Ed.D. Program in Early and Middle Childhood Regional Cluster Bulletin 1985-1986

Nova University

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Nova University
The Doctorate in Early and Middle Childhood

A Regional Cluster Concept

For Practicing Childhood Professionals
Ed.D. Program in
Early and Middle Childhood
Regional Cluster Bulletin

Policies and programs set forth herein become effective July 1, 1985. 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 chartered by the State of Florida and accredited by the Southern
Association of Colleges and Schools and licensed by The Nevada Commission on
Post-secondary Education. Nova University admits students of any race, color, and
national or ethnic origin.
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Early and Middle Childhood Professionals

Regional Doctoral Program for Professionals Working With Children and Their Families

Innovations have been numerous in the field of education over the past decade. Alternative delivery systems have been created to provide instruction for those who for personal or professional reasons cannot or do not wish to attend the traditional university. The Regional Cluster concept is Nova University's response to this educational dilemma. Early and middle childhood persons who otherwise would be denied access to a doctoral program can now participate in a national program for the employed professional.

Accredited by the Southern Association of Colleges and Schools, Nova University has taken a leadership role in the alternative education movement. The Ed.D. Program in Early and Middle Childhood, one of the University's twelve doctoral programs, is offered by the Center for the Advancement of Education.

The program combines classroom interaction with guided study experiences for the leader who wishes to impact on children and families. Meeting at sites throughout the country, regional clusters, i.e., groups of qualified students, come together three times annually during the three-year life of the program. Curriculum presentations and academic expectations match those approved for the more traditional forms of study. Support services match those of other Nova University graduate programs.

The faculty and administration at Nova's Center for the Advancement of Education are confident that this alternative delivery format will fulfill a basic mission of Nova University—to serve the broad needs of a diverse educational constituency through its flexible, responsive, and quality programs.
The University Structure

Nova University

Nova University, accredited by the Southern Association of Colleges and Schools, is an independent, nonsectarian, nonprofit university chartered in the State of Florida in 1964. It is located on a 200-acre main campus in southwest Ft. Lauderdale, with additional locations in downtown Ft. Lauderdale, Coral Springs and Port Everglades. Its ten centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, the behavioral sciences, computer sciences, and business and public administration.

The Center for the Advancement of Education

The Center for the Advancement of Education, one of Nova University's nine major graduate centers, has long been an acknowledged leader in field-based education. The Center offers master's and educational specialist programs in twenty-three areas of specialization, as well as the doctoral degree program in early and middle childhood.

Dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions, the center's programs serve as the bridge between the knowledge base and the quality of services provided children and families. In accomplishing its mission, the center offers programs designed to meet the needs of practitioners who wish to apply theory to practice in their work settings.

The Center for the Advancement of Education makes a special commitment to provide instruction in those geographic areas where there are few resources for the training and for the support of the professional.

At present, colleagues are earning their doctorates through Nova clusters in California, Delaware, Illinois, and Florida. Soon, we expect to offer this unique program to qualified professionals throughout the United States.

The Ed.D. Program in Early and Middle Childhood

Housed in the Center for the Advancement of Education, the Ed.D. Program in Early and Middle Childhood is a field-based program designed specifically for practitioners who impact on children and families. Best suited for this program are: early and middle childhood school administrators; curriculum specialists; teachers; social service and mental health specialists; college instructors; school psychologists; librarians; educational counselors; speech and language consultants; and resource, day care, and special education professionals.
Goals
The overall goal of the Center and the Ed.D. Program in Early and Middle Childhood is to expand the knowledge base and skills of persons working in education and the related helping professions. Both are committed to serving as a resource to practitioners by promoting their professional development. Both strive to serve the broad needs of a diverse educational constituency.

Elements of the Ed.D. Program

Cluster Concept
Under the guidance of a coordinator, student groups called clusters meet together during the three-year life of the program at locations within a given region. The coordinator, living in proximity to the instructional site, serves as liaison between cluster members and the University and assists students in all aspects of the program. The coordinator is a recognized leader in early and middle childhood who manages administrative matters, facilitates cluster activities, and is counselor and support person to the students.

The Regional Cluster
Designed to enable students to complete the doctoral program without taking a leave of absence from their positions of employment, the Regional Cluster is uniquely appropriate for persons living in diverse geographic locations. The regional concept combines field-based instruction, guided study, and faculty/staff mentoring. Students meet at two extended weekend seminars during each of their three years in the program and at two extended summer institutes. Students join with nationally recognized senior faculty members, national guest lecturers, and the director of practicums for on-site instruction. Between-session study is under the direction of the senior faculty member who, using a study guide, supplemental materials, and a monthly telephone mentoring system, outlines and interrelates the academic experiences of the study area. Added support is provided by the cluster coordinator who is available on an ongoing basis for program interpretation and direction. Degree requirements can be met within the three-year life of the program.

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

Five areas of study, each representing a core of knowledge, skills and clinical experiences, are considered necessary for the early and middle childhood professional. The study areas are—

- Child Growth and Development
- Research and Evaluation
- Program Development
- Management and Leadership
- Political Processes and Social Issues

Taught by senior faculty members and national guest lecturers who travel to the regional sites and to the summer institutes, study area requirements are completed in consultation with the senior faculty members. Planned telephone conferences between the student and the senior faculty member occur at stated intervals. Assignments integrating theory and practice are designed with the practitioner in mind. Throughout, the focus of the seminars and guided study assignments is upon the student's work setting and its special needs.

Practicums

A Nova practicum is an action taken to improve a system, program, or product. It is a direct experience in problem solving in the student's work setting. Exemplary practicum reports are reproduced and made available to other educators through national computer networks and conferences.

Students receive direct instruction in the practicum process from the director of practicums and from the practicum advisor who serves as a mentor, providing reviews and regular telephone conferences. An introductory practicum and a major practicum are required during the three-year program life.

Information Retrieval Service

The Ed.D. Program in Early and Middle Childhood provides its students with a unique support system—the Information Retrieval Service. Designed to provide Nova students with an opportunity to acquire resources that might otherwise be unavailable, the Information Retrieval Service supplies students with some of the resources (e.g., computer searches, ERIC microfiche, and consultation services) needed for performing practicums or for other research interests. The Information Retrieval Service system has direct access to over 150 databases.

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.
Summer Institutes
The event that brings the students from all clusters together is the annual summer institute. It provides a setting for interaction among students from all clusters, faculty, cluster coordinators, center staff, and invited lecturers and guests. There are ample formal and informal opportunities for the mutual expression and sharing of ideas during this six-day conference. Students are required to attend two summer institutes.

General Information

Admission Requirements
To be admitted to the program, an applicant must—
1. have earned a master's degree in education or a child-related field from an accredited institution;
2. have a record of sound academic performance with support statements from professional colleagues;
3. have three years of professional experience in early and/or middle childhood;
4. have the necessary written and oral skills expected of a doctoral student;
5. show evidence of the ability to work effectively in a guided study, field-based program.

Grading and Student Evaluation
Students in the Ed.D. Program in Early and Middle Childhood must achieve a Pass grade in each study area and in each practicum component to remain in the program. Evaluative commentary on the student's performance is provided by each faculty member. Incomplete grades may be fulfilled by a Request for Time or Contract for Alternative. Readmission following academic dismissal is not possible in this program.

Credits and Certification
The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to prepare students for specific positions would defeat the purpose and nature of the program. The registrar will work with participants seeking certification to the extent that any specific requirements are compatible with the program.

Credits are awarded for work as it is completed.
Year One—24 credits (first and second study areas and the introductory practicum proposal)
Year Two—27 credits (third and fourth study areas and the introductory practicum report)
Year Three—21 credits (fifth study area and the major practicum)
Since the Ed.D. Program in Early and Middle Childhood consists of a carefully sequenced curriculum, no transfer credits can be accepted.
Program Costs

Tuition for the Ed.D. in Early and Middle Childhood is $3,200 per year for each year of the three-year program. A single payment of $1,600 is charged to participants requiring a fourth year to complete the program. Students may receive a six-month extension beyond the fourth year with the permission of the student affairs committee. An $800 fee is charged for this additional period.

OTHER FEES—A one-time, non-refundable application fee of $25 is required and must accompany the completed application. A $25 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

OTHER PROGRAM EXPENSES—Program students will be responsible for the purchase of textbooks as well as other typical needs associated with advanced study. A materials fee will be charged as necessary.

Tuition Payment Plans

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

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

<table>
<thead>
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<th>DATE</th>
<th>YEAR 1</th>
<th>YEARS 2&amp;3</th>
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<tr>
<td></td>
<td>To be paid before the first official cluster meeting</td>
<td>$225 (deposit* &amp; application fee)</td>
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<td></td>
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<td>$1,000 (tuition)</td>
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<td></td>
<td></td>
<td>$1,225</td>
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<td></td>
<td>To be paid on or before the first day of the 4th month following the first official cluster meeting</td>
<td>$1,025 (tuition &amp; $25 service fee)</td>
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<td></td>
<td>To be paid on or before the first day of the 8th month following the first official cluster meeting</td>
<td>$1,025 (tuition &amp; $25 service fee)</td>
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*Program Deposit—A $200 deposit is required prior to the first official cluster meeting. The deposit and any paid tuition will be refunded if the applicant notifies the Director before the start of the cluster that she/he does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.
LATE PAYMENT
PENALTIES—All payments must be met according to this schedule. No exceptions will be made for students in the process of obtaining loans. A late payment penalty of $50 will be assessed each time a payment is missed. Repeated late payments will result in the student's being dropped from the program.

REFUNDS—Students will receive a full refund of tuition paid if they withdraw before the first official cluster meeting; the total tuition less the first payment if they withdraw before the first day of the fourth month following the first official cluster meeting; the total tuition less the first and second payments if they withdraw on or before the first day of the eighth month following the first official cluster meeting.

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

Re-entry into the program following withdrawal or as a result for non-payment must be discussed with the program director. A $100 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement.

STUDENT LOANS—
Federally Insured Student Loans are available for eligible students. For more information, contact Nova's Office of Financial Aid or our student loan office at 475-7411.

Student Rights and Responsibilities
Student dismissal for reasons of non-professional behavior will be determined by an Appeals Committee comprising graduates, peers, and faculty.

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

Year 1

CHILD GROWTH AND DEVELOPMENT STUDY AREA

EC 606  The Child and the Family (3)  This course focuses on the child within his total life space—his family, community, society, and culture. Major emphasis is given to a study of the changes that are taking place in the American society and the impact of these changes on the family.

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

EC 630  Observing and Assessing the Young Child (3)  This course familiarizes the students with the characteristics and capabilities of young children. It familiarizes the students with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Candidates are required to participate in settings where they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the candidate is expected to have developed skills in the use of a variety of formal and informal instruments and to recognize the usefulness and limitations of testing.

EC 635  Trends and Issues in Exceptional Child Education (3)  Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment, definition of specific learning disability, labeling practices, and parental involvement.

EC 700  Practicum Orientation Workshop (3)  This intensive workshop develops student understanding of the practicum concept and skills related to the problem solving process. These skills include problem identification, diagnosis, and documentation; literature review; goal setting and assessment; and a selection of solution strategies. Completion of this course requires an approved Practicum I Proposal.
RESEARCH AND EVALUATION STUDY AREA

RS 610  Descriptive and Inferential Statistics (3)
This course provides for development of understanding of the basic analytic tools of quantitative inquiry. Focus is on development of understanding of a sound understanding of probability theory and inferential techniques. Considerable attention is provided to demonstration of interpretive skills.

RS 712 Research Methodology and Design (3)
A skill-building course in the selection and utilization of appropriate research design and analysis. Student experiences include understanding of basic design concepts, conducting critiques of actual research designs, and utilization of research methodologies to attack student-generated problems.

AS 505 Evaluation for Administrators (3) This course will prepare administrators to evaluate the full range of activities for which they are responsible. Techniques will range from informal in-house methods to those for the more sophisticated researcher.

Year 2
PROGRAM DEVELOPMENT STUDY AREA

CU 500  Modern Curriculum Design (3) This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

EDU 655 Grantsmanship (1)
Participants become familiar with the grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals focusing on problems in early and middle childhood.

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

CU 666 Curriculum: Theory and Practice (3) Participants examine the historical antecedents to early and middle childhood curricula. They track the effect of numerous persons (e.g., Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Montessori, Piaget) on current curriculum practice in learning environments. A culminating activity involves the participants in observing numerous early and middle childhood environments. From those observations and interviews with staff, the participants infer
relationships between the ideas of the historical leaders in early and middle childhood and practice, e.g., what actually occurs in childhood environments.

**EC 701 Practicum 1 (6)** This practicum involves the exposure to a sequential series of experiences designed to ensure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and diagnosing problems in actual childhood settings. Students assume a leadership role in solving the identified problem; they implement a solution and evaluate its effectiveness. The proposal approved in EC 700 is tested and a written report prepared.

**MANAGEMENT AND LEADERSHIP STUDY AREA**

**AS 525 Human Relations in Educational Change (3)** This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

**EC 516 Budget as a Management Tool (2)** The course introduces students to the basic concepts and procedures of budgeting. It is a skill-building course in which program budgets are actually designed, critiqued, and modified to achieve given objectives. The course introduces budgeting techniques appropriate to small and large scale operations and to private and public programs.

**AS 551 Overview of Educational Administration (3)** This is a course designed to provide the essential understanding of administration in America's public education on federal, state, intermediate, local, and individual levels. Concepts, processes, or organization; decision-making; and the roles of administrators and teachers are explored.

**SU 605 Supervision in Educational Settings (3)** This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

**Year 3**

**POLITICAL PROCESSES AND SOCIAL ISSUES**

**AS 651 Policy and Political Processes in the American System (3)** This is a basic graduate course in the dynamics of the American political system. Students are expected to gain familiarity with basic concepts of government and policy making as they are revealed in on-going political systems. The development of policy related to human services provides a focal point for study of national, state, and local political systems.
EC 567  Policy Analysis in Early and Middle Childhood (3) In this course students are required to gain and demonstrate skill in analysis of specific policies related to early and middle childhood. Classical as well as contemporary analytic models are introduced as tools for policy analysis, and study of the strengths and limitations of each model is required.

EC 612  Socio-Political Settings in Early and Middle Childhood (3) This course provides a historical and sociological perspective about the development of programs in early and middle childhood. While the focus is on the development of such programs in significant historical periods in the United States, cross-national experiences are studied as well. Specific attention is paid to the historical shifts in basic conceptions of the child and family.

EC 702  Major Practicum (12) A problem of significance in childhood education or child development is identified, documented, and an appropriate solution carried out. After approval of a proposal by an administrator in the student's work setting and by practicum staff, the student implements and evaluates the improvement process. The student is observed and supervised by practicum staff.
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National Guest Lecturers
Among the outstanding national lecturers who visit cluster meetings are Don Adcock (University of Colorado), Nicholas Anastasiow (Hunter College), Betty Carnes (Division of Child Development, S. Carolina), Audrey Champagne (University of Pittsburgh), Alice Honig (Syracuse University), Paul Kleine (University of Oklahoma), Larry Krafft (Temple University). These prominent guests have excellent qualifications and bring to the cluster participants expertise in a variety of areas related to early and middle childhood.
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J. WALLACE WRIGHTSON, Honorary Trustee

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

Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students' previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of the Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law.

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

Parents or eligible students will be provided a hearing by Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the records. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office, Room 4512, Switzer Building, Washington, D.C. 20202.

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. This school is authorized under Federal Law to enroll non-immigrant alien students. The Nova University general policies on Student Relations are on file in the Office of the Registrar.

For further information, please contact:
Program Director
Ed.D. Program in Early and Middle Childhood
Nova University
3301 College Avenue
Ft. Lauderdale, FL 33314
305/475-7439
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NOVA UNIVERSITY

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