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Computer-Based Graduate Programs in Computer Education 1987-88 Catalog

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Computer-Based
Graduate Programs in
Computer Education

1987-88 Catalog

Doctor of Education (Ed.D.) in
Computer Education

Educational Specialist (Ed.S.) in
Computer-Based Learning

Master of Science (M.S.) in
Computer-Based Learning

Volume 3, Published December, 1987

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

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.
Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected that indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality while it is meeting these needs.

Abraham S. Fischler
President, Nova University

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The Center for the Advancement of Education

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 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 geographic 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 Center for the Advancement of Education offers:

At the doctoral level--
- Ed.D. in Educational Leadership
- Ed.D. in Computer Education
- Ed.D. in Higher Education; Vocational, Technical, Occupational Education; or Adult Education
- Ed.D. in Early and Middle Childhood

At the master's or educational specialist level--
- The GEM Programs
- M.S. in Computer Education
- Ed.S. in Computer Education
- M.S. in Speech and Language Pathology
- M.S. in Child and Youth Care Administration
Computer-Based Graduate Programs in Computer Education

SECTION I: INTRODUCTION

Background and Mission

The first doctoral degree in computer education, the doctor of education in computer education (Ed.D.), was established in 1984 at Nova University as an advanced training opportunity for those completing the master of science degree in computer education that had been established in 1979 at Nova University. It has since evolved to serve all computer literate educators and trainers regardless of the major in their master's program. The purpose of the doctoral program is to provide graduates with effective leadership capabilities to help improve the field of education through the effective use of modern technology. In January, 1986, the master of science (M.S.) and the educational specialist (Ed.S.) degrees in computer-based learning were introduced. These programs were designed for practitioners working in an educational or training setting where the use of high technology could improve the teaching/learning process.

Effective educators with some experience in the use of computers at university, college, or K-12 levels, as well as trainers in government and business, are eligible to apply for these opportunities to become skilled in the use of telecommunications, software design, and the use of research and theory in educational applications. Participation in the programs is open to qualified individuals who have access to Tymnet.
The Cohort Concept

The Ed.D., Ed.S., and M.S. computer-based degree programs are delivered online to students organized as "cohorts" or groups of learners. There are two new cohorts (i.e., groups of students from across the country) formed each year for the doctoral and educational specialist programs; one cohort begins each January; the second cohort starts in July. The same format is used in the M.S. degree for the CAP and CED specialties only. Individuals are expected to apply and begin their online introductory work in the program as soon as they have been interviewed and formally accepted into the program. This may be up to five months before the official starting date for their cohort. Students in the AE and EE specialties of the master's program begin their online, introductory work on an individual basis as soon as their applications are reviewed and approved for admission. They officially begin their master's program by attending an initial orientation weekend meeting – offered at various locations and times.

International Students

Students from other countries generally find their online costs to be significantly higher than those of students within the U.S. They also find it to be rather expensive and difficult to attend both the winter and summer institutes. Therefore, it is possible for such students to belong to both a regular cohort and to the International Cohort. These students do not have to attend the winter institute. Instead, they spend the entire month of July and part of August on campus in full-time work on the program. Although most of their time is spent online and in the library on campus working independently or in small groups, there are some group meetings and other meetings held with the program staff and faculty. The goal for their work during July is to complete as much of their online work for the next year as possible. This should mean that they can limit their overseas online connect time to about one hour per week or less. Students also must go through an introduction to their winter term courses while on campus in July so they are able to maintain normal progress in the program.

If a non-U.S. international student attends full time on the main campus, then the following requirements must be satisfied.

In most cases non-U.S. international students are required to obtain a student (F-1) Visa or an Exchange Visitor (J-1) Visa. Students are not permitted to study in the United States on a Visitor (B-2) Visa.

All international students must submit the following documentation along with their completed application and application fee.

1. All secondary school and college level transcripts. Transcripts must be in official English language translation (this applies to transcripts that are not already in English). Students must have the equivalent of an American high school diploma.

2. In order to obtain an I-20 (application for F-1 Visa) or an IAP-66 (application for J-1 Visa) students must submit a letter from a financial institution indicating the amount of money available. The minimum amount is determined by the budget prepared by the Nova University Office of Student Financial Planning and Resources. A notarized letter from a sponsor is required if the student is sponsored by a public or private organization or an individual. The financial guarantee must include provisions for any dependents who will be residing in the United States with the student.

3. Students who required an IAP-66 must purchase medical insurance. The student must contact the international student advisor for further information concerning insurance. After all of the above information has been received an I-20 or IAP-66 form will be sent to the student along with an acceptance letter.

All international students whose language is not English, must take the Nova University Intensive English Exam. Failure to achieve satisfactory scores on the Intensive English Exam will require additional study in the Intensive Language Program.

Note: International students who reside in the United States must attend institutes on the main campus. A separate brochure is available with additional information on the International Cohort concept.
Program Overview

There are three different computer-based graduate degrees offered in the area of computer education:

The doctor of education (Ed.D.) in computer education
The educational specialist (Ed.S.) in computer-based learning
The master of science (M.S.) in computer-based learning
(A compressed, combination M.S./Ed.D. program is also available to selected students who hold only the bachelor's degree.)

Applicants must hold a master's degree from a regionally accredited institution to enter either the Ed.D. or the Ed.S. program and a bachelor's degree to enter the M.S. program. All programs use the same electronic communication process and a similar approach to assignments and practicums. They all include face-to-face meetings through intensive one-week institutes in Florida. At these one-week (i.e., 6 to 9 days) formal institutes, students participate in a variety of activities such as presentations; informal interactions; lectures, discussions, and institute activities in two new study areas; and completion of proctored exams. This event brings together students from all cohorts and all geographic locations served by the program. Emphasis at the institutes is on the key issues in the various study areas and in the general field of computer education. Students are required to provide their own food, lodging, and travel expenses for these institutes.

The most salient aspects of this field-based approach are the extensive use of computer-based telecommunications supplemented by the intensive summer and winter institutes. As practitioners, students are required to apply their newly acquired knowledge and competencies to the test of reality through direct application within their own work environments. The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional graduate programs, the ability to perform as an outstanding practitioner is assumed to be a consequence of earning the degree. In these three programs at Nova University, it is a condition for earning the degree.

Information Retrieval Service

Students are required to conduct an electronic literature search for each of their practicums. The Information Retrieval Service (IRS) was designed to provide Nova students with an opportunity to acquire resources that might not otherwise be available to them. Its function is to supply students with some of the resources (e.g., computer searches, ERIC microfiche, and consultation services) needed for planning practicums. The result of a computer search is a printout that contains the full bibliographic citation of all documents and journal articles related to the requested search. The computer printout amounts to an annotated bibliography. Using the data in the printout, students can locate complete copies of desired materials.

Communication Process

ELECTRONIC TOOLS

The program facilitates the design and application of information systems based on emerging technologies in computers and telecommunications. It enables students to develop programs and instructional systems using them in their own work environments to take full advantage of the latest in software tools, telecommunications, and hardware design. For this reason the program has been designed to operate in a UNIX* operating system environment. The UNIX operating system has expanded into most fields of computer usage, from university mainframe environments to office computers and personal microcomputers. Using modems with their personal computers, students can connect to Nova's computers by calling local phone numbers. Students who do not live in a normal Tymnet access location within the continental United States will have to pay a toll or service charge to reach their nearest local Tymnet number. Student tuition includes up to 100 hours of connect time on Nova's computer for each student each year. If they wish, students may also purchase additional hours of connect time. The UNIX system includes numerous software tools in a command interpreter called the "Shell." The Shell enables students to communicate online with professors and with other students about projects and problems. This is accomplished through communication utilities in the Shell called "mail," "write," and "talk." These utilities enable students: to "mail" documents to their professors, to ask questions of their instructors or other students; and to receive bulletins concerning the program.

* UNIX is a trademark of AT&T Technologies and Bell Laboratories
Written Assignments and the Practicum Archive

Each study area includes a variety of assignments and activities to complete locally. Most of these written assignments are then entered online.

Practicums are applied research projects designed to promote solutions to current problems in the students' institutions or their professional field through the application of microcomputers and/or telecommunications.

Students are required to satisfactorily complete practicums that address significant problems in their own organizations. These projects are reviewed and corrected; comments are then sent back to the student's home directory to be read, reacted to by the student, and then filed.

Study Areas

Each degree program includes the completion of specified formal study areas. Each of these study areas, directed by a senior national lecturer, introduces students to the topic through a printed study guide and structured online and offline activities. Students meet with the national faculty at the institute sessions. Assignments and questions are submitted electronically to the faculty. Exams for the study areas are administered at the institute meetings.

SECTION II: DEGREES OFFERED

There are three graduate degrees in computer education currently available through the electronic delivery system: 1) the doctor of education in computer education; 2) the educational specialist degree in computer-based learning; and 3) the master of science degree in computer-based learning. Each of these degree programs is briefly described in the following sections. There are also several versions of these programs being developed for those with specific needs; e.g., a four-year combination master's/doctorate program in computer education, a postdoctorate program in computer education, and a non-credit certificate program. If you are interested, contact the Center for the Advancement of Education for current information on these programs.

The Doctor of Education in Computer Education Degree (Ed.D.)

The five major components in this program are: 1) the eight online study areas, 2) two 1-week institutes each year, 3) the professional experience project (PEP), 4) three practicums, and 5) a comprehensive synthesis of the students' three years' work. Students are expected to declare an area of specialization within the program topics by the beginning of their second year.

STUDY AREAS

There are eight study areas in the Ed.D./CED program. Students begin one or two of these study areas at the institutes and then have four months to complete them.

PROGRAMMING PROFICIENCY

It is the responsibility of each doctoral student, during the first two years of the program, to acquire—outside the program—and to be able to demonstrate competency in advanced BASIC and introductory Pascal programming. This must be completed prior to registering for Study Area #7 (Advanced Structured Programming) in the student's third year.
INSTITUTES

All doctoral cohorts meet together twice a year for three years; Ed.S. and M.S. students meet for three consecutive institutes (i.e., two summer and one winter or two winter and one summer). Winter institutes are held at the site of the Florida Instructional Computing Conference (in Orlando, Florida) in January or February for six days. This involves missing four days from the home position. Summer institutes are held on the Nova University main campus in middle to late July for a period of nine days (including two weekends). Doctoral students must attend a total of six institutes.

Study areas begin approximately one month prior to each institute and conclude at the following institute. Proctored exams are administered at the institute. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PROFESSIONAL EXPERIENCE PROJECT (PEP)

Each doctoral student must plan, have approved, and complete during the three-year program an individual professional growth and dissemination experience project. It must contain the equivalent of participation at two annual conferences (including presentations and service to the profession) of major professional associations related to computer-based learning and a variety of other activities designed to encourage the student to grow professionally. The plan will be updated prior to each institute and submitted as a synthesis report at the sixth institute. The final report will also contain a log of activities completed at each of the six institutes.

PRACTICUMS

Doctoral students must successfully complete three practicums. The third practicum is a major practicum; it is of broader scope and has greater impact than the first two practicums.

COMPREHENSIVE SYNTHESIS

Upon completion of the student's final study area, a set of comprehensive review questions will be electronically mailed to the student to answer. These questions will require the student to synthesize key concepts and skills acquired during the three-year program from all study areas, practicums, and the PEP with a strong emphasis on the student's area of specialization (modules of expertise and practicums). An online defense will be conducted using the "electronic classroom" (ECR)* utility on the UNIX operating system.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the service fee, new students usually spend one to five months becoming familiar with the techniques of electronic telecommunications. All new students are allotted sufficient online time during the familiarization period to learn how to use their equipment to communicate electronically. They then begin formal coursework with their cohort in the instructional sequence specified for their degree.

* ECR was developed by Don Joslyn of Nova University in 1987.
The Doctor of Education Degree in Computer Education Curriculum Sequence

FIRST YEAR

TERM 1

STUDY AREA #1 Digital Computers and Telecommunications
CED 7710 - DIGITAL COMPUTERS IN EDUCATION (3 credits)  
CED 7712 - APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING (3 credits)

STUDY AREA #2 Educational Research and Evaluation
CED 7721 - EDUCATIONAL RESEARCH AND EVALUATION (3 Credits)  
CED 7722 - APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION (3 credits)

TERM 2

STUDY AREA #3 Learning Theory and Computer-Based Learning (CBL)
CED 7735 - LEARNING THEORIES (3 credits)  
CED 7736 - CURRICULUM DESIGN AND COMPUTER-BASED LEARNING (3 credits)

PRACTICUM #1
CED 7701 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN EDUCATION (6 credits)

SUMMER INSTITUTE #1
One week in July in Florida

WINTER INSTITUTE #2
One week in January in Florida

SECOND YEAR

TERM 3

STUDY AREA #4 Database Management Systems
CED 7745 - FUNDAMENTALS OF DATABASE SYSTEMS (3 credits)  
CED 7746 - APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)

STUDY AREA #5 Courseware
CED 7755 - COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (3 credits)  
CED 7756 - APPLICATIONS OF SOFTWARE AND COURSEWARE DESIGN PRINCIPLES (3 credits)

TERM 4

STUDY AREA #6 Intelligent Instructional Systems
CED 7765 - INTRODUCTION TO SYSTEMS ANALYSIS AND PROBLEM SOLVING (3 credits)  
CED 7766 - ARTIFICIAL INTELLIGENCE SYSTEMS (3 credits)

PRACTICUM #2
CED 7702 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN THE PROBLEM-SOLVING PROCESS (6 credits)

SUMMER INSTITUTE #3
One week in July in Florida

WINTER INSTITUTE #4
One week in January in Florida
THIRD YEAR

TERM 5

STUDY AREA #7a Advanced Structured Programming
CED 7775 - ADVANCED PASCAL (3 credits)

STUDY AREA #8 Management and Leadership in the Use of Technology
CED 7785 - MANAGEMENT TECHNIQUES (3 credits)
CED 7786 - LEADERSHIP IN EDUCATION AND TRAINING (3 credits)

MAJOR PRACTICUM #3
CED 7704 - MAJOR PRACTICUM PROPOSAL (6 credits)

TERM 6

STUDY AREA #7b Advanced Structured Programming
CED 7776 - THE "C" PROGRAMMING LANGUAGE (3 credits)

MAJOR PRACTICUM #3
CED 7705 - MAJOR PRACTICUM REPORT: (TITLE) (6 credits)

SUMMER INSTITUTE #5
One week in July in Florida

WINTER INSTITUTE #6
One week in January in Florida

The Educational Specialist Degree in Computer-Based Learning

The four major components in the Ed.S. program are: 1) three online study areas (6 credits each), 2) four three-credit courses in the specialty area, 3) three one-week institutes during the program and 4) completion of a formal practicum.

COURSES AND STUDY AREAS

There are three study areas and four separate courses in the Ed.S. program. Each study area consists of two three-credit courses. Students also select a specialty area consisting of four three-credit courses. There are two specialities in the computer education area: adult education and electronic education. Students may also select a specialty in information resources management, information systems, or training and learning offered by the Center for Computer-Based Learning. Students begin their orientation to the UNIX system as soon as they are accepted into the program. After completing the orientation, they may begin informal work on the first study area. At the institute, they are formally registered in both the first and second study areas; they then have four months to complete both areas. The Ed.S. students are incorporated into the equivalent doctoral cohort for the first year of their program and they meet many of the same requirements that the doctoral students meet during their first year.

This process is repeated at their second institute six months later. However, during their second six-months in the Ed.S. program, students take only one study area while they complete their practicum activity. During the second institute, Ed.S. students will also begin work on the first two courses in the four-course specialty area that they will select at this time.

INSTITUTES

All educational specialist students meet at a formal week-long institute every six months for the year and one-half of the program. Each student must attend three institutes during the eighteen-month program. Depending upon when the student begins the program, this means attending two summer and one winter institute or two winter and one summer institute. The winter institute is held at the site of the Florida Instructional Computing Conference (in Orlando, Florida) in January or February for 6 days. This usually involves missing four days of work. The summer institute is held on the Nova University main
campus in middle to late July for a period of 9 days (including two weekends). Study areas begin approximately one month prior to each institute and include an exam at the institute. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

Ed.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the home setting.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the service fee, new Ed.S. students usually spend one to five months becoming familiar with the techniques of electronic telecommunications. Each new student is allotted sufficient online time during the familiarization period to learn how to use their equipment to communicate electronically. They then begin formal coursework with their cohort in the instructional sequence specified for the Ed.S. degree.

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<td><strong>STUDY AREA #1 Digital Computers and Telecommunications</strong></td>
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<tr>
<td>CED 7710 - DIGITAL COMPUTERS IN EDUCATION (3 credits)</td>
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<td>CED 7712 - APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING (3 credits)</td>
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<td><strong>STUDY AREA #2 Educational Research and Evaluation</strong></td>
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<tr>
<td>CED 7721 - EDUCATIONAL RESEARCH AND EVALUATION (3 credits)</td>
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<td>CED 7722 - APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION (3 credits)</td>
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<td><strong>ACTIVITY #3 Practicum #1</strong></td>
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<td>CED 7701 - PRACTICUM IN THE UTILIZATION OF COMPUTERS IN (K-12 or Adult) EDUCATION (6 credits)</td>
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<tr>
<td><strong>STUDY AREA #4 Database Management Systems</strong></td>
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<td>CED 7745 - FUNDAMENTALS OF DATABASE MANAGEMENT SYSTEMS (3 credits)</td>
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<td>CED 7746 - APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)</td>
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<td><strong>SUMMER INSTITUTE #1</strong></td>
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<td>One week in July in Florida</td>
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<td><strong>WINTER INSTITUTE #2</strong></td>
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<td>One week in January in Florida</td>
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The Educational Specialist Degree in Computer-Based Learning Curriculum Sequence

SECOND YEAR
(12 semester hours)

TERM 3

All computer education Ed.S. students will also take four 3-credit courses in their specialty area as listed below:

ADULT EDUCATION (AE) SPECIALTY
Students employed in higher education or adult education will take the following four 3-credit courses:
#1 - CED 728 Programming Microcomputers in Pascal
#2 - CED 729 Advanced Programming of Microcomputers in Pascal
#3 - CED 730 Data Structures
#4 - CED 5575 Specialized Project in Adult Education

ELECTRONIC EDUCATION (EE) SPECIALTY
Students employed in K-12 settings and majoring in electronic education will take the following four 3-credit courses:
#1 - CED 728 Programming Microcomputers in Pascal
#2 - CED 729 Advanced Programming of Microcomputers in Pascal
#3 - CED 730 Data Structures
#4 - CED 5574 Specialized Project in the K-12 Setting

INSTITUTE #3
One week in Florida in January or July

The Master of Science Degree in Computer-Based Learning (CBL)

The master of science degree with a major in computer-based learning is offered by the Center for the Advancement of Education (CAE) in cooperation with the Center for Computer-Based Learning and offers a choice of four specialties:

1) Computer Applications (CAP) 3) Adult Education (AE)
2) Computer Education (CED) 4) Electronic Education (EE)

The first two specialties, CAP and CED consist of: 1) three 9-credit "modules" of courses plus a single three-credit course; 2) a six-credit practicum experience; and 3) three week-long institutes in Florida during the eighteen-month program. CED specialty students may elect to take the GEM (Saturday or summer) CED III module to replace module 3 in this program; CAP specialty students may take the GEM CAP module to replace their module 4 in this program.

COMPUTER APPLICATIONS AND COMPUTER EDUCATION SPECIALTIES

The program for the first two specialties includes three modules consisting of three courses each. Modules 1 (Telecommunications) and 2 (Computers in Education) are taken by students in both the CAP and the CED option. Module 3 (Structured Programming) is taken by students in the CED option; module 4 (Applications) is taken by those in the CAP option. Students begin their orientation to the UNIX system as soon as they are accepted into the program. After completing the orientation, they begin informal work on their first module. Students in these two options officially begin their modules at the next institute.

INSTITUTES

Master's students meet together at formal week-long institutes. Students in these two options meet every six months in a similar institute. Each student must attend a total of three institutes during the eighteen-month program. The summer institute is held on Nova University's main campus in middle to late July for a period of nine days. The winter institute is held at the site of the Florida Instructional Computing Conference (in Orlando, Florida),
in January or February for six days. This usually involves missing four days of work. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

M.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the student's work setting.

SEQUENCE OF INSTRUCTION

Following acceptance and payment of the tuition, new M.S. students in the CAP and CED specialties begin their online, orientation. Students purchase their online time in packets of 20 hours; they learn to use their time online wisely and to do much of their work offline on their own computers for later uploading.

In both of these specialty areas, students will enroll in two modules (18 credits), take a single course, and begin their practicum activity during their first year in the program.

The Master of Science Degree in Computer-Based Learning (CBL) Curriculum Sequence

Computer Applications and Computer Education Options

FIRST YEAR
(24 semester hours)

TERM #1:

CBL MODULE 1 - TELECOMMUNICATIONS (9 credits)
3 credits: CED 5511 Digital Computers, Operating Systems, and Telecommunications
3 credits: CED 5512 Computer Applications in Education
3 credits: CED 5513 Structured Programming with High Level Procedural Languages

SINGLE COURSE
3 credits: CED 5514 Software Quality Assurance

INSTITUTE #1
One week institute (summer on main campus; winter in Orlando)

TERM #2:

CBL MODULE 2 - COMPUTERS IN EDUCATION (9 credits)
3 credits: CED 5515 Databases in Education
3 credits: CED 5516 Instructional Theory and Design
3 credits: CED 5517 Computer Assisted Instruction

SINGLE COURSE
3 credits: CBL 5509 Practicum in Computer-Based Learning: Proposal

INSTITUTE #2
One week institute (summer on main campus; winter in Orlando)
SECOND YEAR
(12 semester hours)

TERM #3:
CED Specialty students take Module 3:
CBL MODULE 3 - STRUCTURED PROGRAMMING (9 credits)
3 credits: CED 728 Programming Microcomputers in Pascal
3 credits: CED 729 Advanced Programming of Microcomputers in Pascal
3 credits: CED 730 Data Structures

CAP Specialty students take Module 4:
CBL MODULE 4 - COMPUTER APPLICATIONS (9 credits)
3 credits: BED 500 Word Processing with Microcomputers
3 credits: CED 521 Computer Assisted Instruction: Courseware Version
3 credits: CED 721 Administrative Applications of Microcomputers

SINGLE COURSE
3 credits: CBL 5510 Practicum in Computer-Based Learning: Implementation

INSTITUTE #3
One week institute (summer on main campus; winter in Orlando)
12 credits
TOTAL = 36 semester hours + 3 institutes

ADULT EDUCATION AND ELECTRONIC EDUCATION SPECIALTY OPTIONS

The second two specialties, AE and EE, consist of four major components: 1) eight 3-credit, core courses; 2) two 3-credit courses in the specialty area; 3) two 1-week summer institutes in Florida during the eighteen-month program; and 4) completion of a formal practicum.

COURSES

There are eight separate online common core courses in the M.S. program in these two specialities. Students in these two specialty areas take the common core during their first year. Students then pursue their specialty area consisting of two 3-credit courses and a six-credit practicum in their specialty. They may follow one of the two options offered by CAE (i.e., Adult Education or Electronic Education) or they may select a specialty offered by the Center for Computer-Based Learning (i.e., Information Resources Management, Information Systems, or Training and Learning).

Students begin their orientation to the UNIX system as soon as they are accepted into one of these specialties. After completing the orientation, they then begin formal work on their first course. As soon as one course is completed, students begin work on their next course. When appropriate, they will be enrolled in two courses simultaneously.

INSTITUTES

All master's students meet together at a formal week-long summer institute on campus after they begin the program. They meet again a year later in an additional institute. Each student in these options must attend a total of two institutes during the eighteen-month program. The summer institutes are held on Nova University's main campus in middle to late July for one week. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program.

PRACTICUM

M.S. students must successfully complete one practicum; i.e., an action research project in the improvement of the educational process using computers and/or telecommunications. It is usually focused on a problem in the student's work setting.
SEQUENCE OF INSTRUCTION

Following acceptance and payment of the tuition, new M.S. students begin their formal, online, coursework. Students purchase their online time in packets of 20 hours; they learn to use their online time wisely and to do much of their work off line on their own computers for later uploading.

Regardless of the specialty selected, students will take a core of eight courses during their first year in the program. They will then complete their specialty area by taking their two specialty area courses and completing an action-research practicum. The core courses and the courses in these two specialties are listed below:

### MASTER'S CORE COURSES:

- **3 credits:** #1 CBL 5501 An Introduction to Digital Computers and Telecommunications
- **3 credits:** #2 CBL 5502 Online Information Systems
- **3 credits:** #3 CBL 5503 Statistics, Measurement, and Quality Control
- **3 credits:** #4 CBL 5505 Database Management Systems
- **3 credits:** #5 CBL 5507 Theory of Human Factors
- **3 credits:** #6 CBL 5508 Systems Analysis and Design
- **3 credits:** #7 CBL 5511 Strategic Management, Leadership, and Finance
- **3 credits:** #8 CBL 5512 Case Analyses

24 credits in year one

All computer-based master's students then take the four courses listed in their specialty area. These are the same specialties and courses offered for Ed.S. students:

### ADULT EDUCATION (AE) SPECIALTY

Students employed in colleges or universities (higher education) or in adult education will take the following four courses:

- **3 credits:** #9 CED 5572 Introduction to Structured Programming in Pascal
- **3 credits:** #10 CED 5573 Advanced Computer Programming in Pascal
- **3 credits:** #11 AE 5509 Practicum Proposal in CED for Adult Education
- **3 credits:** #12 AE 5510 Practicum Report in CED for Adult Education
ELECTRONIC EDUCATION (EE) SPECIALTY

Students employed in K-12 settings and involved in the use of computers in teaching or administration will take the following four 3-credit courses:

3 credits: #9 CED 5572 Introduction to Structured Programming in Pascal
3 credits: #10 CED 5573 Advanced Computer Programming in Pascal
3 credits: #11 EE 5509 Practicum Proposal in CED in the K-12 Setting
3 credits: #12 EE 5510 Practicum Report in CED in the K-12 Setting

SECTION III: ADMINISTRATIVE INFORMATION

Admissions

Since the programs are designed for professionals in education and training, the following entry requirements must be satisfied by each applicant:

DOCTORAL OR EDUCATIONAL SPECIALIST DEGREE APPLICANTS

1. A master's degree from an accredited university; however, a bachelor's degree is appropriate if applying for the four-year combination Ed.D./M.S. program.
2. At least one year of professional experience in education or training;
3. Sufficient computer literacy to select and use microcomputer software in an educational setting and to describe the purposes of programming languages including the presentation of oral arguments that the applicant has an aptitude for learning programming independently;
4. Completion of a portfolio with appropriate work experience, credentials, and original written materials that demonstrate effective communication skills;
5. Three letters of recommendation;
6. An application form with the application fee and transcripts of all prior graduate work;
7. Demonstration of effective oral communication skills through a formal oral interview;
8. For the doctorate, a description of how proficiency in advanced BASIC programming (through random file handling) and introductory Pascal programming will be accomplished prior to taking Advanced Structured Programming (Study Area #7) at the start of the third year in this program.

The Admissions Committee will make final decisions concerning admissions. Following formal acceptance, students will submit the service fee. They will then receive their user code and introductory UNIX materials so they can have sufficient online experience prior to their initial cohort meeting at the institute. About six weeks prior to each institute, students will submit a registration form and a quarterly tuition payment. They will then be added to the course rolls and the instructional materials will be sent to them. This usually includes a study guide, information on text purchases and assignments, plus a videotape (1/2 inch VHS) with an orientation by the senior national faculty member.
MASTER OF SCIENCE DEGREE APPLICANTS

Applicants must meet the following requirements to begin the master of science in computer-based learning program:

1. A bachelor's degree from an accredited college or university;
2. At least one year of professional experience in education or training;
3. Sufficient computer literacy to select and use microcomputer software in an educational setting and to describe the purposes of programming languages including the presentation of oral arguments that the applicant has an aptitude for learning programming independently;
4. Completion of a portfolio with appropriate work experience, credentials, and original written materials that demonstrate effective communication skills;
5. Three letters of recommendation;
6. An application form with the application fee and transcripts of all prior college courses.

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.

PROGRAM PUBLICITY

Unless students notify the program office in writing, their names, addresses, and phone numbers may be shared with current and prospective students for recruitment and/or program publicity purposes.

FEES AND TUITION

DOCTORAL AND EDUCATIONAL SPECIALIST DEGREES

The application must be accompanied by a $30 check made payable to Nova University. This is a one-time nonrefundable Ed.S. or doctoral application fee. Also, there is a nonrefundable service fee of $350 due upon acceptance into the program. The service fee is valid only during the term in which it is paid. If the student does not begin the program during that term, an additional service fee must be paid to extend acceptance into the next term. If the service fee is not paid within one year of the interview, a new interview will be required and a $100 re interview fee will be charged. The tuition for the current year is $4,000 plus a $50 registration fee for each six-month term. A service fee is also paid each year of the program. If quarterly payments are selected, each payment is $1,025. A registration fee of $25 is included in each payment. A $50 late fee is assessed on each payment received after the due date.

Doctoral students who must continue beyond three years, and educational specialist students going beyond two years, go into continuing services. Students in continuing services may extend for a six-month period at an additional charge of one-half of the then-current tuition. A second six-month extension may also be requested. Students may receive a third six-month extension with the permission of the student affairs committee. The fee is the same regardless of how much of the six-month period is used to complete the program. The full payment for each extension must be paid at the beginning of the extension.

Online hours during the extensions are purchased separately in packages of twenty hours each at the then-current hourly charge. If Ed.S. students submit equivalent experiences for evaluation, there is a charge of $50/credit awarded up to the maximum of three credits. If a student withdraws and is later accepted back into the program, a readmission fee that is equivalent to the then-current service fee must be paid. Graduation fees and cap and gown rentals are paid during the final year. Tuition and fees are subject to change. Up to 100 hours of computer time are provided.
for each of the three years of the doctoral program. One hundred hours are allotted for the first year of the Ed.S. program and 50 hours for the second year. These hours are not cumulative. Additional hours are billed at the then-current rate. The hours for online operation are between 7 P.M. and 6 A.M. (local time) on weekdays and all day on weekends.

Students must purchase their own textbooks and cover the cost of their own lodging, meals, registration, and travel expenses for the institute sessions.

Annual costs for the program vary with each individual but the following breakdown of typical expenses may serve as a planning guide:

- Application fee $30 (one time)
- Annual service fee 350/year
- Annual tuition 4,000/year
- Registration and service fees 100/year
- Books and materials 350/year
- Excess online charges; approx. $10 per hour for online time over the 100 hours allotted
- Institute travel, meals, rooms, etc. 2,000/year

Total estimate for first year $7,080

Potential Additional Expenses:
- Computer equipment and modem if not currently owned: $1,000 to $5,000.
- If access to your Tymnet node is not a local call, additional toll charges for your 125 hrs./year online may run $5 to $15/hr. (usually higher outside the United States).

MASTER OF SCIENCE DEGREE APPLICANTS

The application must be accompanied by a $30 check made payable to Nova University. This is a one-time nonrefundable M.S. application fee. Tuition currently is $3,200/year for 1 1/2 years; this is $134.00 per credit. There is a $15 registration fee for each three-month term. A partial scholarship of $16 per credit is available for qualified educators selecting the CAP or CED options only. Students must also purchase computer time in packets of 20 hours. Currently, a twenty-hour packet costs $140. The cost includes both time on the Nova mainframe and the cost of Tymnet, even if Tymnet is not used. If students cannot access a Tymnet node via a local number, they must pay their own toll access charges to the nearest net location. A late fee is assessed on each payment received after the due date. Master's students going beyond two years go into continuing services.

Students in continuing services may extend for a 6-month period at an additional charge of one-half of the then-current tuition. A second 6-month extension may also be requested. Students may receive a third six-month extension with the permission of the student affairs committee. The fee is the same regardless of how much of the six-month period is used to complete the program. The full payment for each extension must be paid at the beginning of the extension. Online charges during the extensions are purchased separately in packages of twenty hours each at the then-current hourly charge. If students submit equivalent experiences for evaluation, there is a charge of $50 per credit awarded up to the maximum of three credits. Graduation fees and cap and gown rentals are paid during the final year. Tuition and fees are subject to change.

The hours for online access are between 7 P.M. and 6 A.M. (local time) on weekdays and all day on weekends. There are five holidays during the year when access is available all day: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and the Fourth of July.

Students must purchase their own textbooks and cover the cost of their own lodging, meals, and travel expenses for the summer sessions.

Annual costs for the program vary with each individual but the following breakdown of typical expenses may serve as a planning guide:

- Application fee $30 (one time)
- Annual tuition 3,200/year
- Registration and service fees 60/year
- Books and materials 250/year
- Online charges; 900/year
- Institute travel, meals, rooms, etc. 1,000/year

Total estimate for first year $5,440

Potential Additional Expenses:
- Computer equipment and modem if not currently owned: $1,000 to $5,000.
- If access to your Tymnet node is not a local call, additional toll charges may run $5 to $15/hr. (usually higher from outside the United States).
Refunds

**DOCTORATE AND EDUCATIONAL SPECIALIST DEGREE**

Students who have paid tuition before the start of the first study area must notify the CED office in writing of their intent to withdraw from the program before the first online session is scheduled. They will be entitled to a full refund of all monies paid, with the exception of the $30 nonrefundable application and the $350 service fee. If an official withdrawal letter is received during the first month of any quarter, the student will be entitled to a credit for two-thirds of the tuition paid for that quarter. If the withdrawal occurs during the second month of the quarter, students will receive credit for one-third of that quarter's tuition. If written notice of withdrawal is received after the second month, refund credit will not be given. Students are responsible for continuing tuition payments until the official withdrawal is received by the program office. If an application is rejected, the applicant will be refunded all monies paid except the nonrefundable application fee.

**MASTER OF SCIENCE DEGREE**

Students who use no online time but who have paid tuition and notify the Program Office of their intention to withdraw from the program prior to the beginning of a new term, will be entitled to a full refund of all monies paid, with the exception of the $30 nonrefundable application fee. Students who withdraw prior to the end of the third week after a new term begins will be entitled to a 60% refund of tuition. Refund credit will not be given after the end of the third week of a new term. In regard to refund of online fees, the adjustment will depend upon the hours used. If an applicant is rejected, all monies will be refunded except the nonrefundable $30 application fee. Tuition may be paid by check, Mastercard, American Express, Choice, or Visa. Please call Accounts Receivable at 305/475-7614 for further information.

Veterans' Benefits

Nova University academic programs are approved by the Coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' education benefits. The Office of the Registrar, 305/475-7413, will assist veterans in applying for benefits.

Financial Aid

Information on Financial Aid and Student Loans can be obtained from our office of Student Financial Planning and Resources, 305/475-7411.

Progress Records

Nova University maintains up-to-date progress records on each student. Each V.A. student will be provided with a grade/progress report at the end of every term. A copy of each report will be placed in the student's permanent file maintained by the University.

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

Grading Systems

**DOCTORATE AND EDUCATIONAL SPECIALIST DEGREE**

Grades of PASS or NO PASS are assigned for each course and practicum. A "pass" is equivalent to a minimum of a letter grade of "B." A withdrawal ("W") is assigned if the student officially withdraws from the course (in writing) prior to the exam. If the student has made sufficient effort to complete a course but has encountered extenuating circumstances, he/she may request an incomplete grade ("I") from the instructor. If approved, the instructor will set the time limit (1 to 6 months) for the student to complete the course before the grade must become a "P" or an "NP." Course grades are assigned by the faculty responsible for each course, and practicum grades are recommended by the practicum evaluator and assigned by the director of practicums. Students receiving a grade of NO PASS in a course or on a practicum will be placed on academic probation until the course has been retaken and passed. Students who receive two NO PASS grades (courses and/or practicums) will be terminated from the program. Readmission following academic dismissal is not possible in this program.
MASTER OF SCIENCE DEGREE PROGRAM

Each course and practicum will be graded on a traditional letter grade basis with an "A" equivalent to a GPA of 4.0. The "expected" grade for meeting criteria will be a "B"; only exceptional work will receive a grade of "A." "W" and "I" grades may be assigned as described above.

MASTER OF SCIENCE GRADING POLICY

Each course and practicum will be graded on a traditional letter grade. The following grading scale is used:

- A = 4.0
- B = 3.0
- C = 2.0
- F = 0

A withdrawal (W) is assigned if the student officially withdraws from the course (in writing) prior to the exam. If the student has made sufficient effort to complete a course but has encountered extenuating circumstances, he/she may request an incomplete grade (I) from the instructor. If approved, the instructor will set the time limit of up to 6 months for the student to complete the course.

Transfer Credit

DOCTOR OF EDUCATION IN COMPUTER EDUCATION DEGREE

No provisions are made for credit for life experiences or other forms of advanced standing except that consideration will be given for the granting of up to six semester hours of credit in postmaster's work earned within the past ten years from an accredited institution for the same or equivalent coursework. There is no tuition credit for courses transferred into the program.

EDUCATIONAL SPECIALIST DEGREE

Consideration will be given for the granting of up to six semester hours of credit in postmaster's work earned within the past ten years from an accredited institution for the same or equivalent coursework. There is no tuition credit for courses transferred into the program.

Equivalent Experience:

Up to three hours of credit may be granted for skills acquired in non-academic, graduate settings if the student can demonstrate these skills at the level required in this program. A fee is charged for such evaluation and there is no tuition credit for equivalent experience credits granted. At least 27 credits must be completed through Nova University for this degree.

Applicability of Credits toward the CBL Doctoral Programs:

Students in the Ed.S. program will gain a thorough background in the fundamentals that will be needed for doctoral work in this area. They will have completed some closely related experiences in certain study areas and they should be able to design alternative coursework in certain areas of the computer-based doctoral program that will allow them to accelerate their work in the CED doctorate. M.S. courses will not transfer into the Ed.D./CED doctoral program. When Ed.S. courses are identical with the Ed.D./CED program, they may be transferred directly into the doctoral program. At least 24 of the Ed.S. credits (i.e., the Ed.S. core courses) are directly from the Ed.D. program and, thus may be utilized in the Nova Ed.D. in CED program.

MASTER OF SCIENCE DEGREE PROGRAM

Up to six hours of prior graduate work may be transferred into the degree program if the content was similar to the work required in this program and it was offered at the same or higher academic level. These credits must be from an accredited institution and be less than ten years old, and the student must have received a grade of "B" or better. Master's level courses will not transfer into the Ed.D./CED doctoral program.

TIME LIMIT

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.
Graduation Requirements

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

DOCTOR OF EDUCATION IN COMPUTER EDUCATION DEGREE

1. Complete the eight study areas successfully (six semester hours each for a total of 48 semester hours),
2. Demonstrate proficiency in advanced BASIC and introductory Pascal programming,
3. Participate in the six required summer/winter institutes and submit a log of activities at each institute,
4. Complete the professional experience project (PEP) and report,
5. Pass two practicums (six semester hours each for a total of 12 semester hours) including at least one that incorporates a formal research design,
6. Successfully complete the major practicum proposal and the final project (six semester hours each for a total of 12 semester hours) including the oral presentation and online defense,
7. Pass a comprehensive synthesis and review of the major concepts and skills acquired during the entire program,
8. Be current in all tuition and fees.

Total credit for the entire program is 72 semester hours. All requirements must be completed within four years from the date of enrollment into the program. An additional six months may be approved upon petition.

EDUCATIONAL SPECIALIST DEGREE

1. Complete the three study areas successfully (six semester hours each for a total of 18 semester hours),
2. Complete the four courses in the selected specialty area (three credits each for a total of 12 credits),
3. Pass one practicum (six semester hours),
4. Participate in the three required summer/winter institutes,
5. Be current in all tuition and fees.

Total credit for the entire program is 36 semester hours. All requirements must be completed within two years from the date of enrollment into the program. An additional six months may be approved upon petition.

MASTER OF SCIENCE DEGREE

1. Complete the eight core courses (3 credits each for a total of 24 credits),*
2. Complete the two courses in the selected specialty area (three credits each for a total of 6 credits),
3. Complete one practicum successfully (six semester hours),
4. Participate in the three** required summer/winter institutes,
5. Be current in all tuition and fees.

Total credit for the entire program is 36 semester hours. All requirements must be completed within two years from the date of enrollment into the program. An additional six months may be approved upon petition.

*Three modules of 9 credits each plus one 3-credit course required in the CAP and CED specialties.
**Two institutes required in the AE & EE specialties.
Readmission

Students who have withdrawn and wish to be readmitted must complete a readmission form and be approved for readmission by the Admissions Committee. Students who withdraw and reenter are assessed a readmission fee and are subject to the prevailing tuition rate.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Educational Records and Privacy

Nova maintains a system of student records that includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing, and other admissions credentials as well as progress records (transcripts) of the student's studies at Nova.

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

Nova shall release records or components thereof without the written consent of the student only:

1. for purpose of audit and evaluation of federal and state programs;
2. to authorized representatives of:
   a. the Comptroller General of the United States,
   b. the Secretary of the U.S. Dept. of Education and Commissioner of Education or their deputies;
3. to Nova personnel deemed to have a legitimate educational interest;
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid;
5. to accrediting organizations in carrying out their functions;
6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;
7. to persons in compliance with a judicial order or lawfully issued subpeona;
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.
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.

When questions about procedures, decisions, or judgments arise, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Director of Student Affairs.

Nova may release without written consent of the student information expressly limited to the facts as to whether or not the student is currently enrolled.

Nova may release without written consent information that it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.
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.

SECTION IV: COURSE DESCRIPTIONS

MASTER OF SCIENCE DEGREE COURSES

BED 500 — WORD PROCESSING WITH MICROCOMPUTERS
(3 credits)
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 word processor, 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.

CBL 5501 — AN INTRODUCTION TO DIGITAL COMPUTERS AND TELECOMMUNICATIONS
(3 credits)
The student is required to demonstrate mastery of key concepts and rules pertaining to the use of digital computers and the UNIX operating system. Topics include: UNIX tools, data communications, uploading and downloading files, text formatting with roff, text editing with ex, vi, and sed. Students learn to apply applications packages that run under the UNIX system.

CBL 5502 — ONLINE INFORMATION SYSTEMS
(3 credits)
Topics include computer-based information telecommunications networks such as DIALOG (ERIC), etc. Other topics include teleconferencing, video-disc technology, and the electronic office. Key concepts of the telecommunications industry are presented. Online work is provided in UNIX network applications (uucp, TIP, Usenet, kermit protocols, and also in DIALOG search and retrieval simulations).

CBL 5503 — STATISTICS, MEASUREMENT, AND QUALITY CONTROL
(3 credits)
Course content includes the various sampling techniques, descriptive statistics, non-parametric statistics, inferential statistics, survey construction, evaluation methodologies, quality control techniques, and the application of computer statistical packages to problems.

CBL 5504 — INSTRUCTIONAL THEORY AND DESIGN FOR COMPUTER-BASED LEARNING
(3 credits)
The major theories of instructional design are presented. Topics include human problem solving, job analysis, feasibility studies, evaluation of instructional systems, research in media and instruction, and strategies for change in organizations. Instructional systems tools in the UNIX operating system are explored and applications are made to educational settings.
CBL 5505 -- DATABASE MANAGEMENT SYSTEMS (3 credits)
The Ingres relation DBMS is used to assist students in the
development of databases for use in professional settings. Topics
include database concepts, data dictionaries, data directories,
query languages, database administration, management of data,
menu design, and database planning.

CBL 5507 -- THE THEORY OF HUMAN FACTORS (3 credits)
Course content includes the principles of psychology applied to
computer-based education and training; ergonomic of computer
environments; learning theory in training and adult education;
visual dimensions; instrumentation for human factors design;
design rules; human limitations and capabilities in design; and,
design teams.

CBL 5508 -- SYSTEMS ANALYSIS AND DESIGN (3 credits)
The principles of systems analysis and design are presented and
include the analysis of complex situations, problem analysis, and
model building; the design process and the implementation of an
operational system from its logical design; artificial intelligence
and the application of expert systems; and, model building
(simulation, optimization, and scheduling).

CBL 5511 -- STRATEGIC MANAGEMENT, LEADERSHIP AND
FINANCE (3 credits)
Presented in this course, to provide opportunities for students to
demonstrate skills in the management of work organization, are
methods of strategic management; strategic planning, portfolio
analysis, strategy formulation, leadership, and strategies for
changing structure. Concepts in finance include budgeting, cost
studies, financial ratio analysis, and funds flow.

CBL 5512 -- CASE ANALYSES (3 credits)
Cases from the Harvard Business School Case Service are used by
students to develop creative approaches to training program
design. Emphasis is placed on designing alternative systems
through the use of the following methodologies: brainwriting,
cross-impact analysis, critiques of science fiction stories, and
scenario writing. Computer conferences are used to promote
discussion. An online (searchable) database of cases prepared by
students serves as a learning resource in this course.

CED 5511 -- DIGITAL COMPUTERS, OPERATING SYSTEMS,
AND TELECOMMUNICATIONS (3 credits)
After exploring various operating systems, students will use the
UNIX operating system and online telecommunications to
demonstrate mastery of the key concepts and rules for the use of
digital computers. Students will compare various online
databases; they will also be required to join and conduct an online
search in one of these databases.

CED 5512 -- COMPUTER APPLICATIONS IN EDUCATION
(3 credits)
Students will examine and be able to identify the common
educational and societal applications of software in the areas of;
word processing, spreadsheets, databases, telecommunications,
net working, graphics packages, real-time computer systems, and
optical storage systems.
CED 5513 -- STRUCTURED PROGRAMMING WITH HIGH LEVEL PROCEDURAL LANGUAGES (3 credits)
Using high level procedural languages such as PILOT and LOGO, students will be able to complete, develop, and debug programs involving sequential execution, conditional statements, iteration, subroutines, functions, parameters, and recursive procedures. Students will use internal and external documentation appropriately in their programs.

CED 5514 -- SOFTWARE EVALUATION (3 credits)
Students will investigate the characteristics and sources of quality software and appropriate criteria for evaluation and review of software. Public domain, firmware, shareware, and freeware software will be examined and the ethical and legal implications considered. The categories of software and the appropriate uses for each type throughout the curriculum, as demonstrated by research and empirical data, will also be explored.

CED 5515 -- DATABASES IN EDUCATION (3 credits)
Students will be able to describe design philosophies, data dictionaries, and data directories as they apply to database management systems in general. They will also be able to use and compare databases designed for personal computers and for mainframe use and to choose between hierarchal and relational databases making recommendations for the appropriate types of databases for specific situations.

CED 5516 -- INSTRUCTIONAL THEORY AND DESIGN (3 credits)
After examining major instructional theories, techniques, models, and practices as related to the use of technology in instruction and training, students will be able to design an instructional unit, with appropriate instructional strategies, based on this knowledge.

CED 5517 -- COMPUTER ASSISTED INSTRUCTION (3 credits)
Students will examine the components of excellent CAI materials. They will also compare various authoring systems for the design of CAI. They will be expected to design a short CAI unit that incorporates appropriate principles, such as: rules for documentation, formatting files and directories, menu and screen design, and the use of graphics, sound, etc.

CED 5571 -- ADMINISTRATIVE AND MANAGEMENT APPLICATIONS OF NEW TECHNOLOGY (3 credits)
Students will become familiar with administrative and management techniques. They will examine various management scenarios to explore ways that new technological developments can improve the management process.

CED 5572 -- INTRODUCTION TO STRUCTURED PROGRAMMING IN PASCAL (3 credits)
Students will develop a systematic approach to problem solving that will result in a plan that can be coded in the Pascal programming language.

CED 5573 -- ADVANCED COMPUTER PROGRAMMING IN PASCAL (3 credits)
Building on a foundation in structured programming, students will select an appropriate area for the educational application of computers. They will then create a usable Pascal program that incorporates advanced techniques to meet an identified need. Prerequisite: CEO 728

CED 5574 -- SPECIALIZED PROJECT IN THE K-12 SETTING (3 credits)
Working with a faculty mentor, the student will identify a specific area of the use of high technology in education to investigate in depth. A complete plan must be approved and the final product clearly documented and evaluated.

CED 5575 -- SPECIALIZED PROJECT IN ADULT EDUCATION (3 credits)
Working with a faculty mentor, the student will identify a specific area of the use of high technology in education to investigate in depth. A complete plan must be approved and the final product clearly documented and evaluated.

PRACTICUMS

AE 5509 -- PRACTICUM PROPOSAL IN CED FOR ADULT EDUCATION (3 credits)
Students are required to produce a proposal of publishable quality on a computer-based learning project in the area of adult education. Upon approval of their proposal, students will implement and then be ready to produce the final practicum report.
AE 5510 -- PRACTICUM REPORT IN CED FOR ADULT EDUCATION (3 credits)
Students are required to produce a final report of publishable quality on the implementation of their AE project proposed in AE 5509.

EE 5509 -- PRACTICUM PROPOSAL IN CED IN THE K-12 SETTING (3 credits)
Students are required to produce a proposal of publishable quality on a computer-based learning project in the K-12 setting. Upon approval of their proposal, students will implement and then be ready to produce the final practicum report.

EE 5510 -- PRACTICUM REPORT IN CED IN THE K-12 SETTING (3 credits)
Students are required to produce a final report of publishable quality on the implementation of their EE project proposed in EE 5509.

CBL 5509 -- PRACTICUM IN COMPUTER-BASED LEARNING: PART I (3 credits)
Students are required to produce a proposal of publishable quality on a computer-based learning project. Upon approval of their proposal, students will implement and then be ready to produce the final practicum report.

CBL 5510 -- PRACTICUM IN COMPUTER-BASED LEARNING: PART II (3 credits)
Students are required to produce a final report of publishable quality on the CBL project proposed in CBL 5509.

INSTITUTES

INS 5501 -- MASTER'S INSTITUTE #1 IN COMPUTER-BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with their faculty, staff, advisors, and colleagues to explore discipline content and to develop a "support network."

INS 5502 -- MASTER'S INSTITUTE #2 IN COMPUTER-BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with their faculty, staff, advisors, and colleagues to explore discipline content and to develop a "support network."
Prerequisite: INS 5501

INS 5503 -- MASTER'S INSTITUTE #3 IN COMPUTER-BASED LEARNING (Required but no credit)
In this one-week experience, master's students will meet with their faculty, staff, advisors, and colleagues to explore discipline content and to develop a "support network."
Prerequisite: INS 5502

DOCTORATE AND EDUCATIONAL SPECIALIST COURSES

STUDY AREA #1 - DIGITAL COMPUTERS AND TELECOMMUNICATIONS

CED 7710 -- DIGITAL COMPUTERS IN EDUCATION (3 credits)
Students will begin to develop the skills needed to demonstrate mastery of the key concepts and rules pertaining to the use of digital computers and the UNIX operating system.

CED 7712 -- APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING (3 credits)
Expanding on their basic skills within the UNIX operating system, students will develop advanced competencies in communications to work with the UNIX environment and to apply this knowledge to access information in other databases via telecommunications.

STUDY AREA #2 - EDUCATIONAL RESEARCH AND EVALUATION

CED 7721 -- EDUCATIONAL RESEARCH AND EVALUATION (3 credits)
Basic statistical concepts and techniques of research design will be mastered and utilized, including the development of a potential practicum proposal.

CED 7722 -- APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION (3 credits)
Students will use computer-based research and statistical resources to apply the basic concepts of research and evaluation to educational problems.
STUDY AREA #3 - LEARNING THEORY AND COMPUTER-BASED LEARNING

CED 7735-- LEARNING THEORIES (3 credits)
The basic theories of learning, the use of these theories in the management of learning, and the application of learning theory and research to computer-based learning (CBL) constitute the main focus of this course.

CED 7736-- CURRICULUM DESIGN AND COMPUTER-BASED LEARNING (3 credits)
During this course students will explore various curriculum theories and become familiar with common instructional design models. Students will explore the psychology of software design and the relationship of curriculum design to computer-based learning (CBL) so they can create a curriculum project.

STUDY AREA #4 - DATABASE MANAGEMENT SYSTEMS

CED 7745-- FUNDAMENTALS OF DATABASE MANAGEMENT SYSTEMS (3 credits)
Students will become familiar with database management systems, hierarchical and relational models, design philosophies, data dictionaries, and data directories.

CED 7746-- APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS (3 credits)
Each student will be expected to build his or her own database and to utilize it in an appropriate situation selected by the student. The student will identify major issues, problems, and the structure of Management Information Systems (MIS).

STUDY AREA #5 - COURSEWARE

CED 7755-- COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (3 credits)
This course enables students to explore such topics as principles involved in authoring systems; graphics; documentation design and formatting; packaging and marketing software and courseware for training and educational programs; computer-managed instruction; courseware evaluation and selection guidelines; copyrighting; software development tools; database management techniques in courseware design; and educational applications of videodisc systems.

CED 7756-- APPLICATIONS OF SOFTWARE AND COURSEWARE DESIGN PRINCIPLES (3 credits)
Students will be required to demonstrate their knowledge of courseware design principles by designing and implementing a project in which selected principles may be applied.

STUDY AREA #6 - INTELLIGENT INSTRUCTIONAL SYSTEMS

CED 7765-- INTRODUCTION TO SYSTEMS ANALYSIS AND PROBLEM SOLVING (3 credits)
By investigating the skills and techniques needed to analyze computer system design problems, students will become able to propose alternative problem solving approaches. Development and design, operations research, cuing analysis, simulation, and modeling will be included in the topics explored.

CED 7766-- ARTIFICIAL INTELLIGENCE SYSTEMS (3 credits)
Students will examine the broad applications and classical models of intelligent computer-assisted instructional (ICAi) systems. Topics and activities will include expert systems and shells; analysis and evaluation of ICAi systems; and discussions of theoretical, philosophical, and pedagogical issues in artificial intelligence (AI).

STUDY AREA #7 - ADVANCED STRUCTURED PROGRAMMING

CED 7775-- ADVANCED PASCAL (3 credits)
Building on a foundation in structured programming, students will become proficient in the use of the Pascal programming language.

CED 7776-- THE "C" PROGRAMMING LANGUAGE (3 credits)
Following structured programming techniques, the "C" programming language will be used to enable students to develop original programs and to convert shell scripts into more efficient "C" programs.
STUDY AREA #8 - MANAGEMENT & LEADERSHIP IN THE USE OF TECHNOLOGY

CED 7785 -- MANAGEMENT TECHNIQUES (3 credits)
Students will acquire a basic understanding of administration and management at all levels of organizations. The roles of administrators and teachers and the impact of technology on effective management will be explored. Case studies, readings and discussions on areas such as policy formation, strategic planning, MBO, budgeting, and proposal writing will help provide students with working management tools.

CED 7786 -- LEADERSHIP IN EDUCATION AND TRAINING
(3 credits)
The importance of organizational health will be explored as students use case studies and readings. Discussions will be used to help students investigate the effective use of committees; the methodology of conflict resolution; and techniques for effective supervision, brainstorming, decision making, consultation, and communication skills. Futuristics and situational leadership models and theories will help develop leadership in the use of technology in educational and training settings.

PRACTICUMS

CED 7701 -- PRACTICUM IN THE UTILIZATION OF COMPUTERS IN EDUCATION (6 credits)
A highly structured process to allow students to investigate and attempt to solve an educational problem that is directly related to their area of work. The microcomputer and/or the online system will be utilized in the solution strategy.

CED 7702 -- PRACTICUM IN THE UTILIZATION OF COMPUTERS IN THE PROBLEM SOLVING PROCESS (6 credits)
The practicum process will be utilized to identify and solve a problem that is amenable to the use of computers for its solution. There is to be an interaction between the graduate study completed and the working environment of the practicum.

CED 7704 -- MAJOR PRACTICUM PROPOSAL (6 credits)
A detailed online proposal describing a potential problem in a professional situation that the student can attempt to solve. The solution must attempt to lead to a significant improvement in educational practices through the utilization of technology. The proposal must adhere to the form and style specified by the current version of the Ed.D. Major Practicum Guidelines. (Prerequisite: CED 7701 and CED 7702)

CED 7705 -- MAJOR PRACTICUM REPORT (6 credits) (TITLE)
Implementation of the approved Major Practicum Proposal is to result in a comprehensive report. The final report is submitted online so it is "searchable" by others and can add to the base of knowledge. The final report and/or the proposal must be shared orally at a program institute with colleagues in the program. The report format must adhere to the current version of the Ed.D. Major Practicum Guidelines.

INSTITUTES, COMPREHENSIVE REVIEW, AND PROFESSIONAL EXPERIENCE PROJECT

COM 7701 -- COMPREHENSIVE REVIEW (Required but no credit)
Prior to graduation, each doctoral student completes a normal, written synthesis of the content and skills acquired during the entire program. A series of review questions are sent to the student online from the Review Committee. The student downloads the question and then has 48 hours to prepare complete answers. The answers are uploaded by the student and reviewed by the committee. The student is then scheduled to act as the teacher in an electronic classroom session online with the committee for questioning and follow-up.

INS 7701 -- DOCTORAL INSTITUTE #1 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.

INS 7702 -- DOCTORAL INSTITUTE #2 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.

Prerequisite: INS 7701 or INS 5503
INS 7703 -- DOCTORAL INSTITUTE #3 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.
Prerequisite: INS 7702

INS 7704 -- DOCTORAL INSTITUTE #4 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.
Prerequisite: INS 7703

INS 7705 -- DOCTORAL INSTITUTE #5 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.
Prerequisite: INS 7704

INS 7706 -- DOCTORAL INSTITUTE #6 IN COMPUTER EDUCATION (Required but no credit)
Doctoral and educational specialist students, in this one-week experience, engage in a variety of professional growth sessions, classes, and experiences. The building of human connections into a support network is extremely important during the semester when students, faculty, and advisors are connected electronically. A formal log of experiences is to be submitted at the concluding session.
Prerequisite: INS 7705.

PEP 7701 -- PROFESSIONAL EXPERIENCE PROJECT (Required but no credit)
At their second institute, doctoral students prepare and submit a three-year individual, professional growth and dissemination plan that is designed to help the individual gain expertise in a specific area of the use of high technology to improve teaching and learning. The plan is updated prior to each institute during the student's second and third years in the program. A final written and oral report is submitted at or prior to the students' last institute. Included in the final report is a total synthesis of all
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San Francisco, CA

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

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

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

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

Privacy of Records

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

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

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

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

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

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

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