll-Free Number for Program Information

Broward County                     475-7440
Dade County                        940-6447, Ext. 7440
All other Florida Counties, all other states
                                      1-800-541-NOVA, Ext. 7440

GEM Offices, Nevada
333 N. Rancho Dr., #625
Las Vegas, NV 89106
(702) 648-1971

GEM Offices, Arizona
8601 N. Black Canyon Hwy.
Suite 117
Phoenix, AZ 85021
(602) 995-5999
## GEM PROGRAMS
### SCHEDULE 1988-1989

### FALL CYCLE - 1988

Nine Credit Modules – All Majors

**FIRST CLASS SESSION - 6:00 - 9:00 P.M.**

<table>
<thead>
<tr>
<th>Tuesday, Sept. 6, 1988</th>
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**REMAINING SESSIONS - ALL SITES**

**8:30 A.M. - 4:30 P.M.**

- September 10, 17, 24
- October 1, 8, 15, 22, 29
- November 5, 12, 19
- December 3, 10, 17

### WINTER CYCLE - 1989

**CORE I – JANUARY**

Three Credits

M.S. Level – CU 500 Modern Curriculum Design
Ed.S. Level – EDU 547 Teaching: Principles and Practices

**FIRST CLASS SESSION - 6:00 - 9:00 P.M.**

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**REMAINING SESSIONS - ALL SITES**

**8:30 A.M. - 4:30 P.M.**

- January 7, 14, 21, 28
CORE I - FEBRUARY

Three Credits

M.S. Level – CU 530 Measurement & Evaluation of Educational Systems
Ed.S. Level – EDU 580 Educational Measurement

FIRST CLASS SESSION – 6:00 - 9:00 P.M.

Tuesday, Jan. 31, 1989
Jacksonville
Tampa
West Palm Beach

Wednesday, Feb. 1, 1989
Bradenton
Daytona Beach
Pt. Lauderdale
Gainesville
Las Vegas
Melbourne
Phoenix

Thursday, Feb. 2, 1989
Ft. Myers
Ft. Pierce
Orlando
Tallahassee

Friday, Feb. 3, 1989
Miami

REMAINING SESSIONS – ALL SITES
8:30 A.M. - 4:30 P.M.

February 4, 11, 18, 25

NOTE: HEALTH EDUCATION and EDUCATIONAL MEDIA students should obtain special CORE information from the Site Administrator.

SPRING CYCLE

Nine Credit Modules – All Majors

FIRST CLASS SESSION – 6:00 - 9:00 P.M.

Tuesday, Feb. 28, 1989
Jacksonville
Tampa
West Palm Beach

Wednesday, March 1, 1989
Bradenton
Daytona Beach
Pt. Lauderdale
Gainesville
Las Vegas
Melbourne
Phoenix

Thursday, March 2, 1989
Ft. Myers
Ft. Pierce
Orlando
Tallahassee

Friday, March 3, 1989
Miami

REMAINING SESSIONS – ALL SITES
8:30 A.M. - 4:30 P.M.

March 4, 11, 18
April 1, 8, 15, 22, 29
May 6, 13, 20
June 3, 10, 17
SUMMER CYCLE - 1989

CORE II

Monday-Friday - 4:00 - 10:00 P.M.

June 19-23 (3 CREDITS)  June 26-30 (3 CREDITS)

M.S. - AS 516 School Law  M.S. - EP 560 Survey of
Ed.S. - AS 616 Applications of  Exceptionalities
School Law  Ed.S. - AS 580 - Administration of
            Exceptional Student Education

SUMMER CYCLE - 1989

Nine Credit Modules - All Sites - All Majors

July 5 - August 7, 1989
Evening Schedule - 4:00 - 10:00 P.M.

Wednesday, July 5  Thursday, July 6  Monday, July 10
Tuesday, July 11  Thursday, July 13  Monday, July 17
Tuesday, July 18  Thursday, July 20  Monday, July 24
Tuesday, July 25  Thursday, July 27  Monday, July 31
Tuesday, August 1  Thursday, August 3  Monday, August 7

NOTE: STUDENTS MAY TAKE NO MORE THAN 15 CREDITS
DURING THE SUMMER CYCLE.

OPEN HOUSE AT GEM SITES
9:00 A.M. - 12:00 Noon

August 20, 1988
December 3, 1988
February 11, 1989
June 3, 1989

REGISTRATION SESSIONS AT GEM CLASS SITES
Register from 9:00 A.M. - 12:00 Noon

August 27, 1988
December 10, 1988
February 18, 1989
June 10, 1989

Fort Lauderdale, Phoenix and Las Vegas students may also register at
local Nova University offices, Monday-Friday.

FORT LAUDERDALE  PHOENIX  LAS VEGAS
Nova Main Campus  8601 N. Black Canyon  333 N. Rancho Drive
Center for the  Suite 117  #625
Advancement of  Phoenix  Las Vegas
Education Building  8:30 A.M.-5:00 P.M.
3301 College Avenue  3:30-5:00 P.M.
Ft. Lauderdale
8:30 A.M.-5:00 P.M.
The GEM Programs

The GEM (Graduate Education Module) Programs provide opportunities for full-time professionals to pursue a master's or an educational specialist degree in 19 major areas. The focus is on the improvement of practice and the achievement of career objectives. The programs are offered in locations that make it possible for students to complete a degree without interrupting their careers. Each GEM program site is managed by a site administrator who is a local educational leader. The site administrator is responsible for advising students, providing program information, and the overall leadership of the local site.

Requirements for the Master's Degree or Educational Specialist Degree

A total of 36 credits is required for a master's degree. The educational specialist degree requires 36 credits beyond the master's. Through the GEM Program the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a longer period.

Academic requirements in each graduate degree program are two nine-credit MODULES, four CORE courses and The PRACTICUM. The graphic shows the five academic requirements for completion of a 36 semester-credit-hour GEM program. It is in circular form to indicate that entry into a program can occur at the beginning of any of these cycles during the year. A more detailed description of the requirements follows.

Winter Cycle
CORE I COURSES
SIX CREDITS
January-February

Fall Cycle
NINE-CREDIT MODULE
September-December

Spring Cycle
NINE-CREDIT MODULE
March-mid-June

THE PRACTICUM
SIX CREDITS
Problem-solving research project leading to educational improvement (individually scheduled)

Summer Cycle
CORE II COURSES
SIX CREDITS
Last two weeks of June Intensive Schedule

NINE-CREDIT MODULE
July-early August Intensive Schedule

The requirements for graduation are:

Two Nine-credit Modules = 18 credits
Two Core I Courses = 6 credits
Two Core II Courses = 6 credits
The Practicum = 6 credits

36 credits
Two NINE-CREDIT MODULES are required for degree programs. The graphic shows that there are three times during the year when these are offered. The "extra" time for the modules is during the summer cycle in a five-week intensive period in July and early August.

NINE-CREDIT MODULES contain three courses in specific areas of study, in single, nine-credit learning experiences. The modules are taught by faculty teams of highly qualified local instructors who are themselves current practitioners in the fields they teach.

The CORE COURSES, two in Core I and two in Core II, contain topics of broad interest and importance to educators. Students in most GEM majors take the core courses with students in other majors. Some GEM major programs include their own special courses (see Contents of Modules and Courses).

Educational specialist degree coursework may be undertaken only upon completion of a master's degree. Requirements for the educational specialist degree (36 credits beyond the master's) differ from requirements for the master's degree in two ways:

-- Special core courses are required, parallel to the master's core courses but at an advanced level.
-- Candidates must satisfy more stringent requirements for the practicum, sharing and disseminating their work with other GEM students and the educational community, producing an annotated bibliography, and providing assistance at Practicum Orientation Workshops.

The PRACTICUM can be initiated any time after the completion of the first nine-credit module. It can be completed while attending classes or after all class work has been taken. A local practicum advisor, an expert in the particular area of study, is assigned to provide individual guidance and assistance. A practicum orientation workshop is conducted at each GEM site at least two times per year. Students are required to purchase a practicum orientation workshop packet before attending the workshop. The packet consists of a registration form, the Practicum Handbook, the Form and Style Manual, the Outstanding Educational Improvement Projects book, and a cassette training tape. After a proposal is approved by the practicum advisor and the CAE practicum department, the research project is implemented during a 10-20 week period, or longer. The final report documents the entire process and the results. Since the practicum involves a substantial application of learning (in the major area of study) to the solution of a critical problem existing in the student's own work setting (e.g., a classroom), the resulting improvement in educational practice is an exciting aspect of the GEM programs.

Dissemination of excellent practicums by computerized network to educators across the country is now gaining national exposure for many GEM students. The final grade is awarded by the director of practicums on the recommendation of the practicum advisor. All practicum manuscripts must follow the procedures outlined in the Form and Style manual.

The Educational Leadership major requires a PRACTICUM/INTERNSHIP. The practicum for EL students is the same in all respects described above except that it is implemented within an administrative internship setting when the local building administrator is recruited as a mentor for the EL intern. The mentor and practicum advisor collaborate to guide the intern through the process.

-- The length of time varies for completion of all requirements. Students who register for consecutive cycles and complete the practicum requirement while attending classes can finish a degree program in one calendar year. Many students take 15-18 months to complete all requirements. CAE permits up to four years to finish a degree program.
The GEM Majors

The chart below shows the major programs available and the two nine-credit modules required for each. An elective is any other available module the student selects. Some majors require both nine-credit modules in the major field, usually to meet state certification requirements. In most cases either of the two modules may be taken first, i.e., the GEM Programs are designed so that there are no prerequisites for the modules and core courses. All students seeking certification including those adding new certification areas, MUST contact a student advisor or their Site Administrator to develop a program outline.

<table>
<thead>
<tr>
<th>Major</th>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adult Education</td>
<td>Adult Education</td>
<td>Elective Module</td>
</tr>
<tr>
<td>2) Computer Applications</td>
<td>CAP I</td>
<td>CAP II</td>
</tr>
<tr>
<td>3) Computer Science Education</td>
<td>CSE I</td>
<td>CSE II or III</td>
</tr>
<tr>
<td>4) Educational Leadership (Administration K-12)</td>
<td>EL I</td>
<td>EL II</td>
</tr>
<tr>
<td>5) Educational Media</td>
<td>EM I</td>
<td>EM II</td>
</tr>
<tr>
<td>6) Elementary Education</td>
<td>Elem. Ed.</td>
<td>Elective Module</td>
</tr>
<tr>
<td>7) Emotionally Handicapped</td>
<td>EH</td>
<td>Elective Module</td>
</tr>
<tr>
<td>8) English</td>
<td>English</td>
<td>Elective Module</td>
</tr>
<tr>
<td>9) Gifted Child Education</td>
<td>Gifted</td>
<td>Elective Module</td>
</tr>
<tr>
<td>10) Health Education</td>
<td>Health I</td>
<td>Health II, III or IV</td>
</tr>
<tr>
<td>11) Mathematics</td>
<td>Math I</td>
<td>Math II</td>
</tr>
<tr>
<td>12) Mental Retardation</td>
<td>MR</td>
<td>Elective Module</td>
</tr>
<tr>
<td>13) Physical Education</td>
<td>PED</td>
<td>Elective Module</td>
</tr>
<tr>
<td>14) Primary Education</td>
<td>Early Childhood</td>
<td>Elective Module</td>
</tr>
<tr>
<td>15) Reading</td>
<td>Read I</td>
<td>Read II</td>
</tr>
<tr>
<td>16) Science</td>
<td>SCI</td>
<td>Elective Module</td>
</tr>
<tr>
<td>17) Social Studies</td>
<td>SST</td>
<td>Elective Module</td>
</tr>
<tr>
<td>18) Specific Learning Disabilities</td>
<td>SLD I</td>
<td>SLD II</td>
</tr>
<tr>
<td>19) Teaching English to Speakers of Other Languages*</td>
<td>TESOL I</td>
<td>TESOL II</td>
</tr>
</tbody>
</table>

* Florida students majoring in TESOL must present a TOEFL score of 550 or higher or a TSE score of 220 or higher.

The Computer-Hyphenated Major

The special Computer-Hyphenated Major offers the student interested in the educational uses of microcomputers a combined program applying computer knowledge and skills to another major GEM area. All registrants for this major MUST confer with a student advisor before registering. The requirements are:

Credits

2 MODULES in Computer Applications, Computer Science Education = 18
1 MODULE in any other GEM major = 9
1 CORE COURSE (suggested by a GEM counselor) = 3
THE PRACTICUM (combining the two major areas) = 6

\[ \text{Total} = 36 \]
Contents of Modules and Courses

The following is a list of all GEM courses singularly or contained within nine-credit modules. After completion of nine-credit modules, grades are posted on transcripts with the courses listed just as they appear here. This listing is accurate as of August, 1988.

Regular Core Courses*

<table>
<thead>
<tr>
<th>Master of Science:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Core I</td>
<td>M.S. Core II</td>
</tr>
<tr>
<td>CU 500 Modern Curriculum Design</td>
<td>EP 560 Survey of Exceptionalities</td>
</tr>
<tr>
<td>**CU 530 Measurement and Evaluation of Educational Systems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Specialist:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. Core I</td>
<td>Ed.S. Core II</td>
</tr>
<tr>
<td>EDU 547 Teaching: Principles and Practices</td>
<td>AS 580 Administration of Exceptional Student Education</td>
</tr>
<tr>
<td>**EDU 580 Educational Measurement</td>
<td>AS 616 Applications of School Law</td>
</tr>
</tbody>
</table>

* Special Core courses are required for degree programs in Educational Leadership, Educational Media, Health and TESOL. These are listed separately.

** To meet Florida certification requirements, M.S. students majoring in reading must take EDU 580 in Core I on the Ed.S. level instead of CU 530.
Special Core Courses

Educational Leadership

Majors in Educational Leadership pursuing initial state certification in administration must complete four core courses as indicated below.

M.S./Ed.S. Core I

Select ONE of the following:

M.S./Ed.S. Core I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Education Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CU 502</td>
<td>Modern Curriculum Design</td>
<td>Early Childhood/Primary Education</td>
</tr>
<tr>
<td>CU 532</td>
<td>Measurement and Evaluation</td>
<td>Early Childhood/Primary Education</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU 503</td>
<td>Modern Curriculum Design</td>
<td>Middle School Education</td>
</tr>
<tr>
<td>CU 533</td>
<td>Measurement and Evaluation</td>
<td>Middle School Education</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU 504</td>
<td>Modern Curriculum Design</td>
<td>Secondary School Education</td>
</tr>
<tr>
<td>CU 534</td>
<td>Measurement and Evaluation</td>
<td>Secondary School Education</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU 505</td>
<td>Modern Curriculum Design</td>
<td>Exceptional Student Education</td>
</tr>
<tr>
<td>CU 535</td>
<td>Measurement and Evaluation</td>
<td>Exceptional Student Education</td>
</tr>
</tbody>
</table>

M.S./Ed.S. Core II

For MASTER'S level only
AS 516 School Law

For Ed.S. level only
AS 616 Applications of School Law

For MASTER'S AND Ed.S. levels
EL 600 Seminar in the Knowledge Base of Educational Leadership (PREREQUISITES: All other Educational Leadership course work)

Educational Media

Completion of the Educational Media major leads to Florida Media Specialist certification.

M.S./Ed.S. Core I
EM 515 Reference and Information Services
EM 520 Instructional Role of the Media Specialist

M.S./Ed.S. Core II
EM 540 Organization of Library Media Collections
EM 545 Production of Instructional Video Programs
Health

M.S./Ed.S. Core I
HE 500 Foundations of Health Education
HE 535 Program Development in Health Education

MS./Ed.S. Core II
CU 514 Utilization of Multi-Sensory Materials
CU 519 Design of Mediated Learning Materials

TESOL

M.S./Ed.S. Core I
Regular Core Courses

M.S./Ed.S. Core II
BLE 546 Applied Curriculum Design in BLE/TESOL
BLE 547 Testing and Evaluation in BLE/TESOL

Nine-Credit Modules

1) Adult Education
   AS 610 Organization and Administration of Adult and Community Education
   AS 630 Methods and Materials of Instruction for Adults
   AS 640 Community School Administration

2) Computer Applications I
   BED 500 Word Processing with Microcomputers
   CSE 521 Computer Assisted Instruction, Courseware Version
   CSE 721 Administrative Applications of Microcomputers

3) Computer Applications II
   BED 522 Business Applications of Current Technology
   MC 615 Microcomputer Graphics
   MC 705 Communicating with Microcomputers

4) Computer Science Education I
   CSE 600 Teaching Computer Literacy
   CSE 617 Software Search and Evaluation
   CSE 736 Introduction to LOGO

5) Computer Science Education II
   CSE 680 Teaching BASIC Programming
   CSE 725 Programming Microcomputers
   CSE 735 Advanced Programming of Microcomputers in BASIC

6) Computer Science Education III
   CSE 621 Computer Assisted Instruction
   CSE 728 Programming Microcomputers in Pascal
   CSE 729 Advanced Programming of Microcomputers in Pascal

7) Early Childhood Education
   EC 5281 Individualized Instruction in Early Childhood I (Theory)
   EC 5282 Individualized Instruction in Early Childhood II (Practice)
   HB 501 Child Development
8) Educational Leadership I (Administration)
   AS 500   Educational Resource Development
   CU 510   Survey of Educational Innovations
   CU 545   Educational Theory into Practice

9) Educational Leadership II (Administration)
   AS 509   Clinical Supervision of Teachers
   AS 520   Professional Seminar in Administration and Supervision of Educational Systems
   AS 550   Supervision of School Personnel

10) Educational Media I
    EM 500   Philosophy of School Library Media Programs
    EM 505   Design and Production of Educational Media
    EM 510   Media for Children

11) Educational Media II
    EM 525   Library Media Collection Development
    EM 530   Management of School Library Media Programs
    EM 535   Media for Young Adults

12) Elementary Education
    ELE 541   Creativity in Elementary School Curriculum
    ELE 542   Materials in the Teaching of Elementary Arithmetic and Science
    ELE 730   Reading in the Elementary School

13) Emotionally Handicapped
    EP 529   Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
    EP 530   Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
    EP 532   Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child

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

15) Gifted Child Education
    EDU 550   Introduction to the Nature and Needs of the Gifted Child
    EDU 551   Educational Procedures for the Gifted Child
    EDU 555   Seminar for the Guidance of Gifted Children

16) Health I
    HE 565   Human Sexuality in Health Education
    HE 570   Gerontology and the Health Educator
    HE 575   Drug Abuse in Health Education

17) Health II
    HE 526   Stress Management
    HE 545   Fitness Education
    HE 580   Health Counseling
18) Health III
HE 502 Implications of Environmental Health
HE 505 Consumer Health Education
HE 510 Social Support Systems

19) Health IV
HE 530 Research and Evaluation of Health Problems
HE 540 Health of the Community and Preventive Care
HE 555 Marketing Health Care Systems

20) Mathematics I
MAT 645 Topology and Non-Euclidean Geometry
MAT 650 Advanced Euclidean Geometry
MAT 655 Symbolic Logic and Set Theory

21) Mathematics II
MAT 755 Linear Algebra
MAT 760 Abstract Algebra
MAT 765 Number Theory

22) Mental Retardation
EP 501 Biological, Psychological, and Sociological Foundations of Mental Retardation
EP 509 Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
EP 510 Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

23) Physical Education
PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
PED 730 Physical Education Programs to Promote Future Healthy Adulthood
PED 750 Problems of Negligence and Liability in Physical Education Programs

24) Reading I
RED 500 Techniques of Corrective or Remedial Reading
RED 554 Assessment in Reading
RED 570 The Reading Process

25) Reading II
RED 750 Literature for Children and Adolescents
RED 5271 Reading Supervision and Curriculum Development I
RED 5272 Reading Supervision and Curriculum Development II

26) Science
SCI 610 Current Issues in Energy and Environmental Studies
SCI 620 Biology and Human Affairs
SCI 630 Scientific and Social Perspectives in the Physical Sciences

27) Social Studies
SST 610 Political Thought and Analysis
SST 620 Contemporary Theories in Behavioral Science
SST 630 Contemporary Social Problems/Issues
28) Specific Learning Disabilities I
EP 5261 Workshop in Learning Disabilities: Theory
EP 5262 Workshop in Learning Disabilities: Practice
EDU 558 Classroom Management of the Learning Disabled Child

29) Specific Learning Disabilities II
EP 556 Educational Assessment for Exceptional Children
EC 580 Speech and Language Development
CU 665 Theories of Learning and Effective Teaching

30) Teaching English to Speakers of Other Languages I
BLE 500 Foundations of Bilingual Education
BLE 545 Classroom Principles in Bilingual Education and TESOL
BLE 567 Applied Linguistics: Contrastive Analysis

31) Teaching English to Speakers of Other Languages II
TSL 515 Curriculum Development in Bilingual Programs
TSL 562 Cultural and Cross-Cultural Studies
TSL 569 Methodology of TESOL

Course Descriptions

Core Courses (Regular)

AS 516 School Law (3 Cr.) This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies include acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 580 Administration of Exceptional Student Education (3 Cr.) This course familiarizes the student with federal regulations and state laws that surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special needs of exceptional students. Emphasis is placed upon developing the administrator's ability to handle the responsibilities encountered in monitoring the preparation of individual educational plans, providing due process within the laws, for parental involvement in educational planning, and in documenting mandated procedures.

AS 616 Applications of School Law (3 Cr.) The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations, and precedents.

CU 500 Modern Curriculum Design (3 Cr.) This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.
CU 530 Measurement and Evaluation of Educational Systems (3 Cr.) Criteria for evaluation of instructional systems and techniques for measurement are considered. Topics include analysis of objectives, planning, programming and budgeting systems, performance contracting, and accountability.

EDU 547 Teaching: Principles and Practices (3 Cr.) Principles of effective teaching styles, micro-teaching and techniques for teaching are emphasized in this course.

EDU 580 Educational Measurement (3 Cr.) This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EP 560 Survey of Exceptionalities (3 Cr.) This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

Adult Education

AS 610 Organization and Administration of Adult and Community Education (3 Cr.) Participants become familiar with theoretical and empirical foundations of adult and community education. Students in this course are able to describe appropriate ways in which they can organize, administer, and evaluate adult-oriented educational programs.

AS 630 Methods and Materials of Instruction for Adults (3 Cr.) Following an exploration of various concepts, materials, and instructional techniques which are appropriate for adults, including reaching disadvantaged adults, participants develop materials and methods which are appropriate for their own educational settings.

AS 640 Community School Administration (3 Cr.) Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by the state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of needs assessment; familiarity with life-long learning curricula; and the planning needed to meet the cultural, recreational, academic and social needs of the community.

Computer Applications

BED 500 Word Processing With Microcomputers (3 Cr.) Electronic technology can increase the efficiency of the preparation of written documents of all types from business letters to books. In this course, the student will examine critically the state-of-the-art microcomputer as wordprocessor, along with the most advanced word processing software. Upon completion of the course, the successful student should be an intelligent selector and component user of this technology and will be prepared to evaluate and reduce it to practice.
BED 522 Business Applications of Current Technology (3 Cr.)
Exploring recent developments in technology, participants will examine specific business concepts which apply to the use of microcomputers. Extensive hands-on experience with microcomputers is featured. Teachers will have the opportunity to operate business oriented software on the microcomputers and explore the full range of business applications within an office and/or classroom setting.

CSE 521 Computer Assisted Instruction, Courseware Version (3 Cr.)
This course traces the theoretical foundations of CAI from its origin on large time-shared systems through to the modern setting. Students will use packages courseware and software such as CDS1, Aristotle's Apple, and Caiware to learn to prepare interactive computer aided instruction sequences for microcomputers. The role of microelectronics in present and future directions of CAI will be covered to broaden the student's understanding of the potential of CAI.

CSE 721 Administrative Applications of Microcomputers (3 Cr.)
This course will examine the evolving role of microcomputers in school administration. Applications range from wordprocessing to budget preparation. Special attention will be given to the concept of distributed processing. Students will receive hands-on experience in several applications.

MC 615 Microcomputer Graphics (3 Cr.) This is an introductory course in microcomputer graphics. Students will review hardware and software aspects of graphics on microcomputers in a hands-on laboratory setting. Emphasis will be on the invention of graphics applications for their own use.

MC 705 Communicating with Microcomputers (3 Cr.) Experience in adapting the personal microcomputer to use common telephone lines to communicate with various data sources and with other computers to bring current information, including the location and retrieval of information on various topics, into the curriculum and office. (modem required).

Computer Science Education

CSE 600 Teaching Computer Literacy (3 Cr.) This entry level course explores the capabilities of fourth generation computer systems in classroom and school administrative environments. Much of the focus is on the newer microcomputer systems costing under $10,000. Some limited hands-on experience is provided. Basic computer organizations and educational applications are discussed.

CSE 617 Software Search and Evaluation (3 Cr.) New microcomputer software, programs, and instructional courseware are becoming available at a geometrically increasing rate. The distribution process, the terms of availability and the quality vary widely. Students will learn to identify sources, evaluate terms and quality and to match software uses. The curriculum theory implications and learning theory applications will be included along with concepts of good programming, and standards of good documentation practice will be covered.
CSE 621 Computer Assisted Instruction (3 Cr.) Using both the PILOT language and BASIC language, students will learn to prepare interactive Computer Assisted Instruction lessons for microcomputers. The theoretical foundations of CAI will be traced from its origins on large time-shared systems through to the contemporary scene. The role of microelectronics and future directions of CAI will be covered in an attempt to broaden the student's understanding of the potential of CAI.

CSE 680 Teaching BASIC Programming (3 Cr.) Content, materials and methods for teaching BASIC programming in the schools. Program development, evaluation techniques, resources, and teaching principles will be discussed.

CSE 725 Programming Microcomputers (3 Cr.) This introductory course in BASIC programming is geared exclusively to microcomputers. The opportunity will be offered for the student to become familiar with the specific requirements for programming and writing BASIC programs for several varieties of state-of-the-art microcomputers. The course is taught in a laboratory with extensive hands-on opportunity.

CSE 728 Programming Microcomputers in Pascal (3 Cr.) This is an applied course in a structured language. It is especially useful to students who wish to write software for broad distribution.

CSE 729 Advanced Programming of Microcomputers in Pascal (3 Cr.) In this advanced course in Pascal programming, UCSD Pascal will be used to enable students to prepare software for a variety of microcomputers.

CSE 735 Advanced Programming of Microcomputers in BASIC (3 Cr.) An advanced course in BASIC programming exclusively geared to microcomputers. Special emphasis will be placed on more conceptually sophisticated applications and on file design. The special needs and capabilities of a variety of state-of-the-art microcomputers will be covered in the problem-solving oriented course.

CSE 736 Introduction To LOGO (3 Cr.) The elementary teacher will explore ways to use the microcomputer to help youngsters solve problems. The technique of LOGO will be the vehicle used.

Educational Leadership

AS 500 Educational Resource Development (3 Cr.) This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state and local funding sources, as well as to funding by foundations. Non-financial resources discussed include school volunteer programs as well as free-loaned and reduced rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and will develop techniques for writing proposals.

AS 509 Clinical Supervision of Teachers (3 Cr.) This course emphasizes the development of practical competence in classroom supervision. Students observe and participate in supervision, and their skills are analyzed and criticized.
AS 516 School Law (3 Cr.) This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies include acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 616 Applications of School Law (3 Cr.) The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations, and precedents.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems (3 Cr.) This is a basic administration course covering all aspects of leadership philosophy, style, and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the chief building-level administrator.

AS 550 Supervision of School Personnel (3 Cr.) This course provides an orientation to school planning, organization, personnel motivation, inservice training, supervision, and the techniques of successful supervision.

CU 502 Modern Curriculum Design: Early Childhood/Primary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Early Childhood/Primary Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 503 Modern Curriculum Design: Middle School Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Middle School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 504 Modern Curriculum Design: Secondary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Secondary School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 505 Modern Curriculum Design: Exceptional Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Exceptional Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.
CU 510 Survey of Educational Innovations (3 Cr.) This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. The overview includes multi-media approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational process.

CU 532 Measurement and Evaluation: Early Childhood/Primary Education (3 Cr.) Criteria for evaluation of early childhood/primary instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 533 Measurement and Evaluation: Middle School Education (3 Cr.) Criteria for evaluation of middle school education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 534 Measurement and Evaluation: Secondary Education (3 Cr.) Criteria for evaluation of secondary education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 535 Measurement and Evaluation: Exceptional Education (3 Cr.) Criteria for evaluation of exceptional education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 545 Educational Theory into Practice (3 Cr.) This course focuses on the relationship between various disciplines and educational practice. In addition, new lines of research are explored that appear to have promise for improving educational practice.

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.) All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. (PREREQUISITES: All other Educational Leadership course work)
Educational Media

EM 500 Philosophy of School Library Media Programs (3 Cr.) This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation and evaluation; research applications; and trends and issues that influence school media programs.

EM 505 Design and Production of Education Media (3 Cr.) This survey course introduces the principles of instructional design; provides experiences in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr.) This course includes the developmental stages of children, the utilization of print and non-print media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.

EM 515 Reference and Information Services (3 Cr.) This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

EM 520 Instructional Role of the Media Specialist (3 Cr.) This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media into the learning environment.

EM 525 Library Media Collection Development (3 Cr.) This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process.

EM 530 Management of School Library Media Programs (3 Cr.) This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices.

EM 535 Media for Young Adults (3 Cr.) This course includes the developmental stages of adolescents; utilization of print and non-print media to meet the instructional, informational, personal, and recreational needs of adolescents, and methods for providing reading, listening, and viewing guidance.

EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles and techniques of descriptive cataloging, methods of organizing media resources, and the application of technology to bibliographic methods.
EM 545 Production of Instructional Video Programs (3 Cr.) This course provides laboratory experience in the production and utilization of video programs for instructional purposes, and methods of teaching video production.

Elementary Education

ELE 541 Creativity in Elementary School Curriculum (3 Cr.) Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 542 Materials in the Teaching of Elementary Arithmetic and Science (3 Cr.) Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

ELE 730 Reading in the Elementary Classroom (3 Cr.) Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.

Emotionally Handicapped

EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child are emphasized.

EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

English

ENG 620 Developmental Writing (3 Cr.) In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.

ENG 630 English Workshop (3 Cr.) Each participant is expected to synthesize from the surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the context of English.
ENG 640 Rhetoric: Fundamentals of Speech Communication (3 Cr.)
Students will study the history of rhetoric and the fundamentals of speech communication in terms of the development of their history and practice. They will examine some of the seminal ideas proposed by leading rhetoricians. With this foundation, students will then examine contemporary manifestations of persuasion in the mass media. Students will be given guidance in actively applying this theory and practice to their individual educational concerns.

Gifted Child Education

EDU 550 Introduction to the Nature and Needs of the Gifted Child (3 Cr.) This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 Cr.) This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr.) This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

Health Education

CU 514 Utilization of Multi-Sensory Materials (3 Cr.) This course deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

CU 519 Design of Mediated Learning Materials (3 Cr.) Each student is required to design valid mediated learning materials to meet specific learning objectives. The course emphasizes the integration of media technology into instructional strategies.

HE 500 Foundations of Health Education (3 Cr.) The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

HE 502 Implications of Environmental Health (3 Cr.) Students examine the relationships of individual health to the physical environment and industrial process. Strategies for influencing change; special concerns; and needs of schools, medical care setting, industry, and labor will be examined.

HE 505 Consumer Health Education (3 Cr.) This course is a study of reliable and fraudulent health products, services, information and personnel. Education methods for preventing and reducing consumer misconception and exploitation will be analyzed.
HE 510 Social Support Systems (3 Cr.) The interrelation of economic, political, and educational systems with community and personal health is explored. Students gain insight into the accessibility of health resources and referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation is discussed as well as health systems areas and health and rehabilitative services.

HE 526 Stress Management (3 Cr.) Students will be able to recognize and identify personal stressors, employ methods of relaxation to control the stress response, and to teach these techniques to others.

HE 530 Research and Evaluation of Health Problems (3 Cr.) Statistical methods and research design will be applied to health programs. Sources of scientific information (census data, vital statistics) and collection and dissemination of health information will be examined.

HE 535 Program Development in Health Education (3 Cr.) This course covers techniques for the management of programs of health including grant and proposal writing, program budgeting, program report writing, design and management of health education programs and resources and program evaluation.

HE 540 Health of the Community/Preventive Care (3 Cr.) Identification and exploration of means for promoting and preserving the health of the community, including the development of skills in evaluating the effectiveness of community health efforts, are skills which the health educator will utilize.

HE 545 Fitness Education (3 Cr.) Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 550 Human Sexuality in Health Education (3 Cr.) Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

HE 555 Marketing Health Care Systems (3 Cr.) Organizational theory of marketing geared toward marketing health care will be a major focus of this course. Program promotion, strategies and how to carry them out successfully, will be considered. Students will learn to identify needs of the community as opposed to wants.

HE 560 Gerontology and the Health Educator (3 Cr.) Through this course, all health care professionals will become familiar with the problems, misconceptions and needs of the elderly of American society. Participants will compare and critique programs for the elderly, such as preretirement counseling, recreation and exercise programs. In addition, participants will examine various pedagogical techniques used in aging education.

HE 575 Drug Abuse in Health Education (3 Cr.) Health care professionals will explore common drug abuse problems and investigate methods to address them.
HE 580 Health Counseling (3 Cr.) Physical, mental, emotional, and social health problems are discussed. Students gain expertise in administration of remedial procedures, handling of confidential records, and various counseling techniques.

Mathematics

MAT 645 Topology and Non-Euclidean Geometry (3 Cr.) A study of an axiomatic system parallel to Euclid's as well as some important ramifications of geometry. Student applies the axiomatic method to its fullest and deduces properties of new abstract systems.

MAT 650 Advanced Euclidean Geometry (3 Cr.) A course designed to prepare students for rigorous mathematics by making careful definitions and examining explicit assumptions about geometry. This presents some of the topics taught in high school geometry from an advanced point of view.

MAT 655 Symbolic Logic and Set Theory (3 Cr.) Participants apply standard notations, methods and principles of symbolic logic to determine the validity or invalidity of arguments. Participants demonstrate successively more complex modes of argumentation.

MAT 755 Linear Algebra (3 Cr.) A course designed to introduce the student to the theory and applications of linear equations.

MAT 760 Abstract Algebra (3 Cr.) Participants further refine their ability to use the axiomatic method to develop properties of abstract algebraic structures.

MAT 765 Number Theory (3 Cr.) Participants develop the ability to use the axiomatic method by proving properties of the set integers.

Mental Retardation

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation (3 Cr.) This course focuses on the etiology of mental disability. It covers the social, emotional and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning and program development.

EP 509 Curriculum Development, Methods and Materials for the Trainable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for trainable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for educable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.
Physical Education

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes (3 Cr.) Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood (3 Cr.) Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and elements of mental health into the existing school physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems in Negligence and Liability in Physical Education Programs (3 Cr.) Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education program. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems. Attention will be paid to special problems such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped and physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

Primary Education

EC 5281 Individualized Instruction in Early Childhood I (Theory) (3 Cr.) This course comprises exploration of early childhood model programs for young children and indepth studies of curricula including self-concept development, social studies experiences and activities, mathematics for early childhood programs.

EC 5282 Individualized Instruction in Early Childhood II (Practice) (3 Cr.) This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in early childhood setting.

HB 501 Child Development (3 Cr.) This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, social, emotional and creative.

Reading

RED 500 Techniques of Corrective and Remedial Reading (3 Cr.) This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.
RED 554 Assessment in Reading (3 Cr.) This course familiarizes the students with a variety of techniques both formal and informal for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

RED 570 The Reading Process (3 Cr.) This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

RED 750 Literature for Children and Adolescents (3 Cr.) Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 5271 Reading Supervision and Curriculum Development I (Theory) (3 Cr.) This workshop is designed for reading majors as an integrated experience. Emphasis is on the development of an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development II (Practice) (3 Cr.) This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

Science

SCI 610 Current Issues in Energy and Environmental Studies (3 Cr.) The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamic forces acting on the nearshore environments and effects on reef growth distribution.

SCI 620 Biology and Human Affairs (3 Cr.) This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy and behavior of intact organisms. In addition, a study of various biological factors that affect the health and survival of man in modern society, as well as the evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences (3 Cr.) Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.
Social Studies

SST 610 Political Thought and Analysis (3 Cr.) Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science (3 Cr.) Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics as they apply to counseling, emotional problems, criminal behavior, business, and education, will be explored. The student will be familiar with classical theories and evaluate contemporary literature in such areas as self concept, self awareness, encountering, consciousness raising, promoting self, and similar approaches.

SST 630 Contemporary Social Problems/Issues (3 Cr.) In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The students will develop skill in gathering information on problems encountered within the family, local government, and the nation.

Specific Learning Disabilities

CU 665 Theories of Learning and Effective Teaching (3 Cr.) This course examines both modern and traditional learning theories and their relationship to effective teaching behavior. Also included are new brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

EC 580 Speech and Language Development (3 Cr.) This course provides the student with a basic understanding of the nature of speech and language; developmental progression in language acquisition; problems associated with dialectal and cultural differences, bilingualism, or cerebral dysfunction; and techniques for evaluating language development and remediation programs.

EDU 558 Classroom Management of the Learning Disabled Child (3 Cr.) This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EP 5261 Workshop in Learning Disabilities (Theory) (3 Cr.) A practical introductory overview of the field of learning disability with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading, and techniques for individualization based on evaluation.
EP 5262 Workshop in Learning Disabilities (Practice) (3 Cr.)
Application of techniques of individualized instruction for the LD child. This course requires the demonstration and application of diagnostic and remedial skills.

EP 556 Educational Assessment for Exceptional Children (3 Cr.)
This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities, and mental retardation.

TESOL

BLE 500 Foundations of Bilingual Education (3 Cr.) A survey of the history, rationale, and organization of bilingual education in the U.S. The course includes a study of various bilingual-bicultural education programs already in existence.

BLE 545 Classroom Principles in Bilingual Education and TESOL (3 Cr.) A description of the general principles involved in assessing and managing the bilingual and ESOL class. Emphasis is on the importance of cultural and linguistic sensitivity in identifying the problems of the students and in organizing and scheduling the class according to relevant needs.

BLE 546 Applied Curriculum Design in BLE/TESOL (3 Cr.) Using their own (or hypothetical) BLE or ESOL classes, participants describe actual or projected learning needs, state course objectives, and select and design curriculum materials accordingly.

BLE 547 Testing and Evaluation in BLE/TESOL (3 Cr.) Using course objectives and curriculum materials from the other component of this core module, participants will select and design tests to measure and evaluate BLE or ESOL proficiency and achievement.

BLE 567 Applied Linguistics: Contrastive Analysis (3 Cr.) An overview of the principles of linguistics and how they can be applied to language teaching and learning. Emphasis is on a contrastive analysis of native and target languages and on how this analysis can be applied to teaching the student in bilingual/ESOL classes.

TSL 515 ESOL Curriculum Development in Bilingual Programs (3 Cr.) A study of the content development, and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

TSL 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors which influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 Cr.) A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.
General Information

Admission Requirements--Master’s Program

General admission requirements for the student wishing to matriculate in the master's program of the GEM Programs are listed below. The applicant must--

1. have earned a baccalaureate degree from a regionally accredited college or university,
2. provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant's ability to do graduate work.
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a $30 nonrefundable application fee.

Admission Requirements--Educational Specialist Program

General admission requirements for the student wishing to matriculate in the educational specialist program of the GEM Programs are listed below. The applicant must--

1. have earned a master's degree from a regionally accredited college or university,
2. provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant's ability to do graduate work.
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a $30 nonrefundable application fee.

Admission to Degree Candidacy

Upon completion of all application procedures, students are admitted to the GEM Programs. GEM students become eligible for admission to degree candidacy (master's or educational specialist) after successful completion of their first nine-credit module. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program. The requirements for admission to degree candidacy are--

1. A 3.0 ("B") grade point average or higher in the GEM program.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues or supervisors. All items for the student file should be mailed directly to GEM or submitted to a GEM staff member.

After the Candidacy Committee has reviewed the file and the recommendations, the student is informed of his or her status by mail. Florida students majoring in TESOL must present a TOEFL score of 550 or higher or a TSE score of 220 or higher.
Counseling Services

The CAE Student Affairs department employs full-time counselors who are available in person and by telephone for information and advice to GEM students. A number of other CAE staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information. A publication called the "Factsheet," containing program information, is distributed to all GEM students at least once each cycle.

Directed Study

In some cases, nine-credit modules needed to complete programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM Programs when this occurs, the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same 15- or 16-week period. The instructors, based on the main campus at Fort Lauderdale, schedule biweekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments, which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. A special fee is charged to directed study students to cover costs of postage, telephone, and administrative expenses. The following policies apply to directed study work:

• Students must be in attendance at the site for the first night of class.
• Only degree-seeking students who have received candidacy will be permitted to complete nine-credit modules using this format.
• Only students who have already completed another nine-credit module in the regular classroom format are eligible for directed study.
• No directed study is offered in Educational Leadership, Educational Media, any Computer modules, Health II, III, IV, Mental Retardation, or TESOL.

Transfer of Credits

CAE will accept up to six semester hours of graduate transfer credits into most GEM programs, provided the following conditions apply:

• CAE has received a Request for Transfer of Credit form. Forms are available at all sites.
• The credits were earned at a regionally accredited, graduate institution, within a ten-year period preceding the request for transfer.
• The grades assigned for the credits are either "A" or "B".
• An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.

Credits transferred will normally replace core courses and decrease the overall total of 36 credits required for the GEM degree program but will not be computed into the grade point average or considered part of the candidacy requirement. Certain GEM programs permit only three credits of transfer or none:

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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Application Fee</td>
<td>$30</td>
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<td>Tuition</td>
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<tr>
<td>Educators</td>
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This a one-time, nonrefundable fee

Nine-Credit Module

Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise, a $25 late fee will be charged.

For students receiving the Nova University educators scholarship and wishing to make three payments, an initial payment of $390 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $390 is due no later than the fifth class session. The third payment of $390 must be received no later than the ninth class session. A $25 late fee will be charged if either the second or third payment is received after the due dates. All tuition payments may be submitted to the site administrator on or before the due dates or mailed to CAE in time to be received by the due dates.

Core Courses

Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise a $25 late fee will be charged.

For students wishing to make two payments, an initial payment of $390 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $390 must be received no later than one week before the first class session of the second Core Course; otherwise a $25 late fee will be charged. Since the second payment for Core II (intensive) courses comes due just a few days after the initial payment due date, it is suggested that students submit the entire Core II tuition in one payment.

The Practicum (six credits) $780

The full tuition or initial payment of $390 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of $390 must be received four weeks later; otherwise a $25 late fee will be charged. Practicum Orientation Workshop (POW) packets cost $45 each. Students have four years to complete the GEM degree program. If the final report is not received in the main office one year after registration for the practicum, an annual maintenance fee will be charged.

Note: Payment of the maintenance fee does not extend the repayment of student loans for those who have received same. Lending institutions may seek repayment of loans even though the practicum may not yet be completed.
Graduation Fee ........................................ $30

It is the student’s responsibility to request a degree application form from the CAE records department at least two months prior to the projected date of completion of all requirements.

... An additional fee will be charged by the registrar’s office at Nova University for the commencement announcements and for cap and gown for those desiring to attend the commencement exercises in the summer at Fort Lauderdale.

Directed Study Fee ................................... $95

This fee covers the cost of services and some learning materials and is due at the time of registration. The fee does not cover the cost of textbooks.

Local Fees

GEM programs are offered by Nova University in cooperation with local teacher organizations in Alachua, Brevard, and Dade counties in Florida. Students in those counties must either be members of the cooperating professional organization or pay a service fee to that organization.

Learning Materials

Students are expected to purchase textbooks and other materials as required. Textbooks may be purchased on the first night of the class. Payment for learning materials may require two separate checks. Receipts will be provided for those students who require them for reimbursement.

Laboratory Fees

- All computer courses ................................ $5/credit
- Educational Leadership II ....................... $95/module
- Educational Media courses:
  EM 505 and EM 545 ................................ $5/credit

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, in writing, the director of the GEM programs or the site administrator of their reason for withdrawal. Refunds will be based on the date of receipt of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies to payments for each module or core course:

- For 100% refund: withdrawal in writing prior to the first class session
- For 75% refund: withdrawal in writing before the second class session regardless of class attendance
- For 50% refund: withdrawal in writing before the third class session regardless of class attendance
- No refunds after the third class session regardless of class attendance
Practicum Tuition Refund Policy

- A handling fee of $50 will be charged to each practicum student requesting a refund.
- If a practicum advisor has been assigned, the student will be entitled to 75% refund.
- Students who drop the practicum within 90 days of registration may transfer 75% of the total fees to another course.
- There will be no refund or credit beyond 90 days of registration for the practicum.

Grading

GEM students must maintain a grade point average of at least 3.0 ("B") for retention in the program. Incomplete grades (I) must be made up within four months of the final class meeting of the module or course, or sooner if stipulated by the instructors. Otherwise a grade of P will automatically appear in the permanent records.

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

Transcript Requests

Transcript requests must be made by completing the Request for Transcript Form, which may be obtained from the site administrator. Please include complete information and send request directly to Registrar: Nova University.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one absence during any module or course is cause for serious concern and the instructors and the CAE student affairs department must be consulted for counseling.

Financial Aid

Information regarding financial aid can be obtained by using the toll-free telephone number 1-800-541-NOVA, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Planning and Resources. Nova University GEM Programs offers all Educators a scholarship of $60 per credit. Educators pay $130/credit. Information concerning veterans' benefits is available by using the toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.
Application and Registration

The Graduate Admissions Application form and the $30 fee will be accepted at an Open House presentation at a GEM site, may be submitted to the local site administrator at any time, or can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a student's file on the computerized Student Information System. Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM program. All items must be completed on the application form, front and back.

A registration form must be completed for each module or course taken and for the practicum.

Registrations will not be accepted after the cycle has commenced. Students who are in class for the cycle, without registering, will not receive credit or grades.

A check for the entire tuition, or partial tuition payment for a module, as indicated in the fees section, must accompany the registration form. To avoid the late fee, tuition must be paid on or before the deadline dates specified in the fees section.

FAILURE TO READ THIS CATALOG DOES NOT EXCUSE STUDENTS FROM THE RULES AND PROCEDURES DESCRIBED HEREIN. PERSONAL FACTORS, ILLNESS, OR CONTRADICTORY ADVICE FROM ANY SOURCE IS NOT ACCEPTABLE FOR SEEKING EXEMPTION FROM THESE RULES AND PROCEDURES.
<table>
<thead>
<tr>
<th>Location</th>
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<th>Degrees</th>
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<tbody>
<tr>
<td>BRADENTON</td>
<td>William E. Lance</td>
<td>B.S. University of Northern Iowa M.S. Nova University</td>
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<tr>
<td>DAYTONA BEACH</td>
<td>James L. Whitaker</td>
<td>B.S. Oklahoma City University M.A. Midwestern University</td>
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<td>FORT LAUDERDALE</td>
<td>Linda R. Lopez</td>
<td>B.S. Nova University M.S. Nova University Ed.D. Nova University</td>
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<tr>
<td>FORT PIERCE</td>
<td>Marian C. Williams</td>
<td>B.S. Fisk University M.Ed. University of Maine</td>
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<td>FORT MYERS</td>
<td>Carrie Robinson</td>
<td>B.A. Florida A&amp;M University M.A. Florida A&amp;M University Ed.S. University of South Florida Ed.D. Nova University</td>
</tr>
<tr>
<td>GAINESVILLE</td>
<td>John W. Buys</td>
<td>B.A. Hope College M.A. Purdue University Ph.D. University of Florida</td>
</tr>
<tr>
<td>JACKSONVILLE</td>
<td>Marlene J. Kovaly</td>
<td>B.A. St. Francis Academy M.Ed. University of Pittsburgh Ph.D. University of Florida</td>
</tr>
<tr>
<td>LAS VEGAS, NEVADA</td>
<td>Richard L. Lundquist</td>
<td>B.S. Northern Illinios State College M.A. Northern Arizona University</td>
</tr>
<tr>
<td>MELBOURNE</td>
<td>Shirley Ross</td>
<td>B.A. Rollins College M.S. Nova University</td>
</tr>
<tr>
<td>MIAMI</td>
<td>John A. McKinney</td>
<td>B.S. Florida A&amp;M University M.S. Barry College Ed.D. Nova University</td>
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<tr>
<td>FORT LAUDERDALE</td>
<td>Frances C. Winfrey</td>
<td>B.S. Texas Tech University M.S. Florida International University Ed.D. Nova University</td>
</tr>
<tr>
<td>ORLANDO</td>
<td>Janice Davis-Dike</td>
<td>B.A. University of Central Florida M.A. University of Central Florida Ed.D. Candidate, Nova University</td>
</tr>
<tr>
<td>PHOENIX, ARIZONA</td>
<td>Deo Nellis</td>
<td>B.A. State University of N.Y. at Buffalo M.S. Nova University Ed.D. Nova University</td>
</tr>
<tr>
<td>TALLAHASSEE</td>
<td>David L. Fairbanks</td>
<td>B.S. Eastern Michigan University M.S. Florida State University Ph.D. Florida State University</td>
</tr>
<tr>
<td>TAMPA</td>
<td>Elizabeth Argott</td>
<td>B.A. Trenton State College M.A. University of Tampa</td>
</tr>
<tr>
<td>WEST PALM BEACH</td>
<td>Michael Robbins</td>
<td>B.A. University of Florida M.Ed. Florida Atlantic University Ed.D. Nova University</td>
</tr>
</tbody>
</table>
GEM Personnel

RICHARD GOLDMAN, Ph.D.
Dean, Center for the Advancement of Education

J. DONALD STANIER, Ph.D.
Director, GEM Programs

CARMEN E. DUMAS, Ed.D.
Director of Practicums

VERA FLIGHT, M.S.
Coordinator of Marketing

ROBERT K. GREENE, B.A.
Student Advisor

TONI HEPPLE, M.S.
Coordinator of Instructional Resources

AL P. MIZELL, Ed.D.
Associate Director

MARY KREUTZER, B.S.
Student Advisor

JOHANNE PECK, Ph.D.
Director of Research and Program Development

ELIZABETH A. POLINER, Ed.S.
Director, Information Retrieval Service

SANDRA K. RAMIREZ
Supervisor of Operations

MARK SELDINE, M.Ed.
Student Advisor

STEPHEN I. SIPLET, Ed.D.
Director, Student Affairs

LINDA SWAILS
Operations Manager
Center for the Advancement of Education

DORIS WILKINSON
Student Advisor
Master's Program in Speech and Language Pathology

Center for the Advancement of Education
1988-89

From the Directors

We are in our fifth year of offering a Master of Science degree in speech-language pathology. Our enrollment has now reached over 100 and continues to increase. Our graduates are passing the National Examination in speech pathology at a rate that far exceeds the national average. Our emphasis, however, is not as much on rapid growth as it is on quality graduate education that is accessible to students.

Some of the facts about the program are as follows:

Accreditation:
1. Florida Department of Education Program approval granted in 1985
2. American Speech-Language and Hearing Association
   - Graduates meet all requirements for individual certification (CCC-Sp)
   - Program Accreditation (ESB) application in progress
3. State of Florida Registration/Licensure
   - Graduates meet all requirements for individual registration/licensure

Time and Residency Requirement:
- May be completed in 24 to 30 months.
- All students must complete a minimum of one semester residency in an intensive clinical practicum at the Communication Disorders Center (CDC) in Fort Lauderdale.

Clinical Practicums:
- The Communication Disorders Center carries a census of over 100 clients of all ages presenting a wide variety of disorders. The CDC is located in the Baudhuin School with satellite services at the University Schools and Family Center.
- Approximately fifty off-campus sites are contracted for use for the off-campus internships. These facilities represent the spectrum of services offered in the profession.

Faculty:
- Primary faculty includes eight full-time equivalent positions (FTE), two doctoral level and six master's level, all holding appropriate certificates of clinical competence and many years of academic and clinical experience.

You will find in this document all the necessary information needed to be enrolled as a graduate student in speech-language pathology either as a degree seeking student or as a special student seeking recertification or updated information. Please feel free to use our toll free number to call us to discuss your particular professional and academic needs.

WELCOME TO NOVA.

Jack R. Mills, Sc.D.
Program Director

Thelma Albritton, M.Ed.
Associate Director
Master’s Program in Speech and Language Pathology

Nova's Master of Science Degree Program with a major in Speech-Language Pathology was designed to provide the necessary coursework and clinical experience for persons who plan to obtain Florida certification in Speech-Language Pathology and who plan to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA). The Master's Program in Speech and Language Pathology has been approved by The Florida State Department of Education. Consequently, individuals may complete coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education.

The Speech-Language Pathology major is offered at the master's level. However, persons with bachelor's degrees in other disciplines can obtain necessary background prerequisite courses. Individuals completing an undergraduate degree at Nova College can enroll for prerequisite courses as electives.

Admission Requirements

Persons with an undergraduate degree or specialty in speech-language pathology and/or audiology, in most cases, will have met the requirements for prerequisite and related area courses. Prospective graduate students with a background in speech correction and/or audiology may transfer to the graduate program a maximum of 150 clock-hours with accompanying documentation from the university in which the hours were accumulated.

Persons eligible for admission to the program are:
1) Individuals with a bachelor's degree from a regionally accredited college or university with specialty in speech-language pathology and/or audiology and a cumulative grade point average of 3.0 (B) or above (on a 4-point scale) on all coursework in the major or specialty. Persons with less than a 3.0 (B) average enter the program on a probationary status.
2) Individuals with a B.A or a B.S. in a major other than speech-language pathology enter the program taking the prerequisite course sequence and must maintain a 3.0 (B) average in order to begin the graduate sequence.
3) Students completing a bachelor's degree may begin taking the prescribed prerequisite and related area courses. A minimum grade point average of 3.0 (B) must be maintained in the speech-language prerequisite courses.

Program Requirements and Transfer of Credit

Thirty-seven credits of graduate work (exclusive of labs and practicums), 25 hours of guided clinical observation, and 300 clock hours of supervised clinical experience must be completed for the M.S. degree in Speech-Language Pathology and for meeting the requirements of the American Speech-Language-Hearing Association (ASHA). Requirements listed above are minimal requirements and may be increased depending on individual needs.
Transfer of graduate level credit up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed. These credits must have been earned within the ten years prior to acceptance into the Nova program. Transfer of a maximum of 150 clock hours of clinical practicum experience will be allowed when documented by the accredited institution where the hours were accrued and verified by the signature of a faculty member holding the Certificate of Clinical Competence (CCC).

Program Overview

All students are expected to complete a minimum of 37 credit-hours (exclusive of all labs and practicums) in specific required master's level coursework at Nova University. This basic 39 credit-hour program is designed so that it meets course requirements for the Certificate of Clinical Competence (CCC) awarded by ASHA, for Certification in Speech Correction by the Florida State Department of Education, and for state licensure. The typical course of study can be completed in approximately two years including both the academic and clinical requirements. In addition to the 37 credit hours, students are required to complete a minimum of 25 clock hours of observation and 300 clock-hours of clinical experience under the supervision of program faculty or staff from University approved clinical affiliates. Supervisors hold the Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology.

Admission to further coursework in the program beyond the first six graduate credit hours requires completion of the BA/BS degree. Courses are offered evenings and Saturdays and clinical practicums and labs are scheduled with respect to the availability of clients presenting specific disorders, and the student's schedule.

Scheduling

For a cluster beginning in the fall, the following is a typical schedule.

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credits</th>
<th>Practicum</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>None</td>
<td>Practicum Research 1*</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Winter</td>
<td>EDL 8181</td>
<td>Practicum Research 2*</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>EDL 8151</td>
<td>Practicum** or</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Summer Institute</td>
<td>3</td>
<td>Practicum** or</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
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*Credits are awarded after requirements for Practicum Research 1 and 2 have been completed.

**Credits are awarded after the Practicum has been completed.
Second Year

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Study Area 3</td>
<td>Practicum**</td>
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<tr>
<td>Winter</td>
<td>Study Area 3</td>
<td>Practicum**</td>
</tr>
<tr>
<td>Spring</td>
<td>Study Area 3</td>
<td>Practicum** or MARP#</td>
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<tr>
<td>Summer</td>
<td>Institute</td>
<td>Practicum** or MARP#</td>
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*** MARP - Major Applied Research Project

**Credits are awarded after the Practicum has been completed.

#Credits are awarded after the MARP has been completed.

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Third Year

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Study Area 3</td>
<td>MARP#</td>
</tr>
<tr>
<td>Winter</td>
<td>Study Area 3</td>
<td>MARP#</td>
</tr>
<tr>
<td>Spring</td>
<td>Study Area 3</td>
<td>MARP#</td>
</tr>
<tr>
<td>Summer</td>
<td>None</td>
<td>MARP#</td>
</tr>
</tbody>
</table>

#Credits are awarded after the MARP has been completed.

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Fourth Year (As Needed)

**Academic Expectations**

**Admission to Degree Candidacy**

Students majoring in Speech-Language Pathology become eligible for admission to candidacy for the master of science degree after:

1) Completion of ten to twelve hours with a 3.0 (B) average. Prerequisite or related courses may not be used for this purpose but a plan must exist for the completion of such courses.

**Note:** It is the student's responsibility to apply for "Admission to Degree Candidacy" by completing the appropriate form and submitting it to the department at the end of the second semester. Only students who have been admitted to degree candidacy will be permitted to enroll for clinical labs/practicums.
2) Submission of a positive recommendation from program faculty who have worked with the student in an instructional and/or supervisory capacity. The basis for this evaluation includes all coursework; clinical work; and the student’s communication skills—including speech, oral and written language skills.

Following completion of the above steps, a review of the student’s records by the program Admissions Committee will result in one of the following recommendations:

a) unqualified acceptance;

b) probationary status (which may require additional coursework and/or clinical hours, speech-language remedial work, or health status certification from a designated professional); or

c) termination from the program.

After the candidacy committee has reviewed the student’s files and recommendations, formal letters are mailed to the students indicating their status.

Note: Following admission to candidacy, the student must continue to maintain a 3.0 (B) average in both coursework and clinic work in order to remain in the program.

Grading

Speech-language pathology students must maintain a grade point average of at least 3.0 (B) to remain in the program. Students are expected to maintain a 3.0 (B) average in the clinic practicums and labs as well as the academic courses. When a student fails to maintain a 3.0 (B) average in either the course work or the clinic work (on or off campus) the student is automatically dropped from the program and may not apply for readmission.

Incomplete (I) grades must be made up within six months of the final meeting of the course, as stipulated by the instructor; otherwise, a grade of F will automatically appear in the permanent records. An "Incomplete Grade Contract" must be signed by the student and the instructor or supervisor.

Students who receive a grade of D or F in any course, must repeat the course and earn a grade of A or B. The grade earned the first time the course is taken is not averaged with the grade achieved when the course is repeated. In order to receive credit for clock hours completed in any lab or practicum, a grade of A or B must be earned for that experience. Students who earn a grade of C in any lab or practicum will not receive credit for any clock hour completed; they must repeat the lab/practicum. A course may not be repeated more than once because of a low grade.

The University grading system is as follows:

A (4.0) = Excellent achievement
B (3.0) = Good achievement
C (2.0) = Below expectations for a graduate student
D (1.0) = Poor achievement
F (0) = Failure
I (0) = Incomplete
Degree Completion Requirements

To graduate a student must complete a minimum of 37 credit hours of master's level coursework, any prerequisite and related area courses prescribed in order to meet ASHA certification requirements, and all clinical practicums/labs to fulfill requirements for numbers of clock hours and/or types of communication disorders. Students in the 39 credit-hour basic program may take up to a maximum of five years from the date of their first registration to complete all degree requirements.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort should complete a temporary withdrawal form and submit it to the program director. Students who officially withdraw may petition the program director if they wish to re-enter the program with another cohort, continuing their course of study at the point following the last course for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations and pay all fees and tuition applying to the new cohort they join and its program sequence.

Registration

Students at the main campus must register in the department at a date and time announced for each semester. When departmental registration is complete, the students must go to the Registrar's office to pay fees. Students in off-campus classes will register with the Curriculum Coordinator for each program, generally on the first day of classes for a new semester. All students should meet individually with the Associate Program Director to plan a program sequence and practicum/lab assignments. Students will then be assigned a faculty advisor for the remainder of the program for counsel and advice.

Graduation

Although a formal graduation ceremony is held once a year in June, students may receive their diplomas soon after the completion of all degree requirements throughout the year. When the student is in the last semester of academic/clinical work, he/she must apply for graduation by making an appointment with the Associate Director to file a degree application and a draft of the application for ASHA membership and certification. The department will review the student's credentials to determine whether all degree requirements have been met at the time of the appointment with the Associate Director to file the necessary applications. The Associate Director forwards the signed Degree Application to the Registrar's Office.
Student Costs

Costs include a $30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova program. Tuition is $215.00 per credit hour for all work taken in the program: courses, clinical labs, and practicums. Students who must take additional coursework at the graduate or undergraduate level register for these additional courses at the tuition rate prevailing at the time in either Nova University or Nova College. Tuition and registration fees must be paid at least one week before the first class session; otherwise, a $25.00 late fee will be charged.

Tuition Payment Policy

Payment and registration must be received by the Registrar or, for field-based students, by the curriculum coordinator by the first class session; otherwise, a $25 late fee will be charged.

For students wishing to make three payments, one third of the total tuition payment must be received at least one week before the first class session. The second payment of one third is due no later than the fifth class session. The third and final payment must be received no later than the ninth class session. A $25 late fee will be charged if any of the three payments is received after the due dates. When taking only one course, practicum, or lab, the same payment schedule and procedure to be followed.

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a refund of tuition must notify the director, in writing, of their reasons for withdrawal. Refunds will be based on the postmark date of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies:

- For 100% refund: withdrawal in writing prior to the first class session.
- For a 75% refund: withdrawal in writing before the second class session, regardless of class attendance.
- For a 50% refund: withdrawal in writing before the third class session, regardless of class attendance.
- After the third class session, no tuition will be refunded.
Program Sequence

The course sequence is designed to meet the coursework requirements for the Master of Science Degree in Speech-Language Pathology and the Certificate of Clinical Competence.

Typical Sequence for Individuals with a Background in Speech-Language Pathology:

<table>
<thead>
<tr>
<th>Spring #1</th>
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<th>Winter #1</th>
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<tbody>
<tr>
<td>SLP 5101</td>
<td>SLP 5104</td>
<td>SLP 5110*</td>
<td>SLP 5105</td>
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<tr>
<td>Anatomy and Physiology of the Auditory and Vocal Mechanism</td>
<td>SLP 5601*</td>
<td>Diagnosis of Language and Speech Disorders</td>
<td>SLP 5504</td>
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<td>SLP 5301</td>
<td>Clinical Procedures</td>
<td>Language Disorders in Children</td>
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<table>
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<tr>
<th>Spring #2</th>
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<tr>
<td>AUD 5101</td>
<td>SLP 5115</td>
<td>SLP 5116</td>
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<tr>
<td>Fundamentals of Audiology</td>
<td>Voice</td>
<td>Stuttering</td>
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<tr>
<td>AUD 5104</td>
<td>AUD 5501</td>
<td></td>
<td>Iced in Adults</td>
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<tr>
<td>Audiology Practicum</td>
<td>Procedural Habilitative</td>
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<tr>
<td>SLP 5502</td>
<td>Procedures for the Hearing Impaired</td>
<td></td>
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<tr>
<td>Language Disorders in Adults</td>
<td>AUD 5105</td>
<td>Aural Habilitation Practicum</td>
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<tr>
<td></td>
<td>SLP 5993</td>
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*Must be completed prior to enrolling in labs or internships.

Note: Students will schedule SLP 5993 On-Campus clinical lab for the cycles mutually agreed upon with an advisor. This lab will be offered to students who are eligible to accrue clock hours; they are scheduled according to previous clinical experience. Students must also complete two off-campus clinical practicums which may be any combination of SLP 5400 (nonpublic school placement) and SLP 5500 (K-12 placement).

To fulfill the above requirements it may become necessary to interrupt your full time employment.

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

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<td>SLP 5002</td>
<td>SLP 5000</td>
<td>SLP 5003</td>
<td>SLP 5001</td>
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<tr>
<td>Phonetics</td>
<td>Introduction to Hearing, Language, and Speech Disorders</td>
<td>Anatomy and Physiology of Hearing</td>
<td>Anatomy and Physiology of the Vocal Mechanism</td>
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</table>

Note: In addition to the coursework requirements, the University and ASHA require a minimum of 25 clock hours of observation in the CDC and 300 clinical clock hours of experience.
Course Descriptions

Master's Degree Level Courses

SLP 5104 Speech Perception and Phonology (3 credits) Theories related to the physical process of speech, motor speech production, distinctive feature analysis and phonological processes.

SLP 5105 Phonological Disorders (3 credits) Application of speech production theory to the management of disorders of phonology, including: apraxia, dyspraxia, oral motor dysfunction, and dysphagia.

SLP 5101 Anatomy and Physiology of the Auditory and Vocal Mechanisms (3 credits) Anatomic and physiologic basis for the normal development and use of speech, language, and hearing.

SLP 5110 Diagnosis of Language and Speech Problems (4 credits) Study of test interpretation and relationships between subtests in order to make a differential diagnosis.

SLP 5504 Language Disorders in Children (3 credits) Clinical procedures for an array of pathological conditions of language affecting children, including developmental and acquired problems.

SLP 5502 Language Disorders in Adults (3 credits) Clinical procedures for an array of pathological conditions of language affecting adults.

SLP 5115 Voice Disorders in Children and Adults (3 credits) Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.

SLP 5116 Stuttering Disorders in Children and Adults (3 credits) Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, and cluttering.

SLP 5601 Clinical Procedures (3 credits) Introduction to clinical management including testing, remedial procedures, parent counseling, test construction, progress monitoring.

SLP 5301 Speech and Language Development (3 credits) Study of normally developing communicative skills in infants and young children. Observational techniques, precursors to speech, pragmatics, analysis of vocal output.

AUD 5101 Fundamentals of Audiology (3 credits) Introduction to hearing testing, test interpretation, and implications for client management.

AUD 5501 Habilitative/Rehabilitative Procedures for the Hearing Impaired (3 credits) Remediation of communication problems resulting from hearing impairment. Use of amplification and assistive devices.
Labs and Internships

SLP 5993 Lab (2 credits) On-campus clinical practice to be repeated as necessary to satisfy clinical clock hours, to obtain experience with varied pathologies, and to obtain faculty recommendations for off-campus placement.

SLP 5400 Clinical Practicum I (2 credits) Off-campus placement in speech-language-hearing department of hospital, clinic, private practice, etc. May be repeated once to satisfy clinical clock hours and to obtain experience with varied pathologies.

SLP 5500 Clinical Practicum II K-12 (2 credits) Off-campus placement in a private or public school setting. Must be taken by those students without school experience who wish to obtain certification as speech pathologists for the State Department of Education.

AUD 5104 Audiology Practicum (1 credit) Initial practice in hearing testing and opportunity to accrue ASHA clock hours.

AUD 5105 Aural Habituation/Rehabilitation Practicum (1 credit) Clinical practice in the management of children and adults who are hearing impaired, e.g., use of amplification, speech reading, and auditory training techniques.

Prerequisite Courses

SLP 5000 Introduction to Hearing Speech and Language Disorders (3 credits) An overview including manifestations, classifications and causes. Identification, screening, and referral procedures for speech pathologists, classroom teachers, special educators, and school and public health administrators.

SLP 5003 Anatomy and Physiology of Hearing (3 credits) Introduction to the anatomy, physiology, and neuroanatomy of the auditory system.

SLP 5001 Anatomy and Physiology of the Vocal Mechanism (3 credits) Introduction to the anatomy, physiology and neurophysiology of the vocal mechanism.

SLP 5002 Phonetics (3 credits) Introduction to articulatory and acoustic phonetics as related to speech communication.

UNDERGRADUATE COURSES

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

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

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

PHY 301 Phonetics (3 credit-hours) Introduction to articulatory and acoustic phonetics as related to speech communication.
Faculty and Staff for the Master's Program in Speech and Language Pathology

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICHARD GOLDMAN</td>
<td>Dean, Center for the Advancement of Education</td>
</tr>
<tr>
<td>JACK MILLS</td>
<td>Director</td>
</tr>
<tr>
<td>THELMA ALBRITTON</td>
<td>Associate Director</td>
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<tr>
<td>VERA FLIGHT</td>
<td>Coordinator of Marketing</td>
</tr>
<tr>
<td>JEAN GOLDENBERG</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>ROBERT K. GREENE</td>
<td>Student Advisor and Call Back Specialist</td>
</tr>
<tr>
<td>TONI HEPPLER</td>
<td>Coordinator of Instructional Resources</td>
</tr>
<tr>
<td>ÁNGELA FOX JORDAN</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>BETSY MANELA</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>GAIL NEWMAN</td>
<td>Speech-Language Pathologist</td>
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<tr>
<td>BARBARA PACKER</td>
<td>Coordinator of Audiology</td>
</tr>
<tr>
<td>MICHELE A. PARK</td>
<td>Coordinator of Internships</td>
</tr>
<tr>
<td>JOHANNE PECK</td>
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<td>ELIZABETH A. POLINER</td>
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<tr>
<td>FRONA ROSS</td>
<td>Coordinator of Curriculum</td>
</tr>
<tr>
<td>MARILYN SEGAL</td>
<td>Dean, The Family and School Center</td>
</tr>
<tr>
<td>STEPHEN I. SIPLET</td>
<td>Director, Student Affairs</td>
</tr>
<tr>
<td>SUSAN TALPINS</td>
<td>Director, Ralph J. Baudhuin School</td>
</tr>
<tr>
<td>LINDA SWAILS</td>
<td>Operations Manager</td>
</tr>
<tr>
<td>SHELLEY VICTOR</td>
<td>Coordinator of Communication Disorders Center</td>
</tr>
<tr>
<td>MARY JO YALES</td>
<td>Administrative Assistant</td>
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</tbody>
</table>
Site Coordinators

MIAMI
Betty Douglas
B.A. of Colorado
M.A. University of Miami

FORT MYERS
Barbara Conroy
B.S. Florida State University
M.S. Florida State University

FORT PIERCE
Martha Hall
B.A. The Ohio University
M.A. Kent State

FORT LAUDERDALE
Thelma Albritton
A.B. Greensboro College
M.Ed. University of Oregon

WEST PALM BEACH
Mary Ellen Quinn
B.S. North Adams State College
M.Ed. Suffolk University
Ed.S. Nova University
Master's Program for Child and Youth Care Administrators

Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. There are two specializations within this major: administration of day care and preschool programs for young children; administration of residential treatment, group-living, and community-based programs for children and youth. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do reading and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also perform practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their settings.

Admission Requirements

Because the Master's Program for Child and Youth Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments. Admission requirements for administrators of programs for young children:
1) A Baccalaureate degree from a regionally accredited institution
2) Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based program
3) Administrative or supervisory responsibility in a youth or child care program
4) Evidence of ability for successful independent study at the graduate level

Admission requirements for administrators of residential treatment, group living, and community-based programs for children and youth:
1) A baccalaureate degree from a regionally accredited institution
2) Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based program
3) Administrative or supervisory responsibility in a youth or child care program
4) Evidence of ability for successful independent study at the graduate level

Transfer of Credit

Forty credits of graduate work must be completed for the M.S. degree. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past ten years.
Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 or higher grade-point average, the student is eligible for admission as a candidate for the master's degree. During the first module the student must submit three letters of recommendation from colleagues or other persons who know his/her work and an official transcript, sent directly to Nova University from the previous degree granting institution. The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade-point average was earned in the initial module, and notifies the student of admission to degree candidacy.

Grading

Since students are expected to produce quality, graduate-level work, a grade-point average of at least 3.0 (B) must be maintained for retention in the program. Incomplete grades must be made up within four months of the ending date of the module. Failure to do so within the four-month limit will result in a change of grade from I to F. The evaluation system includes:

- A = Excellent achievement
- B = Good achievement
- C = Below expectations for a graduate student
- D = Poor achievement
- F = Failure
- I = Incomplete
- P = Pass

Degree Completion Requirements

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, a total of 33 credits, and a six-credit practicum. In addition, students are expected to attend and participate actively in every session of one summer institute during the twenty-six month program. Students receive one credit for the summer institute.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program with another cohort, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations applying to the new cohort they join. Students who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a five-year period from the beginning of the original cohort. No extension is possible beyond this point.

Registration

Students register through the director of the Master's Program for Child and Youth Care Administrators. Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy. (Students must register for the practicum after admission to degree candidacy.)
Student Costs

Costs include a $30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is $150.00 per credit, with a $175.00 materials fee for guided study coursework. A nine-credit module costs $1,525.00; a six-credit module, $1,075.00; the practicum module, $950.00 ($900.00 tuition, plus $50.00 for materials); the summer institute, $150.00. Total cost for the program is $6,750.00. Students will have no textbook costs, since textbooks, guides and all course-related materials are included in the materials fee charged for guided study coursework. (Tuition and fees are subject to change without notice.)

Students may receive an extension of nine months beyond the 26-month limitation by submitting a written request to the director. The director will make a determination based on the amount of work outstanding and the probability of completion within nine months. The director will respond to the student's request in writing. A fee of $600.00 will be charged for the nine-month extension.

Tuition Payment Policy

<table>
<thead>
<tr>
<th>Application Fee:</th>
<th>-- $30.00 payable with all new student applications</th>
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<tbody>
<tr>
<td>Nine-Credit Module:</td>
<td>-- $135.00 plus $175.00 materials fee&lt;br&gt; -- $625.00 payable two weeks before the cohort's starting date for the module&lt;br&gt; -- $450.00 payable by the end of the fifth business week of the module&lt;br&gt; -- $450.00 payable by the end of the ninth business week of the module</td>
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<tr>
<td>Six-Credit Module:</td>
<td>-- $900.00 plus $175.00 materials fee&lt;br&gt; -- $625.00 payable two weeks before the cohort's starting date for the module&lt;br&gt; -- $450.00 payable by the end of the fifth business week of the module</td>
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<tr>
<td>Practicum</td>
<td>-- $900.00 plus $50.00 materials fee</td>
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<tr>
<td>Summer Institute:</td>
<td>-- $150.00 payable upon registration prior to the week</td>
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Students who began the program prior to Cohort XXXIV will pay a summer institute fee of $95.00. The summer institute will appear on their transcripts as a non-credit course. These students have the option of earning one credit for the summer institute by paying the full tuition of $150.00 rather then the fee of $95.00.

A late fee of $25.00 will be charged for payment received after the due date.

A fee of $30.00 must accompany the degree application at the conclusion of the course study.

A fee of $250.00 will be charged for reinstatement after withdrawal from the program.
Tuition Refund Policy
Any student wishing to withdraw from the program must notify the
director of the Master's Program for Child and Youth Care
Administrators in writing. No part of the application fee will be refunded.
Refunds for six- and nine-credit modules are based on the following:

For 100% refund, withdrawal in writing prior to the official beginning of
the module;
For 75% refund, withdrawal in writing before the third week of the
cohort's involvement with the module;
For 50% refund, withdrawal in writing before the fifth week of the cohort's
involvement in the module;
No refund after the fifth week.
Refunds will be based on the postmark date of the written notification.

Module Descriptions

POLITICS AND POLICY IN CHILD AND YOUTH CARE, 6 credits
This module is an introduction to child care policy and child advocacy. An
overview of the history of child care and the child care profession is
provided. Specific skills and techniques in child advocacy are covered.
(CCM 510, CCM 565)

MANAGEMENT: LEGAL AND FINANCIAL ISSUES AND
PROGRAM EVALUATION, 9 credits This module provides basic
background in financial management and budgeting and laws relating to
nonprofit and proprietary programs for children and youth, and an
investigation of the administrator's responsibilities. (CCM 525, CCM 545,
AS 505).

DEVELOPMENT OF PROGRAMS FOR YOUNG CHILDREN,
9 credits This module covers theory and research in child development
and their application to the design of programs for young children. The
emphasis of the module is on program selection, development, and
implementation skills. (HB 501, EC 5281, CU 501)

THERAPEUTIC PROGRAMS FOR CHILDREN, 9 credits This
module provides an overview of theory, research, and practice in the
design and delivery of supportive and therapeutic programs for children
and youth. The focus is on the design and delivery of a total, integrated
program. (CCM 501, CCM 502, CCM 503)

ADMINISTRATION OF CHILDREN'S PROGRAMS-
MANAGEMENT SKILLS, 9 credits This module is designed to provide
current administrators with the skills required to run small and large
scale programs or projects. There is an emphasis on program planning,
grantsmanship, budgeting, and program development in addition to
leadership and supervisory skills. (AS 500, AS 520, AS 550)

Course Descriptions

CHILD CARE MANAGEMENT

CCM 501 Theories and Research in the Development of Personality
Behavior This course covers theories and research in child development,
personality, and learning that form the foundations for therapeutic and
support programs for children and youth.
CCM 502 Counseling and Intervention Techniques for Children’s Programs This course is an overview of counseling and intervention techniques and practices for use in residential treatment, and community-based programs for children and youth.

CCM 510 Profession An historical review of child and youth care and a socio-political analysis of its status as an occupation and as a human service.

CCM 525 Legal Issues in Child Care Management This course surveys the manager’s legal responsibilities. Issues addressed include personnel law, licensing, child abuse and neglect, liability, etc.

CCM 535 Legal and Financial Aspects of Child Care Management This course covers basic background in financial management and law relating to proprietary and nonprofit programs for children and youth. Topics include financial management and planning, budgeting, personnel law, licensing, and child custody issues.

CCM 545 Financial Issues in Child Care Management The budget process is surveyed from the perspective of fiscal management, program planning, and policy determination.

ADMINISTRATION

AS 500 Educational Resource Development This course covers major sources of financial resources for programs. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include volunteer programs and free-loaned and reduced-rental equipment and materials. Through this course, students will develop skills in approaching and negotiating with various funding agencies and they will develop techniques for writing proposals.

AS 505 Evaluation for Administrators This course will prepare the administrator to evaluate the full range of activities for which he or she is responsible. Techniques will range from informal, in-house methods to the employment of sophisticated consultants.

AS 520 Professional Seminar in Administration and Supervision This is a basic administration course covering all aspects of leadership philosophy, style, and performance, as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the administrator at each level in the organizational hierarchy.

AS 550 Supervision of Personnel This course provides an orientation to planning, organization, personnel motivation, in-service training, supervision and evaluation of personnel, and the techniques of successful supervision.

CCM 565 Policy The policy-making process as it relates to children and families. A review of current agencies and organizations involved in developing and implementing child and family policy programs. Principles of child advocacy.
CURRICULUM

CU 501 Curriculum Study of the design and implementation of formal curriculum models. An examination of the research completed on these models as well as the conceptual basis for less formal models of curriculum.

EARLY CHILDHOOD

EC 5281 Individualized Instruction in Early Childhood Education 1 (Theory) Exploration of different early childhood model programs for young children, in-depth studies of curriculum including self-concept development, social studies experiences and activities, and mathematics for early childhood programs.

HUMAN BEHAVIOR

HB 501 Child Development This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered. These include the physical, intellectual, social, emotional, and creative.

PRACTICUM

CCM 688 The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty advisor during this component of the program.

SUMMER INSTITUTE

CCM 651 and CCM 652 Leadership and Management in Child and Youth Care This six-day seminar focuses on the issues of leadership, management, administration and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.
MCCA Faculty

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

NORMAN POWELL
Associate Director
B.A. The American University
M.Ed. The American University
Ed.D. The American University

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

ELIZABETH CROCKETT
Practicum Advisor
B.A. University of North Carolina
M.Ed. University of Florida
Ed.S. University of Florida

CAROLEGER
Faculty Member
B.A. Indiana University
M.A. West Virginia University

RICHARD GOLDMAN
Dean and Practicum Advisor
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

JEAN HARRELL
Faculty Member and Practicum Advisor
B.S. State University of New York-Oneonta
M.A. Rollins College
Ed.D. Nova University

IRVING HERSHEY
Faculty Member
B.S.S. City College of New York
M.S. Columbia University

B. MATHEWS HILL
Practicum Advisor
B.S. Utah State University
M.Ed. Brigham Young University
Ed.D. Nova University

SELMA KAHN
Faculty Member
B.A. Brooklyn College
M.A. Brooklyn College
Ed.D. Nova University

FLORENCE KORR
Practicum Advisor
B.A. Brooklyn College
M.A. Bank Street College of Education

MARK KRUEGER
Faculty Member
B.S. University of Wisconsin
M.S. University of Wisconsin-Milwaukee
Ph.D. University of Wisconsin-Milwaukee

JEROME LEVITT
Faculty Member and Practicum Advisor
B.S. Brooklyn College
M.A. University of Toledo
Ph.D. University of Michigan

MARIANNE MC GUIRE
Faculty Member
B.S. State University of New York-Plattsburgh
M.S. University of Miami

ELIZABETH POLINER
Director of Information Retrieval Services
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

SUSAN PRATT
Faculty Member
B.A./B.S.W. McMaster University
M.S. Syracuse University

MARCIA SKOPP
Faculty Member
B.S. University of Maryland
M.Ed. American International College
Ed.D. Nova University

WANDA SLAYTON
Faculty Member and Practicum Advisor
B.A. Florida Atlantic University
M.S. Florida International University
Ph.D. University of Miami
MCCA Academic Advisory Board

CUBIE BRAGG
B.A. North Carolina Central University
M.A. Bowie State College
President, The National Organization of Child Care Worker Associations and Senior Training Specialist, Department of Human Services, Washington, D.C.

LARRY BRENDTRO
B.A. Augustana College
M.S. South Dakota State University
Ph.D. University of Michigan
Director of Special Education, Augustana College, Sioux Falls, South Dakota

CAROLING
B.A. University of Lethbridge
M.S. Nova University
Coordinator, Child and Youth Care Program; Lethbridge Community College, Lethbridge, Alberta

MARK KRUEGER
B.S. University of Wisconsin
M.S. University of Wisconsin
Ph.D. University of Wisconsin
Director, Child and Youth Care Learning Center, University of Wisconsin, Milwaukee, Wisconsin

JOHN SULLIVAN
B.S. University of Virginia
M.S. University of Virginia
Chairman, Education and Training Committee, The National Organization of Child Care Worker Associations, Richmond, Virginia
Ed.D. Program in Early and Middle Childhood

Message From The Directors

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.

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

Abby 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
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 halfway 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.

TRANSFER OF CREDIT - Because the program differs in fundamental ways from traditional programs, there is no equivalent course work or life experience for which credit may be transferred or offered. Transfer credits, therefore, are not accepted in fulfillment of the program requirements.

REFUNDS - Students will receive a full refund of tuition paid if they withdraw before the first official cluster session; the total tuition paid less the deposit of $250 if they withdraw after attending the first cluster session; the total tuition paid less the first payment if they withdraw after the first session but prior to the fourth month in the program; the total tuition less the first and second payments if they withdraw prior to the eighth month in the program.

All students must notify the program director in writing of their intention to withdraw. Refunds and liabilities are calculated from the date the director receives written word of the students' intentions. Students paying on the installment plan must notify the director of their withdrawal before entering a new payment period, or they will be liable for an additional payment.

Re-entry into the program following withdrawal or as a result of being dropped for nonpayment must be discussed with the program director. A $250 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement.

STUDENT LOANS - Federally Insured Student Loans are available for eligible students. For more information, contact Nova's Office of Student Financial Planning and Resources at 475-7410.
Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

• completion of all admissions requirements;
• successful completion of all study area requirements, i.e., attainment of a pass grade signifying that all work is of B quality or better;
• successful completion of all practicum requirements, i.e., attainment of a pass grade signifying that all work is of B quality or better;
• successful completion of all summer institute requirements;
• current status in all tuition and fee payments; and
• current status in all materials and text payments.

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).

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 Reader. 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.
Class Attendance

Attendance is mandatory at each and every class meeting of the five study areas and the practicum workshops. Regular classroom interaction helps to provide program consistency and content enrichment.

In the rare instance when an absence cannot be avoided, an equal and appropriate make-up assignment, specified by the study area faculty member, is to be completed within a designated time frame. The student is responsible for obtaining all materials presented at the missed class meeting. The student is required to obtain class notes from three fellow students and integrate this information into one paper. All materials submitted by the student will be evaluated by the senior faculty member.

If a student is unable to attend a practicum workshop, the director of practicums should be contacted for a make-up experience.

Request for Time

Students may petition the study area faculty member in writing (with a copy to the program director) for a maximum of a five (5) month extension in order to complete study area requirements. The request for time may occur only once during the life of the program. Assignments must be submitted on a regular basis as outlined by the faculty member throughout the extension period.

Alternate Reader

Students who receive a failing grade in a study area may request that an outside reader, with expertise in the field, evaluate the failing study area assignment(s). The program director will choose the outside reader. This reviewer will have final authority regarding the grade(s) of the assignment(s) in question. Request for an alternate reader is made in writing to the program director within one month following notification of study area failure. Approval of the request is made by the program director with the acknowledgement of the appropriate faculty member. The alternate reader procedure may be granted only one time during the student’s matriculation in the program.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Growth and Development</td>
<td>12</td>
</tr>
<tr>
<td>Practicum Orientation Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>9</td>
</tr>
<tr>
<td>Program Development</td>
<td>10</td>
</tr>
<tr>
<td>Practicum I</td>
<td>6</td>
</tr>
<tr>
<td>Management and Leadership</td>
<td>11</td>
</tr>
<tr>
<td>Political Processes and Social Issues</td>
<td>9</td>
</tr>
<tr>
<td>Practicum II</td>
<td>12</td>
</tr>
</tbody>
</table>

Because the Nova program differs in so many fundamental ways from traditional programs, there is no equivalent coursework 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.
Tuition Payment Plans

PRE-PAYMENT IN FULL - Students may pay one year’s full tuition at the first cluster meeting thus avoiding service fees.

LATE PAYMENTS PENALTIES - All payments must be met according to this schedule. No exceptions will be made for students in the process of obtaining loans. A late payment penalty of $50 will be assessed each time a payment date is missed. Repeated late payments will result in termination from the program.

INSTALLMENT PLAN - Students may pay their tuition in three payments over the year. Those choosing this payment plan will be billed once a year and are responsible for adhering to the payment dates outlined in the billing. A breakdown of fees and dates for each year follows:

<table>
<thead>
<tr>
<th>DATE</th>
<th>YEAR 1</th>
<th>YEARS 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be paid before the first official cluster meeting</td>
<td>$280 (deposit* &amp; application fee)</td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td>$1,250 (tuition)</td>
<td>(tuition)</td>
</tr>
<tr>
<td>To be paid on or before the first day of the 4th month following the first official cluster meeting</td>
<td>$1,325 (tuition &amp; $25 service fee)</td>
<td>$1,325</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(tuition &amp; $25 service fee)</td>
</tr>
<tr>
<td>To be paid on or before the first day of the 8th month following the first official cluster meeting</td>
<td>$1,325 (tuition &amp; $25 service fee)</td>
<td>$1,325</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(tuition &amp; $25 service fee)</td>
</tr>
</tbody>
</table>

*Program Deposit - A $250 deposit is required prior to the first official cluster meeting. The deposit and any paid tuition will be refunded if the applicant notifies the director before the start of the cluster that he/she does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.
Faculty for the Ed.D. Program in Early and Middle Childhood

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

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

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

Richard Goldman
Center Dean and
Practicum Advisor
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

Victoria Dimidjian
Senior Faculty Member and
Practicum Advisor
B.A. Harpur College
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

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

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

E. Riley Holman
Practicum Advisor
B.S. College of Utah
M.S. Brigham Young University
Ed.D. Brigham Young University

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

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

Peggy Moreno
Senior Faculty Member and
Practicum Advisor
B.A. University of Florida
M.Ed. University of Florida
Ed.D. University of Florida

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

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

Elizabeth A. Poliner
Director of Information Retrieval Services
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

Joellen Salce Rogers
Practicum Advisor
B.A. Florida State University
M.S. Florida International University
M.S. Florida State University
Ph.D. Florida State University
Marilyn Segal
Senior Faculty Member
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

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

Stephen Siplet
Director of Student Affairs
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

Wanda Slayton
Practicum Advisor
B.A. Florida Atlantic University
M.S. Florida International University
Ph.D. University of Miami

Gerald Sroufe
Senior Faculty Member
A.B. North Central College
Ph.D. The University of Chicago

Jethro Toomer, Jr.
Senior Faculty Member
B.A. Morehouse College
Ph.D. Temple University

Janie Ward
Senior Faculty Member
B.F.A. New York University
Ed.M. Harvard University
Ed.D. Harvard University

David P. Yens
Practicum Advisor
B.A. Boston University
M.Ed. University of Pittsburgh
Ph.D. The Pennsylvania State University
The Programs

The Programs for Higher Education at Nova University provide a field-based doctor of education (Ed.D.) degree to practitioners working in the specializations of higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research into an integrated program of study.

Each of the specializations offered by the Programs for Higher Education embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision making in educational programs and systems. The overall goal of the Programs is to make a positive impact on education by influencing those responsible for its administration and delivery.

The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality newly acquired knowledge and competencies, through direct application within their own institutions or organizations.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the doctor of education degree offered by the Programs for Higher Education, it is a condition for earning the degree.
Doctor of Education

CLUSTERS. In the Programs for Higher Education, all students are organized into groups called local or regional clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova University. Cluster coordinators are responsible for managing within the guidelines set by the University, the business affairs of a local cluster such as operating funds, meeting facilities, cluster library, student records, etc., and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. Cluster coordinators also render academic assistance to students. All cluster coordinators are professional educators with earned doctorates.

LOCAL CLUSTERS. During the first two 9-month academic years for local clusters, formal instruction covers five of seven required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for the meetings of the five core seminars.

Members of a local cluster are generally from the same geographic area and many may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually get into closely-knit educational-professional-social groups that students often find as sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster. Clusters are now operating throughout the United States.

REGIONAL CLUSTERS. Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.

Regional clusters employ a combination of field-based delivery, supervised study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an orientation meeting in the winter of 1989, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida, from July 10 through July 21, 1989. The Summer Institute will be held in Palm Springs, California, from July 23 through July 29, 1989.

Admissions

Admission to the program requires a master's degree from a regionally accredited institution, current full-time employment in a job related to the applicant's area of specialization, and three recommendations from senior academic or administrative personnel in the applicant's place of employment. The recommendations are to be written on forms provided by the Programs for Higher Education. An interview with a Programs for Higher Education representative and a portfolio are required.
For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, three letters of recommendation, and a portfolio. Applications are received and considered throughout the year. Specific criteria for admission are as follows:

**LEADERSHIP IN ADULT EDUCATION.** A person employed full time in adult education (e.g., training or educational programs in business, industry, or military; postsecondary educational programs; or basic adult education programs).

**HIGHER EDUCATION.** A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college, or university).

**VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION.** A faculty member or administrator employed full time in vocational, technical, or occupational education.

**PORTFOLIO.** The portfolio is requested once a candidate has submitted all other required admission information and has been provisionally accepted. The portfolio:

1. Provides an opportunity for candidates to amass and show their total educational, professional, career, and personal accomplishments;
2. Will be used as part of a longitudinal research study by PHE to determine the effectiveness of its admission requirements; and
3. Can be used as a source of data for counseling those in the program.

The candidate includes the following in the portfolio: a resume of work experience, formal and informal learning experiences, professional involvement and accomplishments, independent learning activities, experience in research, and a statement of goals. Once this and all other admissions documents are received, the candidate's admissions file is complete.

If an applicant meets all requirements and has submitted the required credentials, final admission to the program is dependent upon the formation of a cluster within the applicant's geographic area. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster can be formed and merged into the schedule. Students are notified by their coordinator regarding enrollment and registration.

For answers to questions regarding admissions call (305) 475-7385, Toll-free 1-800-541-NOVA, Ext. 7385.

**Financial Information**

**FEES AND TUITION.** An application fee of $30 must be submitted with the application. The following tuition and fees are effective October 1, 1988:

- Tuition for 1988-89 academic year is $4,100 (four partial payments of $1,025 each).

- Tuition beyond the third year is $530 per three month term.

Students who enroll and pay tuition beyond the third year will receive a refund of $300 if they complete all requirements for the degree within the first month of the term.
Attendance at two summer institutes is required for graduation. While there are no additional fees for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a major applied research project (MARP) fee of $25. Additional fees include a late registration fee of $60 and a late payment fee of $50 for those students not meeting a tuition payment deadline. There is also a readmission fee of $20 for those who withdraw and then reenter the program.

WITHDRAWAL. Withdrawal occurs in two ways. Ideally the student should notify the director, Programs for Higher Education, in writing (with a copy to the cluster coordinator) of his/her intention to withdraw, specifying the effective date of the withdrawal. If, however, a student fails to register and pay tuition for a particular term, the program considers him/her to be "withdrawn" as of the first day of that term. This also occurs by action of the Accounts Receivable Office if the student registers for a term and does not make payment.

REFUNDS. Tuition for the term is due and payable by the first day of the term. Students who inform the program office in writing of their intention to withdraw will be entitled to a refund based on the following schedule: withdrawal before the first seminar meeting, 100 percent refund; withdrawal after the first seminar but prior to the second, 50 percent refund; withdrawal after the second seminar but prior to the third, 15 percent refund.

If a cluster for which an applicant has applied fails to form, all money will be refunded (including the $30 application fee).

Some seminars are offered only once at a particular site. Students are advised that failure to attend a seminar when it is offered at their cluster site may create some difficulties in making up the missed seminar. For this reason, students are urged to maintain continuous enrollment during the seminar portion of the program.

REINSTATEMENT. In order to be reinstated after a period of withdrawal, a student must submit to the director, at least thirty days prior to the appropriate term:
1. A letter of intention to reenroll. (Please send a copy to the cluster coordinator.)
2. A completed reinstatement form. This form is sent with the acknowledgment of withdrawal or is available from the program office.
3. A $20.00 reinstatement fee by check or money order made payable to Nova University and attached to the reinstatement form.

FINANCIAL AID. Nova University maintains an Office of Student Financial Planning and Resources to assist students in meeting educational expenses. Aid programs open to the Programs for Higher Education students include National Direct Student Loans, Plus Loans, and State or Federal Guaranteed Student Loans (305-475-7410, Toll-free 1-800-541-NOVA, Ext. 7410).
VETERANS' BENEFITS. The Programs for Higher Education is approved for veterans' training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information (305-475-7413, Toll-free 1-800-541-NOVA, Ext. 7413).

GRADUATE FELLOWSHIPS. Two graduate fellowship positions are available in the Programs for Higher Education. The purpose of offering these fellowships is to make it possible for a student (1) to come to the campus and gain the experience of working in the Programs for Higher Education; (2) to attend seminars with the South Florida cluster that meets on the Nova campus; (3) to engage in practicums and a MARP that will be of value to the Programs for Higher Education. The stipend for each of these fellowships is $17,000.00. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus. Tuition and Summer Institute expenses are paid by the Programs for Higher Education.

Student Conduct and Rights

Students are expected to comply with the legal and ethical standards of Nova University and the Programs for Higher Education. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the University, and forging or altering University documents or academic credentials. Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is contained in the Policies and Procedures Manual and is available from the Programs for Higher Education.

Program Components

This Nova doctoral program consists of seven seminars (five core, two specialization), the completion of five practicums (papers applying program principles to the student's work setting), attendance at two week-long summer institutes, a comprehensive examination and a Major Applied Research Project (MARP). This program is designed so that it may be completed in three years, while the student remains fully employed.
Seminar Descriptions

Students must attend and pass seven seminars. Five of these are "core" seminars and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for that specialization. Core seminars are offered at local cluster sites and on campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING.
3 Semester Hours Credit - This seminar is designed to familiarize the student with the various theories, principles, and practices related to instructional content and delivery. It includes the study of philosophical and ideological bases of curriculum theory, curriculum change and development, organization of learning experiences, contemporary theories of curriculum, and evaluation of instructional programs. In addition, other topics related to curriculum and program planning are studied. Such topics include human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

ECD 8007 - GOVERNANCE AND MANAGEMENT.
3 Semester Hours Credit - This seminar covers theories, models, and processes in the management of educational organizations or programs. Theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION.
3 Semester Hours Credit - This seminar covers the principles of applied research and evaluation including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social sciences. Specifically, this seminar leads to the development of competencies in the identification of researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

ECD 8016 - LEARNING THEORY AND APPLICATIONS.
3 Semester Hours Credit - This seminar covers three broad areas related to learning theory and applications. The first area is basic theories of learning, including the stimulus-response tradition, the cognitive approach (Gestalt psychology, purposive behaviorism, etc.), and Skinnerian behaviorism. The second area covers the management of learning, including transfer of learning, massed vs. distributed learning, the roles of reward and punishment, the relationship between personality development and learning, and the adult learner. The third area is concerned with learning as applied in various educational/instructional settings and focuses on the assessment of learning and the development of alternate strategies to facilitate learning.
ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION. 3 Semester Hours Credit - This seminar explores the forces in society that affect lifelong education, including (1) the nature of social systems (organizations, communities, states, nations), norms, values, leadership, relationships, quality of life, dynamics of maintenance and change, control, roles, conflicts, and characteristics of learning environments; (2) social trends and their impact on education, including the knowledge explosion, technological change, changing population patterns, value shifts, changes in family life, changes in the world of work, and changes in interinstitutional relationships; and (3) planning for the future, including theories of change, strategies for intervention, the role of the change agent, the art of forecasting, organization renewal, and the role of education in societal change.

Specialization Seminars--Leadership in Adult Education

EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION. 3 Semester Hours Credit - The broad goal of this seminar is to provide students with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal. Vertical perspective is the ability to see the present situation in the light of past developments and future trends—to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now—to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society, (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION. 3 Semester Hours Credit - In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

Specialization Seminars--Higher Education

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION. 3 Semester Hours Credit - This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.
EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA. 3 Semester Hours Credit - The areas of study in this seminar are the historical and philosophical roots of higher education: the Medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact are explored.

Specialization Seminars--Vocational, Technical, Occupational Education

ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT. 3 Semester Hours Credit - This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered. The emphasis is on the organization of the future.

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL (VTO) EDUCATION IN AMERICA. 3 Semester Hours Credit - This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, government, and the economics of VTO education.

Practicums

Students receive four Semester Hours Credit for each practicum approved. Practicums are applied research projects that are designed to promote the solution to current problems in the students' institutions. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is the formulation and the implementation of a plan of action that will lead to improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by the cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.
Major Applied Research Project

Students receive 21 Semester Hours Credit for completing this project. The major applied research project (MARP) is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

MARP involves the application of research to actual problems and issues in education. Since the program stresses experiences that contribute to the professional improvement of the students and the MARP year is the capstone of those experiences, the nature of the projects undertaken is useful in professional situations, most likely in the institutions or organizations in which students are employed.

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP Committee after the comprehensive examination has been passed.

Summer Institute

Each student must attend two summer institutes (ECD 8060 & ECD 8061). Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Since 1977, an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others, new, innovative, or in some way unique, projects that they have successfully undertaken. In this way, the problems and concerns of those in the "front lines" of education and training are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

Grading System

Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, NO PASS, and UNACCEPTABLE are assigned for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators.

A PASS indicates the student has satisfied the requirements for a seminar or practicum.

An INCOMPLETE for a seminar indicates the student has not completed the seminar requirements. To be considered for an incomplete grade, a student must have demonstrated timely progress in the seminar up to the point when extenuating circumstances hindered seminar
Completion. If after a discussion with the national lecturer, the lecturer determines it is reasonable to expect that the student will be able to complete the requirements of the seminar within a specified time period, the student will be granted an incomplete grade. An INCOMPLETE must be made up by the date stipulated in the Policies and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, or (3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving a NO PASS must repeat the seminar.

A grade of UNACCEPTABLE means the practicum needs revision. When a practicum receives a UNACCEPTABLE on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

Students who receive two NO PASS grades will be terminated from the program and are not eligible for readmission.

Each student will be provided a grade/progress report at the end of every evaluation period. A copy of each report will be placed in the student's permanent file maintained by the University.

The University maintains up-to-date progress reports on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted.

Calendar

The calendar year of the Programs for Higher Education is divided into four terms:

- **Fall Term:** October 1 - December 31
- **Winter Term:** January 1 - March 31
- **Spring Term:** April 1 - June 30
- **Summer Term:** July 1 - September 30

A new cluster may start at the beginning of the fall or winter term.

All seminar work takes place during the first two years of the program. For local clusters, one seminar per term is scheduled for five of the six terms. The core seminars are scheduled for a minimum of three day-long sessions on Saturdays. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each student should have completed the seven required seminars.

During the third year of the program, each student completes the practicum requirements, or if eligible, works on the major applied research project (MARP). Students meet with their MARP advisors and other Programs for Higher Education staff for counseling and advising.

Students who require more than three years to complete the program are supported by the Office of Continuing Services (OCS). This office assists such students in obtaining needed advice and counseling for completing the program.
Learning Resources

FIELD-BASED CLUSTER LIBRARIES. The Programs for Higher Education provide each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar. This material supplements the required textbooks purchased by students. The cluster coordinator makes provisions for storing these materials and distributing them to students as needed.

In addition, each cluster is provided with an annual operating fund to cover cluster administrative expenses and to obtain additional resources considered necessary by the cluster. This practice allows substantial local discretion to each cluster in determining and obtaining resources that are most appropriate for local needs.

CAMPUS-BASED LIBRARIES. The libraries of Nova University serve as a major resource for the institutional and research programs in many fields and constitute a vital support activity. The following libraries have been organized to provide services to several user groups as follows:

The Albert and Birdie Einstein Library serves as the main collection for undergraduate and graduate students. The library contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communications, and the humanities. The library includes individual study carrels, copy facilities, a media room, microfiche readers, and a microfiche reader-printer. An interlibrary loan service is available to locate materials not immediately available at the Einstein Library.

The William Springer Richardson Library serves graduate students in the ocean sciences. Housed in the Oceanographic Center at Port Everglades, it contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The Law Library provides a collection of 250,000 volumes and volume equivalents for legal study and research; it is a depository for United Nations' documents, U.S. Government documents, and Florida State documents.

INFORMATION RETRIEVAL SERVICE. All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 270,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from I.R.S. at no charge. Since it began operation in September of 1976, I.R.S. has distributed over 60,000 documents on microfiche.

I.R.S. also has computer access to ERIC and more than 200 other databases, including several social science databases that contain education-related information. I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, I.R.S. has access to databases containing more than 100 million records.
Graduation Requirements

To graduate, a student must fulfill the following requirements:

1. Attend and pass seven seminars (3 semester hours credit each)
2. Pass five practicums (4 semester hours credit each)
3. Successfully complete the MARP proposal and MARP report (21 semester hours credit)
4. Attend two summer institutes (no credits awarded)
5. Submit an individualized evaluation
6. Pass a general comprehensive examination
7. Be current in all tuition, fees, and miscellaneous charges, including those for books purchased

All requirements must be completed within seven years of the date of the beginning of the term of entry.

TRANSFER CREDIT. A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These credits will be evaluated for transfer against up to two of the core and specialization seminar requirements. No credit for life experience or other forms of advanced standing will be granted.

National Lecturers

Students are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers travel to each cluster to conduct the sessions for each of the required seminars.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING. 3 Semester Hours Credit
BARTON HERRSCHER, Ed.D., University of Houston
AL MIZELL, Ed.D., Nova University
ALBERT PAUTLER, Jr., Ed.D., State University of New York at Buffalo

ECD 8007 - GOVERNANCE AND MANAGEMENT. 3 Semester Hours Credit
DANIEL AUSTIN, Ph.D., Nova University
WARREN GROFF, Ed.D., Shelby State Community College
JOHN SCIGLIANO, Ed.D., Nova University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION. 3 Semester Hours Credit
GARY RANKIN, Ph.D., Oklahoma City Community College
MARCIA BELCHER, Ph.D., Miami-Dade Community College
ECD 8016 - LEARNING THEORY AND APPLICATIONS.
3 Semester Hours Credit
JOHN LOSAK, Ph.D., Miami-Dade Community College
EARL WRIGHT, Ph.D., San Antonio Community College

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION.
3 Semester Hours Credit
KENNETH VARCOE, Ph.D., The Pennsylvania State University
DAVID ZIERATH, Ph.D., University of Wisconsin

Specialization in Leadership in Adult Education
EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

Specialization in Higher Education
EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION.
3 Semester Hours Credit
J. TERENCE KELLY, Ed.D., Miami-Dade Community College
SEBASTIAN V. MARTORANA, Ph.D., The Pennsylvania State University
LAWRENCE A. NESPOLI, Ed.D., Maryland State Board of Community Colleges

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA.
3 Semester Hours Credit
DONALD BRYANT, Ed.D., Carteret Technical College
FREDERICK KINTZER, Ed.D., University of California at Los Angeles (Retired)
JAMES WATTENBARGER, Ed.D., University of Florida

Specialization in Vocational, Technical, Occupational Education
ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College

Practicums
EAD 8071 or EHD 8071 or ETD 8071 - (4 Semester Hours Credit)
Practicum - Governance and Management

EAD 8072 or EHD 8072 or ETD 8072 - (4 Semester Hours Credit)
Practicum - Curriculum and Program Planning

EAD 8073 or EHD 8073 or ETD 8073 - (4 Semester Hours Credit)
Practicum - Learning Theory and Applications
EAD 8074 or EHD 8074 or ETD 8074 - (4 Semester Hours Credit)
Practicum - Societal Factors Affecting Education
EAD 8075 or EHD 8075 or ETD 8075 - (4 Semester Hours Credit)
Practicum - Applied Educational Research and Evaluation
EAD 8079 - (4 Semester Hours Credit)
Practicum - History, Philosophy, and Practices of Adult Education
EHD 8076 - (4 Semester Hours Credit)
Practicum - Emergence of Higher Education in America
ETD 8076 - (4 Semester Hours Credit)
Practicum - Personnel - Human Resources Development
EAD 8080 - (4 Semester Hours Credit)
Practicum - Theory and Methods of Adult Education
EHD 8077 - (4 Semester Hours Credit)
Practicum - Politics, Law, and Economics of Higher Education
ETD 8077 - (4 Semester Hours Credit)
Practicum - Emergence of Vocational, Technical, Occupational Education in America

**Summer Institutes** - (No Credit Awarded)
ECD 8060 - Summer Institute - 1
ECD 8061 - Summer Institute - 2

**Major Applied Research Project**
EAD 8093 or EHD 8093 or ETD 8093 (7 Semester Hours Credit)
Major Applied Research Project Proposal
EAD 8094 or EHD 8094 or ETD 8094 (7 Semester Hours Credit)
Individualized Evaluation and Satisfactory Progress on the Major Applied Research Project
EAD 8095 or EHD 8095 or ETD 8095 (7 Semester Hours Credit)
Major Applied Research Project
Programs for Higher Education Faculty

DENNIS T. ADAMS, Ed.D., Coordinator of former Alabama Clusters, is Director of Adult Basic Education at Jefferson County Board of Education in Birmingham, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

DANIEL AUSTIN, Ph.D., National Lecturer in Governance and Management, is Director of the Institute of Health Policy and Administration for the Friedt School of Business and Entrepreneurship at Nova University in Fort Lauderdale, Florida.

ANITA G. BARRETT, Ph.D., Coordinator of the Dallas Cluster, is Associate Dean of Instruction at Tarrant County Junior College, South Campus in Fort Worth, Texas.

MARCIA BELCHER, Ph.D., National Lecturer in Applied Educational Research and Evaluation, is a Senior Research Associate, at Miami-Dade Community College in Miami, Florida.

EDWARD BERNSTEIN, Ed.D., Local Research Associate for the South Florida Cluster, is Director of Management Information Systems and Assistant Professor in the Department of Mathematics at Miami-Dade Community College in Miami, Florida.
JOHN W. BOUSEMAN, Ph.D., Practicum Evaluator, is Instructor of Philosophy at Ybor City Campus of Hillsborough Community College in Tampa, Florida.

WINIFRED BOWERS, Ed.D., Coordinator of the Springfield Cluster, is Dean of the School of Extended Studies at Southwest Baptist University in Springfield, Missouri.

DONALD W. BRYANT, Ed.D., National Lecturer in Emergence of Higher Education in America, is President of Carteret Technical College in Morehead City, North Carolina.

DONALD BUSCHE, Ed.D., Local Research Associate for the Santa Ana Cluster, is Associate Dean of Instruction/Vocational Education at Saddleback College in Mission Viejo, California.

CHARLES COLLINS, Ed.D., Coordinator of Regional Clusters, is a Professor of Geography and Chairman of the Geosciences Department at the University of Wisconsin in Platteville, Wisconsin.
DALE L. COOK, Ed.D., National Lecturer in the specialization courses for Leadership in Adult Education, is Associate Professor of Educational Administration and Director of the Center for Community Education at Kent State University in Kent, Ohio.

PHYLLIS S. COOPER, Ed.D., Coordinator of the Philadelphia Cluster, is an Associate Professor at Trenton State College in Trenton, New Jersey.

PHILIP H. DETURK, Ed.D., Major Applied Research Project Advisor, is Dean of Nova College, the undergraduate division of Nova University in Fort Lauderdale, Florida.

JOHN D. FOY, III, Ph.D., Local Research Associate for the West Florida Cluster, is a Senior Analyst with Orlando Technology, Inc., Shalimar, Florida.

GRADY M. GRIZZLE, Ph.D., Local Research Associate for the Dallas Cluster, is Coordinator of Research at Dallas County Community College District in Dallas, Texas.
WARREN GROFF, Ed.D.,
National Lecturer in Governance and Management and the specialization courses for Vocational, Technical, Occupational Education, is Dean of Academic Affairs at Shelby State Community College in Memphis, Tennessee.

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

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

J. TERENCE KELLY, Ed.D.,
National Lecturer in Politics, Law, and Economics of Higher Education, is Vice-President of the North Campus, Miami-Dade Community College in Miami, Florida.

FREDERICK C. KINTZER, Ed.D.,
Major Applied Research Project Advisor and National Lecturer in Emergence of Higher Education in America, is Professor Emeritus of Higher Education and Director of the Community College Leadership Program at the University of California in Los Angeles, California.
TONI R. L'HOMMEDIEU, Ed.D., Coordinator of the Western Pennsylvania Cluster, is Professor of Psychology at the Community College of Allegheny County in West Mifflin, Pennsylvania.

JAMES E. LORION, Ph.D., Practicum Evaluator, is a retired educator from Cuyahoga Community College in Cleveland, Ohio.

EUGENE S. LONG, Ph.D., Coordinator of the Oakland Cluster, is Assistant Dean, Mathematics, Sciences, and Related Technologies at Laney College, Oakland, California.

JOHN LOSAK, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, and National Lecturer in Learning Theory and Applications, is Dean of Institutional Research at Miami-Dade Community College in Miami, Florida.

LEO M. MCGUIRK, Ph.D., Local Research Associate for the Massachusetts Cluster, is Associate Professor of Education at Bridgewater State College in Bridgewater, Massachusetts.
MARGARET S. MARTIN, Ph.D., Local Research Associate for the Greenwood Cluster, is Adjunct Associate Professor of Health Sciences Administration at Medical University of South Carolina in Charleston, South Carolina.

SEBASTIAN V. MARTORANA, Ph.D., Major Applied Research Project Advisor and National Lecturer in Politics, Law, and Economics of Higher Education, is Professor of Higher Education and Research Associate, Center for the Study of Higher Education at The Pennsylvania State University in University Park, Pennsylvania.

JANE E. MATSON, Ed.D., Major Applied Research Project Advisor, is a retired Professor of Education at California State University in Los Angeles, California.

GEORGE MEHALLIS, Ph.D., Coordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

PETER K. MILLS, Ed.D., Major Applied Research Project Advisor, is Associate Director of the Programs for Higher Education. He also serves as a Central Staff Committee Member. He is president of the Association for Continuing Higher Education for 1988-89.
MILTON MITCHELL, Ph.D., Local Research Associate for the Regional Clusters, is Associate Professor at the University of Wisconsin in Platteville, Wisconsin.

AL MIZELL, Ed.D., National Lecturer for Curriculum and Program Planning, is Director of the Ed.D. Program in Computer Education at Nova University in Fort Lauderdale, Florida.

ROSS E. MORETON, Ed.D., Major Applied Research Project Advisor, is Director of the Programs for Higher Education. He also serves as a Central Staff Committee Member for many major applied research project students.

JOHN A. MORGAN, Ed.D., Coordinator of the Greenwood Cluster, is Executive Vice-President at Piedmont Technical College in Greenwood, South Carolina.

DEO E. NELLIS, Ed.D., Coordinator of the Phoenix Cluster, is Coordinator of Western Programs for Nova University in Phoenix, Arizona.
LAURENCE A. NESPOLI, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Deputy Executive Director for the Maryland State Board for Community Colleges in Baltimore, Maryland.

RONALD A. NEWELL, Ed.D., Major Applied Research Project Advisor, is an Educational Consultant, in Orlando, Florida.

ALBERT J. PAUTLER, JR., Ed.D., National Lecturer in Curriculum and Program Planning, is Professor in the Department of Educational Organization, Administration and Policy at State University of New York in Buffalo, New York.

LINWOOD W. POWELL, Ed.D., Coordinator for the Fort Bragg Cluster, is Administrative Assistant to the President at Fayetteville Technical Institute in Fayetteville, North Carolina.

GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Applied Educational Research and Evaluation, is the Vice-President for Student Development at Oklahoma City Community College in Oklahoma City, Oklahoma.
DONALD C. RIGG, Ed.D.,
Practicum Evaluator, is retired
from Broward Community
College, South Campus in
Hollywood, Florida.

VALDA M. ROBINSON, Ed.D.,
Coordinator of the Tampa
Cluster, is Professor of Psychology
at Hillsborough Community
College in Tampa, Florida.

JOHN A. SCIGLIANO, Ed.D.,
National Lecturer in Governance
and Management, is Dean, Center
for Computer-Based Learning, at
Nova University in Fort
Lauderdale, Florida.

GERALD E. SROUFE, Ph.D.,
Major Applied Research Project
Advisor, is Director of the
Government and Professional
Liaison Program for the
American Educational Research
Association in Washington, D.C.

ROBERT S. SHARPLES,
Ed.D., Coordinator of the
Massachusetts Cluster, is
Associate Director in
Administrative Services at
Bridgewater State College in
Bridgewater, Massachusetts.
JERRY J. STEPIEN, Ed.D., Coordinator of the Fond du Lac Cluster, is Chairperson for the Safety Division at Moraine Park Technical Institute in Fond du Lac, Wisconsin.

KENNETH G. STUART, Ph.D., Local Research Associate for the Hampton/Richmond Cluster, is Operations Research Analyst with the Department of the Army in Fort Monroe, Virginia.

GASPARE B. TAMMURELLO, Ed.D., Coordinator of the West Florida Cluster, is a consultant to Pensacola Junior College in Pensacola, Florida.

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

RENE E. VILLA, Ed.D., Local Research Associate for the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.
JAMES L. WATTENBARGER, Ed.D., National Lecturer in Emergence of Higher Education in America, is Director of the Institute of Higher Education at the University of Florida in Gainesville, Florida.

LOUIS F. WEISLOGEL, Ed.D., Local Research Associate for the Philadelphia Cluster, is Associate Professor in the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

JOHN R. WEST, Ed.D., Coordinator of the Santa Ana Cluster and Practicum Evaluator, is Professor of Anthropology and Sociology at Rancho Santiago College in Santa Ana, California.

FREDERIC W. WIDLAK, Ph.D., Local Research Associate for the Chicago Cluster, is Director of Field Research for the Graduate Program in the Management and Development of Human Resources at National College of Education in Lombard, Illinois.
PHILIP L. WOOLF, Ed.D.,
Coordinator of the Hampton/Richmond Cluster, is Assistant Professor of Biology and Director of the Watkins Annex Off-Campus Center at John Tyler Community College in Chester, Virginia, and Consultant for Projects in Community Colleges to Tadlock Associates in Washington, D.C. In addition, he is owner of Woolf Associates, Professional Development Specialists in Richmond, Virginia.

EARL L. WRIGHT, Ph.D.,
National Lecturer in Learning Theory and Applications, is Vice-President of Student Services at San Antonio College, San Antonio, Texas.

DAVID L. ZIERATH, Ph.D.,
National Lecturer in Societal Factors Affecting Education, is Chairman, Department of Sociology at the University of Wisconsin in Platteville, Wisconsin.
Additional Information

Those who are interested in obtaining additional information on the programs described in this catalog may do so by contacting the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314—(305) 475-7385, Toll-free 1-800-541-NOVA, Ext. 7385 or the Programs for Higher Education coordinator in their area.

The following is a list of doctoral clusters that are accepting applications for admission. Each cluster is identified by the cluster name and the name, address, and telephone number of the local representative.

CHICAGO
Dr. Clete Hinton
2238 Prairie Avenue
Glenview, IL 60025
(H)312/724-5717
(B)312/397-3000 Ext. 2540

DALLAS
Dr. Anita Barrett
8453 Mary’s Creek Drive
Fort Worth, TX 76116
(H)817/244-3309 (Evenings and Weekends Only)

FOND DU LAC
Dr. Jerry J. Stepien
1275 N. Leonard Drive
Fond du Lac, WI 54935
(H)414/922-2823 (Evenings and Weekends Only)

GREENWOOD
Dr. John A. Morgan, Jr.
Gatewood
101 Hawthorne Court
Greenwood, SC 29646
(H)803/229-7742
(B)803/223-9442

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

MASSACHUSETTS
Dr. Robert Sharples
3 Meadow Street
South Dartmouth, MA 02748
(H)617/993-3129

OAKLAND
Dr. Eugene S. Long
5522 Estates Drive
Oakland, CA 94618
(H)415/653-7869

PHILADELPHIA
Dr. Phyllis Cooper
2060 Pennington Rd.
Trenton, NJ 08618
(H)609/771-6944
(B)609/771-2522

PHOENIX
Dr. Deo E. Nellis
1056 East Wickieup Lane
Phoenix, AZ 85024
(H)602/582-5863
(B)602/995-5999

SANTA ANA
Dr. John West
26525 Sierra Vista
Mission Viejo, CA 92692
(H)714/582-5748

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

SPRINGFIELD
Dr. Winifred Bowers
Southwest Baptist University
1636 South Glenstone
Suite 101
Springfield, MO 65804
(H)417/881-0058
(B)417/887-7770
TAMPA
Dr. Valda Robinson
17919 Crooked Lane
Lutz, FL 33549
(H) 813/949-4169

VENTURA
Dr. Edward Tennen
757 Creekmont Ct.
Ventura, CA 93003
(H) 805/658-7054

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

WESTERN PENNSYLVANIA
Dr. Toni L’Hommedieu
Community College of
Allegheny County
State Road 885
West Mifflin, PA 15122
(H) 412/569/4403
(B) 412/469/6309

REGIONAL CLUSTERS
(Northwest, Southwest, North Central,
South Central, Northeast, Southeast)
Dr. Charles Collins
505 West Cedar Street
Platteville, WI 53818
(H) 608/348-5460
Personnel

RICHARD GOLDMAN, Ph.D.
Dean, Center for the Advancement of Education

ROSS E. MORETON, Ed.D.
Director, Programs for Higher Education

PETER K. MILLS, Ed.D.
Associate Director, Programs for Higher Education

JOSEPH CAMPBELL, M.A.
Graduate Fellow

ADA CHRISTIE
Assistant to the Director, Programs for Higher Education
BARBARA CROMARTIE
Administrative Assistant

VERA FLIGHT, M.S.
Coordinator of Marketing

TONI HEPPLER, M.S.
Coordinator of Curriculum Development

MARILYN KRIS
Secretary

PEG KULAK
Secretary
National Ed.D. Program for Educational Leaders

Purpose and Overview of the Program

The goal of the program is to improve the nation's schools. The means for achieving this goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

In designing a program to meet the needs of school administrators, Nova was guided by several overall considerations. First of all, it was Nova's intention to develop leadership skills that would be applied immediately to the solution of real problems in the schools. A major objective was to create a program for the exploration of new approaches to the improvement of elementary and secondary schools through a focus on real-life situations and school problems.

While the goals of the Nova program are similar to those of some more traditional programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the resources of the campus to the student. This permits participants to formulate a pattern of study and pursue their degrees at a pace harmonious with their job responsibilities. It also brings national resources to the local community in a way no local program can.

The basic design of the program permits participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from universities and educational systems all over the country provide a national point of view through systematic interaction with participants, colleagues, and lecturers from other areas and backgrounds. Annual summer meetings called Education USA bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world. There is no experience in graduate education equivalent to the summer institute.

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.
Leadership is a central focus of the program. To address this concept in a meaningful way the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA) system has been especially developed by Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias toward any known dimension - age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.

Program Recognition

In 1981, the American Association of School Administrators introduced a competition open to all university programs seeking to prepare school administrators. Criteria for determining which program to identify as "outstanding" were (1) the degree to which the education of school children could be shown to be improved through the work of graduates of the program; (2) the degree to which the philosophy of the program was carried out through the actual goals and procedures of the program; (3) the demonstrated impact of the program in improving the performance of administrators in the field; and (4) the place of social science knowledge in shaping the learning experience of graduate students. Universities competing for the award were evaluated by a panel of administrators and professors on the basis of a written report and documentation, and also, on the basis of a presentation at AASA's annual convention.

The National Ed.D. Program for Educational Leaders entered the competition in 1982 and was rewarded by being selected as recipient of the "AASA Outstanding School Administrator Preparation Program Award" for that year.

Participants and the Cluster Concept

PARTICIPANTS - Since 1972 the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate the program's aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program, and is descriptive of the relationship of "students" to the program. As is noted elsewhere, participants are typically in their 40's and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical and developmental.
LOCAL CLUSTERS - The local cluster is a key organizational and educational component of the program. Physically, a cluster is a cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the national lecturer as scheduled and with the program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants and others.

In selected locations, some clusters operate as continuing clusters. In these cases, seven to twelve participants are admitted each autumn. This pattern enables a cohort of seven to twelve people to complete the program each year, making room for the newly admitted participants.

CLUSTER COORDINATORS - Every cluster is under the direction of a coordinator who provides overall direction and, especially at the outset, forceful leadership to the cluster. The coordinator serves many roles: ombudsman for participants, liaison with the program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general executive secretary of the cluster.

Since leadership cannot be developed without the experience of responsibility through decision making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expediter and motivator of participants, but he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants.
Operating Clusters and Coordinators

ARIZONA
Dr. William Wright
Superintendent
Apache Junction Unified Schools
District No. 43
P.O. Box 879
Apache Junction, AZ 85220
Phoenix Cluster
B) 602/982-1111

CALIFORNIA
Dr. Don Johnson
Superintendent
Sausalito School District
1360 Butterfield Road
San Anselmo, CA 94960
San Francisco Cluster
H) 415/454-0521
B) 414/332-3190

COLORADO
Dr. Leonard Bartel
Superintendent
Widefield School District
1820 Main Street
Springs, CO 80911-1199
Colorado Springs Cluster
B) 303/392-3481

DELWARE
Dr. J. Howard Hunt
Education and Business Consultant
R.D. 2, Box 378
Mullica Hill, NJ 08062
Wilmington, Delaware Cluster
H) 609/478-2590

FLORIDA
Dr. Bert Kleiman
Director of Secondary Schools
Dade County Florida
14321 Southwest 77 Avenue
Miami, FL 33158
Miami Cluster
H) 305/238-3505
B) 305/642-7555
Dr. Carrie Robinson
Principal
Bayshore Elementary
3066 Apache Street
Ft. Myers, FL 33501
Ft. Myers Cluster
B) 813/543-3663

GEORGIA
Dr. Gary Walker
Assistant Superintendent & Curriculum Director
Cartersville City Schools
310 Old Mill Road
Cartersville, GA 30120
Cartersville Cluster
H) 404/383-6882
B) 404/382-5880
Dr. Columbus Watkins
Principal
Miller A. Middle School
1870 Flintwood Drive
Macon, GA 31211
Macon Cluster
B) 912/788-8804, Ext. 260
Dr. Julian Williams
Assistant Superintendent
Coffee County Schools
Douglas, GA
1106 Hillside Drive
Douglas, GA 31533
Jacksonville, Florida Cluster
H) 912/384-7178
B) 912/384-2086

INDIANA
Dr. Frederick Dykins
Administrative Assistant
Plainfield Community Schools
P.O. Box 91
Plainfield, IN 46168
Indiana Cluster
B) 317/839-2578

MAINE
Dr. John Hoyt
Director of Finance
Thornton Academy
438 Main Street
Saco, Maine 04072
Maine Cluster
B) 207/282-3361
MASSACHUSETTS
Dr. Herb Drew
Consultant
28 Derby Drive
West Barnstable, MA 02668
Boston/Seekonk Cluster
H) 617/420-2128

Dr. Neil Macy
Consultant
10 Mallard Drive
Bloomfield, CT 06022
Springfield, Massachusetts Cluster
H) 203/242-7287

PENNSYLVANIA
Dr. Harry Sharp
Superintendent
Ridgway Area Schools
Ridgway, PA 15853
Erie Cluster
B) 814/773-3146

SOUTH CAROLINA
Dr. Pat Tillotson
Director
Aynor/Conway Career Center
Route 8, Box 200
Conway, SC 29526
Columbia Cluster
H) 803/347-1663
B) 803/365-5535

Dr. Floyd Wright
Superintendent
Marlboro County Schools
Box 382
Bennettsville, SC 29512
Myrtle Beach Cluster
H) 803/479-2306
B) 803/479-4016

TEXAS
Dr. Dwain Estes
Chairman, Department of Administration, Foundations & Supervision Baylor University 213 Guittard Ave.
Walo, TX 76706
San Antonio Cluster
B) 817/755-3111

VIRGINIA
Dr. Marilyn Brown
Assistant Superintendent Division of Student Services D.C. Public Schools 201 Whittier Street, N.W. Washington, D.C. 20012

Potomac III Cluster
H) 202/829-2706
B) 202/724-4201

Dr. John Galloway
Director Non-Instructional Personnel Chesterfield County 13701 Robious Road Midlothiana, VA 23113
Richmond Cluster
B) 804/794-3432

Dr. Robert Harper
Assistant Superintendent Alexandria Schools 8480 Thames Street Springfield, VA 22151
Potomac IV Cluster
H) 703/978-7357
B) 703/998-2104
Study Areas

The need for school administrators to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova's National Ed. D. Program for Educational Leaders. The eight required substantive study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The eight substantive study areas deemed necessary to the professional development of school administrators are Appraising Leadership in Education; Curriculum Development; Education Policy Systems; Evaluation; School Finance and Budgeting; Management and Supervision; Research for Improving Schools; and Resource Management: Utilizing Resources for Improving Education. Each study area was conceived to present a perspective rooted in traditional disciplines and provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from local, state, and national points of view; and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

National Lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Nova Director of Instruction, the senior national lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.
Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects, or papers, and must pass in all eight study areas. If a participant does not succeed in satisfying lecturer requirements on the first attempt, an additional opportunity to earn a passing grade is provided under direction of the Senior National Lecturer.

POLICY ON GRADES - After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (I) or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (I) will be assigned to work that partially meets the expectations of the Senior National Lecturer. The grade of No Pass (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

The grade of Progress will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report. Senior National Lecturers will assign grades no later than 30 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than six months after receiving a grade of Incomplete. Failure to do so will result in the grade of Incomplete (I) becoming a No Pass (NP).

ALTERNATIVE EVALUATION PROCEDURE - Once two attempts to satisfy study area requirements have been unsuccessful, the participant is entitled to try to succeed through performance of an Alternative Evaluation Procedure (AEP). However, this option is available for no more than two of the eight study areas. Once an AEP has been used for two study areas, the procedure is no longer available.

Participants wishing to take advantage of this procedure must propose to the Director of Instruction, in writing, an activity by which they may demonstrate their competency within a given study area. The proposal outline, generally one or two pages in length, must specify what is to be done and within what time period. It must provide a rationale for the activity as a reasonable means of demonstrating competency within the study area.

The outline serves as a basis for developing an understanding between the Director of Instruction and the participant. Once it has been approved, in writing, the participant may proceed.

When the AEP has been completed, it is submitted to an outside evaluator selected by the Director of Instruction; the lecturers for the relevant study area are not utilized for this purpose. Thus, a totally independent judgment is made as to the participant's competency in the area. The judgment made by the outside evaluator is reviewed by the Director of Instruction, who makes the final decision.
APPRAISING LEADERSHIP IN EDUCATION
ALLAN B. ELLIS,
Senior National Lecturer

General Description. While every facet of the National Ed. D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the National Lecturers, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses of transcribed interviews with selected national leaders, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant’s ability to observe and support judgments of the leadership behavior of others; the scope and detail of the self-appraisal; the quality of proposed strategies for personal development; and the depth of analysis of readings and transcriptions.

Associate Lecturers: Robert C. Miles, Ann Barrow Weiler

CURRICULUM DEVELOPMENT
LOUIS J. RUBIN,
Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teachers
influence the curriculum. Affective and humanistic education, computer-assisted instruction, educational accountability, early childhood education, and other movements in the forefront of education are covered. Similarly, issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that the underlying ideas take on functional utility. Finally, the interactions of the curriculum and the schools' responsibility for socialization are analyzed. The society is in flux. New values are replacing old ones. Different life styles are evolving. Wise men and women disagree as to what knowledge is most worthwhile. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

**Instructional Methods and Materials.** Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with national lecturers, time is divided between formal presentations and teacher-participant interaction.

**Evaluation Process.** Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

**Associate Lecturers:** Dale Brubaker, Decker Walker

**EDUCATION POLICY SYSTEMS**

**LAURENCE IANNACCONE,**
Senior National Lecturer

**General Description.**
The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, as well as American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.
Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congresspersons, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

Associate Lecturers: Catherine Marshall, Frederick M. Wirt.

EVALUATION
KAREN KIRKHART & MICHAEL SCRIVEN,
Senior National Lecturers

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him or her to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is the quality control mechanism of education and an essential part of the professional commitment. The presupposition of the study area is that every significant decision of an administrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator is viewed as a consumer of the more technical kind of information, especially of statistics and test theory. In other words, the skills needed are often those of a user of evaluation, a client of evaluators, rather than those of a specialist evaluator.

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organizational skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. Reporting and cost-analysis are other key elements. All are applied to the evaluation of educational programs, products, plans, and personnel.

Instructional Methods and Materials. The study guide, readings, and presentations of national lecturers focus on understanding and skill development necessary for educational leaders. The study guide includes illustrations, pretests, and sample questions to direct participants' reading and facilitate studying individually or in groups. Lectures are augmented with handouts, worksheets, and exercises. Examples used for discussion and examination are taken largely from a pool to which participants contribute. Seminars strive to provide hands-on experience with key concepts. All seminars are aimed at providing a good grasp of the basic concepts and techniques in the field rather than highly technical
methodology. Participants are also introduced to the professional standards governing the evaluation of educational programs, projects or products, the evaluation of personnel, and the use of quantitative measures. Approximately one-third of the study area is devoted to the quantitative aspects of evaluation.

Evaluation Process. Judgments about the merits or participants' performance in this area are based on a final written examination requiring demonstration of an integrated understanding of the concepts and issues of evaluation, and their application to real-world problems of the administrator.

Associate Lecturers: Richard M. Jaeger, Daniel Stufflebeam, and Donna Sundre

MANAGEMENT AND SUPERVISION
HARVEY SCRIBNER,
Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the national lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self-actualization. Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are discussed under this heading. The national lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns, such as parent participation and mandated accountability programs.

Instructional Methods and Materials. The national lecturers are experienced school administrators who have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning and budgeting systems, citizens' counsels, and collective bargaining. Selecting from a broad range of management and supervision topics, each participant signs on to master
units representing certain skills. By requiring each participant to declare self-expectations and by requiring each cluster to make decisions about the contributions of the national lecturers, the Management and Supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. program of instruction.

Evaluation Process. Participants are required to demonstrate ability to provide sophisticated analyses of actual management and supervisory decisions in which they have been instrumentally involved.

Associate Lecturers: Charles Achilles, Ulysses Van Spiva

RESEARCH FOR IMPROVING THE SCHOOLS
EMIL S. HALLER,
Senior National Lecturer

General Description. The relationship between the practice of educational administration and the practice of educational research is the focus of this study area. In particular, we will be concerned with the commonly made observation that administrators tend to ignore the work of researchers. Is that really true? If it is, why should that be the case? What—if anything—can be done about it?

Such questions will stand at the center of work in this study area. A participant's job as an administrator requires that one have a grasp of the institution of educational research, that he or she be able to recognize studies in the field, that he or she know how to locate the literature that bears on a real problem in a school, and that he or she be able to judge the worth of what he or she locates. In short, an administrative position requires one to be an intelligent consumer of educational research.

Becoming an intelligent consumer will be of use throughout your career. Whatever the position, an administrator should be able to identify, evaluate and sensibly use research. Having such skills can help create better schools.

We also have a more immediate goal in view. Many of the skills that participants learn in this study area will apply directly to the process of conducting practicums. In fact, our assignments were designed with them in mind.

Instructional Methods and Materials. During class sessions some of the time will be spent considering the institution of educational research and how that relates to administrative practice. To do this, participants will read certain landmark studies in educational administration, work that stretches back more than twenty years. In addition, participants will be asked to read and critically evaluate selected current studies and to read a required textbook.

Evaluation Process. All participants will write two papers. These must demonstrate the ability to locate, evaluate and synthesize a body of research bearing on a problem identified in the participant's own school system. In addition, there will be a written examination over the readings and lectures.

Associate Lecturers: Paul Kleine, James McNamara
RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION
MARIO D. FANTINI,
Senior National Lecturer

General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but managing educational resources has been defined exclusively as utilizing public funds in classrooms and schools. Allocation of existing resources within this narrow framework remains a major task of school administrators, but educational leadership today requires specific attention to developing broader concepts of resource management aimed at improving the effectiveness of student learning. This study area asks participants to rethink the role of public schools within a comprehensive framework in which education is seen as an integral part of an overall community human service system with a focus on providing resources necessary for children and youth to learn. For purposes of this study area, the school is viewed as one part of a comprehensive system of education within the community. Educational leadership as a catalytic agent for mobilizing resources within and without the school on behalf of learners is examined. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources of the school and community for improved learning. This study area explores contemporary concepts, such as optional learning environments, vouchers, alternative schools, community education, volunteerism, human services, and schools without walls, together with issues and procedures in resource development and application. Special attention is given to the educational, economical, political, and legal implications. Assumptions about the one-role view of school administrators are analyzed and alternative perspectives are considered. The national lecturers promote an awareness of the range of human and material resources available and indicate how they can be used and evaluated. Major plans aimed at linking resources to the educational needs of students are studied. Alternative leadership roles are also considered within a range of possible professional roles to help participants develop their personal administrative styles as resource managers.

Instructional Methods and Materials. The bulk of the assigned readings explores operating systems of resources that appear to hold promise and systems still in the design stage. Resources in local school systems are explored through cluster activities. Participants themselves design plans focusing on new dimensions of resource utilization aimed at improving education in specific settings. Such plans may involve new conceptualization of potential resources, the working of linkages between schools and other public and private agencies, and attention to new sources of financial support. Proposals affecting educational directions and resource utilization are assessed. Individual and group activities are used, as well as media presentations.

Evaluation Process. Participants are expected to demonstrate competency in resource management, including instructional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications to public policy issues at the national level. They demonstrate such competency by identifying the range of resources available in their schools and communities, developing and implementing "minidelivery systems," by advising policy makers on the strengths and weaknesses of proposed plans and by analyzing their own stances as resource managers and leaders.
General Description. This study area covers traditional school finance concerns such as sources of revenue for schools, taxation finance distribution programs. It also focuses upon the processes within school districts for allocating and accounting for revenues and expenditures. In addition, the introduction of new forces into the school finance arena demands an approach that goes beyond traditional concerns. Thus, the design of the study area enables school administrators to understand state and federal governmental arrangements from which local schools draw resources and interaction between state regulations and judicial decisions.

An effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the public and state and federal policy makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics, constitutional law, and accounting. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an additional essential element.

The study area analyzes, intensely, the school finance arrangements of particular states of special interest to participants. Discussions and reading are devoted to consideration of topics such as the relationship of school finance to overall public finance problems, equal protection suits in education, and the relationship between school finance and educational productivity. School finance reform proposals are also discussed. Among them are “full state assumption” and “district power equalizing.”

Instructional Methods and Materials. Textbooks on school finance and school business management are used. In addition, reports of national and regional commissions and studies of state finance systems are made available through the cluster library. Together, these materials form a background for the presentations of the three lecturers. The presentations of the lecturers are frequently augmented by a state or local consultant recruited by the cluster.

Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate other ways of communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

Associate Lecturers: Guilbert Hentschke, Allan Odden
A series of practicum projects parallels the sequence of study areas as a basic component of the Ed. D. Program for Educational Leaders involving participants throughout their three years of doctoral work. Practicums are problem-solving interventions within the work settings of the participants/administrators who must plan, execute, and evaluate them. These projects must be designed to result in documented educational improvements within the school systems where they are conducted, whether those systems are defined as classrooms, building units, or entire districts. They must also be planned to result in demonstrated competence on the part of the Nova participants in executing the essential and complex tasks demanded within the structure of the practicum process.

A systematic needs analysis marks the initiation of practicum planning activity. As the definition and dimensions of the problem become clear, a thorough review of research literature is begun and continues throughout the life of the project as reference is made to scholarly works on substantive aspects of the problem as well as on methodological issues assessments.

After the basic framework of the project has been delineated in consultations with practicum faculty advisers at Nova, participants prepare a formal, written proposal including detailed sections on problem definition and analysis, anticipated outcomes of intervention activity, the conceptualized solution strategy, the implementation design, and the evaluation system to be used. Upon receiving faculty approval of their proposed projects, participants then put their plans to the test as they embark on the action component of their work. Such action may span nine months to a year or more during which time the project managers must monitor activity flow, adjust plans to accommodate unanticipated events, and remain in periodic contact with University personnel.

Following the conclusion of practicum activity and evaluation of outcomes, participants prepare reports of their accomplishments from the formulation of plans to the analysis of results. These documents are addressed to practitioners, must be scholarly in presentation, and are selectively available through the Educational Resources Information Center or the School Practices Information File.
INSTRUCTIONAL PROCESS AND MATERIALS Participants begin the doctoral program with a three-day instructional sequence called Practicum Research. The three instructional days are scheduled on Saturdays, roughly one month apart. A series of written assignments, designed to culminate in a practicum proposal, accompanies the Practicum Research sequence.

Upon completion of the written assignments, participants engage in a Preliminary Inquiry (PI) about the topic to be pursued in their practicum following the submission of a practicum outline. This is a telephone conference with a practicum advisor. Upon approval of the practicum topic, participants prepare a formal proposal, which is evaluated by the practicum advisor prior to taking the planned action.

Materials of instruction utilized throughout the practicum program component start with the Practicum's Manual, a set of descriptive and explanatory publications, and related samples of actual practicum proposals and final report elements. Video and audio tapes are used by participants to supplement the written and oral communications exchanged during the orientation experience. All telephone conferences are routinely tape recorded, with the knowledge of all involved, and cassettes are mailed to participants for study and review. Exercises in the critical analysis of representative practicum documents and the preparation of proposal parts are assigned within the progression of instructional events. Such activities are also used at the Practicum Workshop often associated with the annual Summer Institute - Education U.S.A. Materials used in most of the study areas are directly applicable to practicum work. Text and exercises in the Appraising Leadership in Education area are particularly relevant to practicum planning. The Evaluation and Research study areas also contribute importantly to understandings crucial to successful practicum execution.

Participants are expected to complete the practicum during the second year of program activity. Following demonstration of a verified educational improvement in this first significant problem-solving effort, they are then encouraged to begin work on their proposal for the Major Applied Research Project (MARP). The final practicum (MARP) is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings.
The Summer Institute

The final element in the instructional program, Education U.S.A. (the summer institute), is a way of providing a national perspective for participants - one of the major goals of the program.

Summer institutes are held for seven days each summer and provide a national forum for the program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters - a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.

The themes and activities of the meeting change from year to year, but procedures for maximum participant participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of national clusters or task groups. The kind and level of interests experienced through this involvement enhance the evaluation functions of summer institutes and provide Nova staff with a compendium of participant views and attitudes.

A prominent feature of each institute program is the awarding of the School Improvement Award. Conferred in recognition of outstanding achievement during the previous year in serving the educational needs of children and the professional needs of staff members by means of a practicum project, this honor has been bestowed since July 1986 in remembrance of former practicum advisor, Dr. Kathleen Cooper Wright.

Practicum faculty members make an initial selection of the three or more practicums that most effectively reflect the goals of the program's practicum component. Criteria for this selection include power of the practicum design, quality of reporting, and educational significance of the work.

Designation of the award winner from among the finalists is made by a panel of noteworthy persons with no direct responsibilities for program operations. These judges are chosen each year to provide a national perspective and professional viewpoints that will assure the validity of the award decision.

Each Nova participant must attend two summer institutes during his or her involvement in the program. Attendance at all sessions and residence at the summer institute site are required. Participants are responsible for their own travel and living expenses. Summer institutes are held in South Florida, Washington, D.C., and in the Western States.
Since this is a field-based program, traditional campus-based library facilities must be supplemented by additional, special resources. While students generally have ready access to local community, university, or school system libraries, additional resources have been developed specifically for the field-based students of the National Ed. D. Program for Educational Leaders. These resources include the following:

- **AN INFORMATION RETRIEVAL SERVICE (IRS),** that 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 1,700 documents per month. Using widely available printed indexes or computer searches, participants may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 67,000 documents on microfiche.

  The IRS 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 participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

  The IRS also may retrieve information from SpecialNet, a special education telecommunications system, and NEXIS, a system that allows access to newspapers, magazines, and wire services.

- **A LIBRARY** of books and other materials relevant to each study area is supplied to each cluster (see list).

- **MICROFICHE** copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are available to each participant. The Thesaurus of ERIC Descriptors is provided for each cluster. The Practicums Manual, previously referred to, is given to each participant.

- **A FINANCIAL ALLOTMENT** to each cluster can be used to purchase any kind of supplementary materials deemed necessary by the group.

- **THE STUDY GUIDE** provides participants with information about the study area, objectives, materials, assignments, and evaluation procedures to be employed.
Study Materials - by study area, provided to each cluster

Academic Year 1988-89

APPRAISING LEADERSHIP IN EDUCATION

CURRICULUM DEVELOPMENT

EDUCATION POLICY SYSTEMS

EVALUATION
Admissions

REQUIREMENTS FOR ENROLLMENT

Participants with intellectual ability and a penchant for action are sought for the National Ed. D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program. Accordingly, admission to the program requires a master’s degree from a regionally accredited institution, current employment in an administrative position, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the candidate’s administrative performance. The letters of recommendation are to be written on forms provided by the Program Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master’s transcript, evidence of certification, and letters of recommendation. Applicants for clusters meeting in South Carolina are also required to submit the results of the Graduate Record Examination. An application fee is also required.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule.

The formation of a cluster is determined by interest expressed within a limited geographical area. A minimum of twenty qualified admitted candidates is required to start a cluster.

Application materials and other information may be obtained from the Director, National Ed. D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7365.
CREDITS AND CERTIFICATION
The Nova Educational Leaders program is intended for "incumbent school administrators" and, consequently, requires that certification appropriate to one's present administrative position be achieved prior to admission. Because certification requirements vary so greatly for each administrative position in each state, the program does not guarantee that accomplishment of a doctorate from an accredited university will fully satisfy the certification requirements for any specific position.

Credits

Each study area carries three semester hours of credit. Each term of practicum work and each Summer Institute carries three hours of credit. Upon completion of the program, each graduate will have earned the following credits:

<table>
<thead>
<tr>
<th>Study Areas (eight 3 credit hour study areas)</th>
<th>24 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8111 Curriculum Development</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDK 8121 Evaluation</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8131 School Finance</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8141 Management/Supervision</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8151 Research</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8161 Resource Management</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDK 8171 Education Policy Systems</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8187 Appraising Leadership in Education</td>
<td>3 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicums</th>
<th>36 Credit Hours (Minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8201 Practicum Research 1</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8202 Practicum Research 2</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8203 Practicum Research 3</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8204 Practicum Research 4</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8210 Practicum 1</td>
<td>6-12 Credit Hours</td>
</tr>
<tr>
<td>EDL 8220 Major Applied Research Project</td>
<td>12-24 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Institutes (two 3 credit hour Institutes)</th>
<th>6 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8301 Summer Institute 1</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8301 Summer Institute 2</td>
<td>3 Credit Hours</td>
</tr>
</tbody>
</table>

Sixty-six hours are required for graduation.
Scheduling

For a cluster beginning in the fall, the following is a typical schedule.

### First Year

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credits</th>
<th>Practicum</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>None</td>
<td>Practicum Research 1*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Winter</td>
<td>EDL 8181</td>
<td>Practicum Research 2*</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>EDL 8151</td>
<td>Practicum** or</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Summer</td>
<td>Summer Institute</td>
<td>Practicum** or</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

*Credits are awarded after requirements for Practicum Research 1 and 2 have been completed.

**Credits are awarded after the Practicum has been completed.

### Second Year

<table>
<thead>
<tr>
<th>Credits</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Study Area 3 Practicum**</td>
<td>3 6</td>
</tr>
<tr>
<td>Winter</td>
<td>Study Area 3 Practicum**</td>
<td>3 6</td>
</tr>
<tr>
<td>Spring</td>
<td>Study Area 3 Practicum** or MARP #</td>
<td>3 6</td>
</tr>
<tr>
<td>Summer</td>
<td>Summer Institute Practicum** or MARP</td>
<td>3 6</td>
</tr>
</tbody>
</table>

***MARP - Major Applied Research Project

**Credits are awarded after the Practicum has been completed.

#Credits are awarded after the MARP has been completed.

### Third Year

<table>
<thead>
<tr>
<th>Credits</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Study Area 3 MARP</td>
<td>3 6</td>
</tr>
<tr>
<td>Winter</td>
<td>Study Area 3 MARP</td>
<td>3 6</td>
</tr>
<tr>
<td>Spring</td>
<td>Study Area 3 MARP</td>
<td>3 6</td>
</tr>
<tr>
<td>Summer</td>
<td>None 0 MARP</td>
<td>3 3</td>
</tr>
</tbody>
</table>

#Credits are awarded after the MARP has been completed.

### Fourth Year (As Needed)

Fall, Winter, Spring, Summer
3 Credits each term for MARP

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TRANSFER OF CREDITS
Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a very restrictive credit transfer policy. Participants are encouraged to experience the total program. Consequently, no provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing, except consideration will be given for granting up to six hours credit in postmaster's work earned within the past ten years for the same or equivalent courses.

Academic Requirements

GRADUATION REQUIREMENTS AND GRADING SYSTEM
To graduate a participant must (1) satisfy the expectations of the senior national lecturer in each of the eight study areas, (2) satisfy the expectations of the practicum advisory staff in each of the required practicums (or their equivalents) and be given a pass grade for each practicum report; (3) attend and actively participate in two summer institutes; and (4) meet all financial obligations to the University.

A pass/no pass grading system is used in evaluation of participants' work in both practicums and study areas. Every study area and every practicum must receive a pass grade in order for a participant to graduate.

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.
The program is designed to require three calendar years beyond the master's degree. Many students require some time in a fourth year to complete their work.

All participants must complete the program within a maximum of four calendar years from the cluster start date. In some circumstances participants may successfully appeal for a six-month extension following termination at the conclusion of the fourth year. Four years and six months is the maximum time available to complete the program and earn the Ed. D. degree.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter of discretion of each academic program.

Rationale For Program Time Limits Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with current conditions. No substitute measures currently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the school. In fact, the average age of Nova candidates at the time of admission for this degree is 42.
If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50, some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided to make possible degree completion for those who have had personal or program problems during the first three years.

The central difference between this program and the traditional programs is its focus. Here, the candidates are required to improve themselves on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. The tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted-for-efforts within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned from the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule both on their jobs and in the program.

**Rules of Conduct and Academic Responsibility**

The canons of intellectual freedom and responsible scholarship that have evolved since the middle ages are as essential to the vitality of Nova University as they are to any other university, whatever its degree of innovativeness. The prescriptions related to participation in an academic community stem from the historic function of the university to develop, preserve, and share knowledge. Because Nova shares this historic purpose, it insists upon personal and intellectual freedom for its students and faculty.

Nova University demands that work of students and faculty reflect customary standards of academic integrity. Specifically, it requires that work submitted by students be original work and that appropriate attribution be provided when work is not original. The University reserves the right to terminate students involved in fraudulent academic procedures. For example, cheating, plagiarism, and submitting the work of another as one’s own are grounds for dismissal.

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

The program is designed to be completed in three years. The tuition fee of $4,200 per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is $800 per three-month term.
TUITION PAYMENT PLAN Participants may pay their tuition in one single payment of $4,200 before the cluster start date (plus an initial application fee of $30.00, thereby avoiding $45.00 in registration fees, or payments can be made in four installments over the year as follows:

<table>
<thead>
<tr>
<th>First Payment</th>
<th>$</th>
<th>30 non-refundable application fee to be submitted with application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1050 tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 registration fee</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>1095 to be paid before or at registration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Payment</th>
<th>$</th>
<th>1050 tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15 registration fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1065 to be paid before or at registration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Payment</th>
<th>$</th>
<th>1050 tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15 registration fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1065 to be paid before or at registration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Payment</th>
<th>$</th>
<th>1050 tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15 registration fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1065 to be paid before or at registration</td>
</tr>
</tbody>
</table>

FINANCIAL AID AND STUDENT LOANS Nova University participates in several programs designed to assist participants in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Planning and Resources (305-475-7411).

COSTS OTHER THAN TUITION Attendance at two summer institutes is required for graduation. Participants must pay their own transportation and living expenses associated with attendance at the summer institute.

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.

In addition, participants should expect to purchase required textbooks and sufficient books and learning resources to assure that when they complete the program they possess a good professional library.

LATE FEES AND RE-INSTATMENT FEES All payments must be consummated according to the schedule presented above. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the participant may be dropped from the program. If reinstatement is desired, an additional fee of $100 must be paid.

REFUNDS Tuition for the term is due and payable at the first meeting of each study area. Participants who inform the program office, in writing, of their intent to withdraw will be entitled to a refund based on a partial payment schedule: withdrawal after the first session but prior to the second, 50% refund; withdrawal after the second session but prior to the third session, 15% refund.

If an application is rejected, the applicant will be refunded all monies except the $30 application fee.

A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the comptroller, the registrar, and a representative of the president of the University.
FOURTH YEAR FEES. Tuition beyond the third year of the program is $800 per three-month term.

TRANSCRIPT FEES. The first transcript after graduation is provided free of charge. Subsequent transcripts cost $3.00, payable in advance. Requests for transcripts must be made in writing to the Registrar's Office.

Program Withdrawal and Re-entry

Participants in this program occasionally encounter personal or professional situations that make it impossible for them to complete the program within the time permitted. When these circumstances do occur, a humane response is called for, one that does not weaken the quality control or performance expectation of the program.

Participants may request withdrawal from the program, generally for a period of one year. Upon withdrawal, program services are no longer available until re-entry is approved. Re-entry provisions are designed to accommodate participants unable to handle the program demands at a point-in-time. Re-entry is not granted to participants simply unable to perform the requirements of the program. The decision of the Executive Committee regarding re-entry petitioners is final and may not be appealed.

Complete information about procedures for filing a re-entry petition and guidelines for granting of petitions are available from the program office. Requests must be made in writing and should be addressed to the Office of the Director.

PROGRAM TERMINATION - Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. While status reports are prepared for participants for purposes of information and evaluation each academic year, there are three periods in which participants' work is reviewed and a formal decision made about their continuing in the program. First, after twelve months in the program each participant's work is reviewed. If the quality and quantity of work produced make it reasonable to expect that continued performance on the same level will result in graduation, the participant will be continued. If the quality and quantity of work produced leads to the conclusion that the participant is unlikely to be able to complete the program, he or she will be terminated. Participants terminated at the end of twelve months may appeal for reinstatement (please see discussion of appeals below).

The second point at which participant performance is formally reviewed and a judgment made about continuation or termination is at the completion of the study areas. At this point, participants are expected to have completed the study areas, practicum research, and the practicum; to have attended at least one Summer Institute; and, have secured approval on the proposal for the Major Applied Research Project.

At the conclusion of the fourth calendar year in the program a third review is conducted. Participants expecting to complete the program within six months may, upon request, be granted a one-time, six-month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given an additional six months, are terminated. They may appeal, as discussed below.

Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure (see above) is automatically terminated.

Finally, the program reserves the right to terminate any participants, at any time, if it becomes obvious that they are not able to satisfy the intellectual requirements or if their academic behavior is reprehensible (e.g., cheating, plagiarism).
Appeals Process Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination. (They may not appeal for a time extension beyond the four year and six month maximum, however.)

The general form of the appeal process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The Appeals Panel meets at regularly scheduled intervals and when necessary, interim meetings are scheduled.

All pertinent materials, including correspondence of the applicant setting forth his or her case, are made available to the Appeals Panel, which may seek further information from the participant or staff. Each member of the panel submits an independent report to the director after examining all the evidence; the director's decision is based on these independent reports.

The University regards the appeal process as the final administrative procedure for resolving grievance within the academic program. It is a mandatory step in the grievance procedure.

Alumni Association

Nova University has an active Alumni Association that is a division of the Office of University Relations and Development. The association is organized on three levels - local, state, and national - that work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communications between graduates and the University. The Office of University Relations and Development also offers a credentials file services. Additional information can be obtained from the Office of University Relations and Development, Nova University.
Faculty and Staff

CHARLES M. ACHILLES
National Lecturer
Management and Supervision
Ed.D. University of Rochester
Head, Department of Educational
Administration, Higher Education
and Research
University of North Carolina
Greensboro, NC 27412
919/379-5100

LUCILLE BEISNER
Practicum Advisor
Nova University
Ed.D. Ball State University

FLOYD BERGMAN
Practicum Advisor
Nova University
Ed.D. Wayne State University

OLIVIA BOGGS
Practicum Advisor
Nova University
Ed.D. Harvard University

DALE L. BRUBAKER
National Lecturer, Curriculum
Development
Professor of Education
Ph.D. Michigan State University
University of North Carolina, Greensboro
School of Education
Greensboro, NC 27412
919/379-5100

KENNETH BUSH
Practicum Advisor
Nova University
Ph.D. Purdue University

CLEVELAND CLARKE
Practicum Advisor
Nova University
Ed.D. Boston University

ROBERT CLARKE
Practicum Advisor
Nova University
Ed.D. Farleigh Dickinson University

LLOYD A. DUVALL
Director
National Ed.D. Program
for Educational Leaders
Nova University
Ph.D. Ohio State

ALLAN B. ELLIS
Senior National Lecturer
Appraising Leadership
in Education
Ed.D. Harvard University
President
Learning Solutions, Inc.
1701 Marina Isle Way
Suite 206
Jupiter, FL 33477
407/694-0155

MARIO D. FANTINI
Senior National Lecturer
Resource Management:
Utilizing Resources
for Improving Education
Ed.D. Harvard University
Professor of Education
University of Massachusetts
Amherst, MA 01002
413/545-0233

DAVID S. FLIGHT
Director of Practicums
Nova University
Ph.D. University of Chicago

JAMES W. GUTHRIE
Senior National Lecturer
School Finance and Budgeting
Ph.D. Stanford University
Professor, School of Education
University of California
Berkeley, CA 94720
415/655-4969

EMIL J. HALLER
Senior National Lecturer
Research for Improving the Schools
Ph.D. University of Chicago
Professor of Educational
Administration
Cornell University
403 Roberts Hall
Ithaca, NY 14853
607/272-3969

GUILBERT C. HENTSCHKE
National Lecturer, School Finance
and Budgeting
Ph.D. Stanford University
Dean, School of Education
University of Southern California
902-B Waite Phillips Hall
Los Angeles, CA 90090-0031
213/743-3852
LOUIS J. RUBIN
Senior National Lecturer
Curriculum Development
Ph.D. University of California, Berkeley
Professor of Education
University of Illinois
Urbana, IL 61801
217/333-1832

HARVEY SCRIBNER
Senior National Lecturer
Management and Supervision
Ed.D. Boston University
Professor of Education
University of Massachusetts
Amherst, MA 01003
413/545-2764

MICHAIL SCRIVEN
Senior National Lecturer
Evaluation
D.Phil. Oxford University
Professor of Education
University of Western Australia
P.O. Box 69
Pt. Reyes, CA 94956
415/663-1511

ULYSSES VAN SPIVAK
National Lecturer
Management and Supervision
Ph.D. Stanford University
Professor of Educational Leadership and Services
Old Dominion University
Norfolk, VA 23508
804/440-3337

DANIEL L. STUFFLEBEAM
National Lecturer
Evaluation
Ph.D. Purdue University
Professor of Education
Western Michigan University
Kalamazoo, MI 49008-5178
616/333-8166

BEN VERDILE
Practicum Advisor
Nova University
Ed.D. Rutgers University

DECKER WALKER
National Lecturer
Curriculum Development
Ph.D. Stanford University
Associate Professor of Education
Stanford University
Stanford, CA 94305
415/497-2102

ANN BARROW WEILER
National Lecturer
Appraising Leadership in Education
M.Ed., University of Virginia
Professional Human Resource Development and Training Consultant
P.O. Box 369
Newburyport, MA 01950
617/462-3496

FREDERICK M. WIRT
National Lecturer
Education Policy Systems
Ph.D. The Ohio State University
Professor, Department of Political Science
University of Illinois
Urbana, IL 61801
217/333-1144
IN REMEMBRANCE

The National Ed.D. Program for Educational Leaders has been operating long enough now that it has lost the services of some key people through their deaths. Five persons who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition.

DR. ROBERT W. BLANCHARD served as Superintendent of Schools in Portland, Oregon. He served as a member of the program’s Advisory Board from its first meeting in 1972 until his death. He consistently urged the University administrators to hold to the course chosen and to resist arbitrary demands of the states that would divert the program from its mission.

DR. JAMES B. MACDONALD began service as a National Lecturer in the Curriculum study area in 1972 and continued, despite a long illness, until his death in November, 1983. Through his teaching Dr. Macdonald challenged all Nova participants to build careers rooted in integrity.

DR. DAVID MINAR began work with Nova participants as a National Lecturer in the Policy study area in 1972. He died having provided inspiration and insight to his Political Science students at Northwestern, to scholars throughout the Nation, and to several hundred school administrators in the Nova program.

DR. MARK SHEDD served as a member of the Advisory Board for six years. He joined the Board in 1981 while serving as Commissioner of Education in Connecticut. After assuming a professorship at the University of Southern Maine, he continued to provide advice and counsel to the program. His contribution was substantial and his wisdom will be missed.

DR. RICHARD WILLARD began his 15 years association with the program as the designer and Senior National Lecturer of the original study area in Educational Leadership. Later he became National Lecturer in the Appraising Leadership in Education study area, a role he continued until his death in 1987. Participants, colleagues and Nova friends will remember Dr. Willard as a gentle, insightful, deeply caring teacher.

DR. KATHLEEN WRIGHT joined the practicum faculty in July, 1981. Until her death in August, 1985, she challenged several hundred students to their best efforts and inspired her advisor colleagues to the highest pedagogical standards. To all her Nova friends she exemplified fair play and steadiness toward the educational goal in all her professional contacts.
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS ADVISORY BOARD

The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The Board provides advice about curriculum, policies and procedures, program development, and representation of the program to the education community. The Advisory Board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.

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Nova University Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the 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, legal studies, and education.

This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER, for pre-kindergarten through middle school students, is located in The University School building, and for high school students, is located in the Parker Building. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from pre-school through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed at the Port Everglades site of the Oceanographic Center, 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 920-1909.

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 volume equivalents, contains the standard materials required for legal study and research: English, American, and state 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 United Nation's documents. The Law Center also houses a majority of the United States Government documents that are deposited with Nova University.

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 good 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 need 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 the Port Everglades site. 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 course work.
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.

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 fact as to whether or not the student is currently enrolled.

Nova may release without written consent information that it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.

Student Rights and Responsibilities

Academic Rights and Responsibilities

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including:

1. the rights of personal and intellectual freedom that are fundamental to the idea of a university,
2. a scrupulous respect for the equal rights of others,
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

The University expects its students to manifest a commitment to academic integrity, and to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

Original Work at Nova University

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student.

Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed part of the assignment.

Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.
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M.Ed. University of Oregon

JEAN GOLDENBERG
Speech Pathologist, Master’s Program in Speech and Language Pathology
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M.A. Queens College

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M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

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Assistant Coordinator of Western Programs

ROBERT K. GREENE
Student Advisor, GEM Programs; Practicum Research Assistant, Ed.D. Program in Early and Middle Childhood
B.A. Florida Atlantic University

LLOYD A. DUVALL
Director, National Ed.D. Program for Educational Leaders
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M.A. Kent State University
Ph.D. The Ohio State University

TONI HEPPLER
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Ed.D. George Washington University

JOAN D. HORN
Coordinator of Practicums, GEM Programs
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova University

CHARLES L. FAIRES
Director of Field Relations
National Ed.D. Program for Educational Leaders
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M.S. The University of Georgia
Ph.D. Kent State University

CYNTHIA L. JACKSON
Coordinator of Practicum Research, National Ed.D. Program for Educational Leaders
B.A. Spelman College
M.A. The Atlanta University
Ph.D. The Ohio State University

RICHARD GOLDMAN
Dean, Center for the Advancement of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

ANGELA FOX JORDAN
Speech Pathologist, Master’s Program in Speech and Language Pathology
B.A. Florida State University
M.S. Florida State University

SUE FASSANELLA
Program Administrative Assistant, Ed.D. Program in Early and Middle Childhood

MARY KREUTZER
Student Advisor, GEM Programs
B.S. Trenton State College

VERA FLIGHT
Coordinator of Graduate Student Development
Programs in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova University

DORI LUNSFORD
Assistant to the Director, National Ed.D. Program for Educational Leaders
BETSY MANELA  
Speech Pathologist, Master’s  
Program in Speech and Language Pathology  
B.A. Michigan State University  
M.S. Nova University  

ABBEY MANBURG  
Director, Ed.D. Program in Early and Middle Childhood, Master’s  
Program for Child and Youth Care Administrators  
A.B. Temple University  
M.S. City College of New York  
Ed.D. Nova University  

MARGARET T. MARBLE  
Coordinator of Marketing  
Center for the Advancement of Education  
B.Sc. McGill University  

DIANA MARCUS  
Director of Program Development,  
Ed.D. Program in Early and Middle Childhood  
B.A. Hunter College  
M.S. Queens College  
Ph.D. University of Connecticut  

JACK MILLS  
Director, Master’s Program in Speech and Language Pathology  
B.A. University of Texas  
M.A. University of Texas  
Sc. D. Johns Hopkins University  

PETER K. MILLS  
Associate Director, Programs for Higher Education  
B.A. Saint Peter’s College  
M.Ed. Rutgers University  
Ed.D. Rutgers University  

JOAN M. MIGNEREY  
Coordinator of Student Progress,  
National Ed.D. Program for Educational Leaders  
B.S. The Defiance College  
M.S. Bowling Green State University  
Ph.D. Michigan State University  

AL P. MIZELL  
Associate Director, GEM Programs  
B.Ed. University of Miami  
M.S. Florida State University  
Ed.S. Indiana University  
Ed.D. Indiana University  

ROSS E. MORETON  
Director, Programs for Higher Education  
B.S. Carson-Newman College  
M.S. East Tennessee State University  
Ed.D. The University of Mississippi  

DEO NELLIS  
Coordinator of Western Programs  
B.A. State University of N.Y. at Buffalo  
M.S. Nova University  
Ed.D. Nova University  

GAIL NEWMAN  
Speech Pathologist, Master’s  
Program in Speech and Language Pathology  
B.A. Temple University  
M.A. Temple University  

BARBARA PACKER  
Coordinator of Audiology, Master’s  
Program in Speech and Language Pathology  
B.A. Rutgers University  
M.S. Columbia University  

JOHANNE PECK  
Assistant Dean for Research and Program Development, Center for the Advancement of Education  
B.S. University of Maryland  
M.A. University of Maryland  
M.S. City College of New York  
Ph.D. University of Maryland  

ELIZABETH A. POLINER  
Director, Information Retrieval Service  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova University  

NORMAN W. POWELL, JR.  
Associate Director, Master’s  
Program for Child and Youth Care Administrators  
B.A. American University  
M.Ed. American University  
Ed.D. American University  

SYLVIA PRANT  
Program Administrative Assistant, Master’s Program for Child and Youth Care Administrators  
B.S. Nova University  

SANDRA K. RAMIREZ  
Supervisor of Operations, GEM Programs  

FRONA ROSS  
Coordinator of Curriculum, Master’s Program in Speech and Language Pathology  
B.A. Brooklyn College  
M.A. Rutgers University  
Ph.D. Florida State University  

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MARY ELLEN SAPP  
Director of Practicums, Ed.D.  
Program in Early and Middle Childhood,  
Master's Program for Child and Youth Care Administrators  
B.Ed. University of Miami  
M.Ed. Florida Atlantic University  
Ph.D. The Ohio State University  

MARILYN SEGAL  
Dean, The Family and School Center; National Lecturer, Ed.D.  
Program in Early and Middle Childhood  
B.A. Wellesley College  
M.S.W. McGill University  
Ph.D. Nova University  

MARK SELDINE  
Student Advisor, GEM Programs  
B.A. University of South Florida  
M.Ed. Florida Atlantic University  

STEPHEN I. SIPLET  
Director, Student Affairs, Center for the Advancement of Education  
B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University  

J. DONALD STANIER  
Director, GEM Programs  
B.A. Duquesne University  
M.Ed. Towson State University  
Ph.D. University of Pittsburgh  

LINDA SWAILS  
Operations Manager, Center for the Advancement of Education  

SHELLEY VICTOR  
Coordinator of Communications Disorder Center, Master's Program in Speech and Language Pathology  
B.A. State University of New York at Stoneybrook  
M.A. University of Miami  

DORIS WILKINSON  
Student Advisor, GEM Programs
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

Doctor of Arts (D.A.) in:
  Information Science
  Training and Learning Technology
Doctor of Business Administration (D.B.A.)
Doctor of Business Administration--
  Human Resource Management (D.B.A.--H.R.M.)
Doctor of Business Administration--
  International Management (D.B.A.-I.M.)
Doctor of Education (Ed.D.) in:
  Computer Education
  Early and Middle Childhood Education
  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.)
Doctor of Science (D.Sc.) in:
  Computer Science

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

Master's Degrees
  Master of Accounting (M.Ac.)
  Executive Master of Business

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

Administration in Banking (M.B.A.--Ex.)
Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Public Administration (M.P.A.)
Master of Science (M.S.) in:
  Child and YouthCare 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
  Learning Resources
  Marine Biology
  Microcomputer Applications in Management
  School Guidance
  Speech and Language Pathology
  Telecommunications Management
  Training and Learning
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 Director of Student Services, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of 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.