

1990

Nova University Graduate Program in Public Administration

Nova University

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Nova University Graduate Program In Public Administration

-for in-career public managers.

A Catalog — 1975-1976



NOVA UNIVERSITY

Nova University

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Program Administration

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George A. Graham, Associate Director

William F. Larsen, Associate Director

DeWitt C. Armstrong, III, Associate Director

Laura J. Rachko, Administrative Assistant

"The pace of change, the increased complexity of institutional arrangements, and the decline of traditional ways of successful administration will require the public administrator of the future to be adaptable, knowledgeable about changing trends and new developments, and perceptive in his judgment about which trends to exploit and which to resist or ignore . . . he will not be able to rest upon the skills he obtained as an undergraduate or graduate student, nor can he rely upon intuition rather than analysis. There will be greater necessity for planning, forecasting of trends, and evaluation of future alternatives in order to control program performance more adequately."

Meeting the Needs of Tomorrows Public Service,
Richard L. Chapman and Frederic N. Cleaveland,
National Academy of Public Administration, 1973.

For In-Career Public and Community Service Managers

The Nova University Graduate Program in Public Administration is intended for public and community service managers who wish to improve their management and analytical competence, while earning a graduate degree without interrupting their careers.

Many in responsible management posts have had little refreshing educational experience for years—some not since the beginning of their professional careers. Their education has often been in unrelated or specialized fields. Many have advanced in specialties, some within a single organizational structure. Generalists as well as specialists have had little opportunity to keep pace with rapidly advancing knowledge. The need for a refreshing and broadening approach to the complex issues of public management is especially evident,—at a time when key positions are changing, management responsibilities are growing, and government programs are increasing in number, social impact and interaction.

To Improve Management and Analytical Competency

Professional development of in-career public administrators is vital for increasing the capacity of federal, state, local and community institutions to meet the challenges of a rapidly changing society. Future administrators will require not only a greater expertise in the techniques, resources, and processes of public administration but also increased comprehension of the political environment, policy objectives, and management analysis.

Clusters Throughout the Country

The Nova University Graduate Program in Public Administration establishes clusters of participants meeting in urban centers throughout the country. Each cluster consists of about 30 participants (divided into two sections for many sessions) who go through the entire program together, developing a close working relationship to which all contribute and from which all benefit. This method of study draws upon talent among the participants, bringing their expertise and experience to bear individually and collectively on the work of the group as a whole. Clusters may be formed at any time; they are not tied to an academic year. Each is led by a cluster director who coordinates the meetings, counsels the individual participants with regard to their projects and progress, and provides continuous guidance to the cluster.

One of the features of the cluster concept is the mutual interchange of views and experiences among participants of diverse backgrounds. The prior experience of the participants varies—and includes those with such fields as public health, public safety and justice, transportation, housing, welfare, education, military, law, finance, planning and personnel. A few are elected officials and civic leaders.

Two-Day Conferences Once-A-Month

Once-a-month two-day (Friday and Saturday) conferences which are the focus of the cluster activity provide opportunities for a variety of educational approaches. A principal advantage is the sustained concentration on the issues specifically under consideration. This is continued by informal out-of-class discussion among participants: at meals and in after-class sessions, and mid-monthly meetings.

Concept and practice are related by emphasizing stimulating, professionally-led discussion among the participants. The leadership of the weekend sessions is shared by the local cluster director and a national preceptor who is an expert in the subject of the course conference.

Individual Study

The program stresses the need for intense individual study prior to each monthly conference. To facilitate individual study, Nova has prepared curriculum statements, issued to each participant for each of the program components, which introduce the subject, identify issues, focus the attention on the principal concepts involved, indicate the required readings, and present a problem or issue to be dealt with in the commentary.

Most of the publications required to be read are supplied to participants in order to facilitate study. Based on these readings, participants prepare commentaries indicating reactions and stating what the principal issues are from the perspective of their experience and expertise. These commentaries provide a basis for the seminar discussions at the monthly two-day course conferences. Problem case studies are used to relate the specific problems facing the administrator to general knowledge and methods derived from accumulated experience.



Work-Related Program

The objective is to relate study closely with work by dealing with concepts in the context of the varied administrative experiences of members of the group. Both concept and practice are reflected so that the group itself provides a continuing laboratory for the observation and application of principles of public administration.

Emphasis is placed on problem-solving and decision-making through the consideration of actual problems and the application of new and effective concepts. The intent is to emphasize “who”, “why”, and “what” as well as “how”, because public administration involves environment, institutions and objectives as well as resources, techniques and processes. The program of study attempts to increase the effectiveness of the generalist who must integrate a variety of specializations in the development and implementation of the overall policies of government.

Integrated Plan of Study Focused on Management Leadership Roles

All participants pursue a common program of study, but opportunities are provided to vary the content—both in discussion and written work. This approach and the integrated nature of the program of study make it essential for each member of the group to participate fully in every sequence.

The curriculum is organized to focus on major management leadership roles of the public administrator.

- Political Partner
- Information User
- Policy Formulator
- Organizational Coordinator
- Resource Mobilizer
- Program Mover
- Research and Design Directing
- Systems Changing
- Integrative Thinking

Each role is the concern of one of the curriculum sequences, and each involves three months of study. The detailed plan of study is outlined in the following pages.

Plan of Study Outline

1. Political Partner

This sequence considers the pluralist nature of the political environment in which the administrator functions as a leading participant in the process of developing and conducting programs to deal with recognized public problems. The sequence provides a basis for understanding the interests, institutions, and widely-held ideas which are involved in the various aspects of the complex process of determining broad policy, making specific decisions, and taking action.

- Basic Doctrines and Political Images
- Communities, Interests and Parties
- The National, State and Local Complex

2. Information User

The administrator needs an understanding of the research and evaluation skills to which he must have access in his roles as program manager, decision-maker, program developer, defender of budgets and other requests for resources and authority, and as spokesman for the effectiveness of his organization and the consequences of its programs. Participants will be introduced to the problems of designing a reporting system (or an information system) to meet their specific needs. Useful interaction among those with particular technical skills (forms designers, sampling experts, computer programmers) and those who need particular kinds of information about the program and the organization. While the actual operations proceed from data gathering to analysis and to the interpretation of results in terms of the organization the conceptual design of the information system must take place in the reverse order.

- Information Models and Their Uses
- Techniques of Data Analysis
- Techniques of Data Collection

3. Policy Formulator (and Policy Imperatives)

Certain public problems so dominate public policy that the public administrator, to be fully effective, must have more than a superficial understanding of them. In three of these broad problem areas need for effective action is imperative; (1) maintaining social order and justice (taken for granted until it begins to break down), and defending the nation's security on the world scene; (2) maintaining a prosperous economy and liveable environment, protected so far as possible against the side effects of industrialism and demographic congestion; and (3) sustaining social progress in education, health, civil rights (in their greatly enlarged meaning) and reduction of poverty. Administrative action in pursuance of these goals is difficult, in part because programs to attain the several goals interact upon each other. These problem areas, and the governmental efforts to deal with them, are taken up as—

- Protective Functions
- Environmental and Economic Functions
- Social and Human Functions

4. Organizational Coordinator

The administrator functions within the context of a bureaucratic hierarchy, in which he relates not only to those within, but also to those outside the administration. The scope and nature of the federal, state and local administrative bureaucracy which develops, as well as carries out, programs will be examined. Theories of organization, including the nature of a bureaucracy, inter-agency relationships, agency structure and internal division of responsibility will be investigated. Basic principles and problems affecting bureaucratic behavior, performance and change will be analyzed.

- Organization and Management Principles
- Group Dynamics and Interpersonal Skills
- Administrative Responsibility and Ethics

5. Resource Mobilizer

The resources available to, and the constraints upon, the administrator in formulating policy as well as in implementing programs are reviewed.

- Authority, Power and Administrative Law
- Funding and Finance Administration
- Staffing and Personnel Management

6. Program Mover

The role of the administrator and the means used to accomplish effectively the objectives of management, management functions and opportunities, and the approach and operational methods of different types of executives are considered. The problems of the executive in the development and utilization of the organization and its resources in achieving program objectives, the exercise of leadership decision-making, motivation and the handling of conflict are reviewed through case studies, role-playing and other techniques. The comparative roles of federal, state and local executives will be analyzed.

- Planning and Program Development
- Resource Allocation and Budgeting
- Performance Measurement and Control

7. Research and Development Directing (DPA only)

The problems and processes involved in formulating, organizing, directing and evaluating research and development programs are examined.

- Research Program Formulation
- Development Program Formulation
- Research and Development Evaluations

8. Systems Changing (DPA only)

The problems of local and regional governance in the United States are examined, comparing features with those of other countries, and considering present and possible approaches to change. The purpose is to promote an understanding of the organization and operation of the American governmental complex as well as to determine ways to improve the system—by viewing the institutions from the broader vantage point of comparative government. This sequence will provide participants an opportunity to work together, laboratory-style, in proposing changes in a particular area.

- The Dilemma of Local and Regional Governance
- Alternate Systems
- The Strategy and Tactics of Change

9. The Integrative Leader (DPA only)

For clusters organized after June 30, 1975 there will be a ninth sequence, largely self study in nature, centering on a project which draws together and applies ideas, insights and professional competence derived from (or enhanced in) the preceding sequences.

Related Requirements

In addition to the work required in these sequences, DPA candidates will prepare a case study, two Job-related Analytical Reports (JAR) and participate in two National Workshops. MPA candidates (who are not planning to proceed to the DPA) prepare a case study, one JAR, and participate in one National Workshop.

Job-related Analytical Reports (JAR)

To improve the application of concepts to practice, a case study and Job-related Analytical Reports are required in which the participants deal analytically with problems actually encountered in their working environment, viewed in the perspective of concepts considered in the course of study. This enables participants to focus attention, and receive advice and assistance, on topics in which they have a special interest.

National Workshops

All candidates are required to participate in National Workshops held at Nova University, Fort Lauderdale, (one week for MPA candidates and two weeks for DPA candidates). The National Workshops provide opportunities for exchange of experience and ideas among administrators from different regions and fields of work as well as for concentration in specific program areas.

Attention is given in the Workshops to Job-related Analytical Reports and case studies prepared by participants, emphasizing the effective application of analytical techniques to administrative decision making.

A second feature of the Workshop consists of Administration/Policy colloquia dealing with new developments or emerging problems in public policy which have administrative implications. The colloquia will view various roles for the administrator in an overall perspective. The colloquia will be planned to meet the principal subject matter areas of interest of the Workshop participants — such as health care, justice, natural resource education, transportation, national security, urban and community development, and organizational resource development.

Assessment

Continuous participant assessment is provided by means of: monthly commentaries, the oral contribution of the participants at monthly two-day course conferences, and written reports. In addition all candidates must sustain a comprehensive assessment at the end of the sixth sequence. DPA candidates must sustain a final assessment which includes defense of the second on-the-job report. The periodic ratings indicate whether progress in the program is outstanding, satisfactory, or unsatisfactory.

Degree Requirements

The Doctor in Public Administration program, which generally requires 27–30 months, will be awarded to those who satisfactorily complete all the sequences, a case study and two job-related analytical reports (JAR), two National Workshops, and the comprehensive and final assessment. The Master of Public Administration program, which generally requires 18–20 months, will be awarded to those who satisfactorily complete the first six sequences, the case study, one job-related analytical report, one National Workshop and the comprehensive assessment. A Certificate of Public Administration will be awarded to those who meet the minimum requirements of the first six sequences but do not qualify for a degree.

Admission Criteria

Enrollment in the Program is generally restricted to individuals who have five or more years' experience in federal, state, local or community service, hold responsible administrative or managerial positions and have demonstrated a capacity for professional graduate study; Nova will accept a limited number of candidates who do not hold graduate degrees provided they can demonstrate through their previous graduate studies or the nature of their senior management responsibilities that they qualify.

Applicants will submit an application and an essay on the subject of career intent, and a \$200 deposit and arrange for the forwarding of three recommendations and academic transcripts to Nova to be considered for admission.

Tuition

For those who enroll before July 1, 1975 (regardless of when the cluster begins) total tuition for the 27-30 month DPA program is \$4800. For the 18-20 month MPA program total tuition is \$3600. After July 1, 1975 the DPA program tuition will be \$5100 and the MPA program tuition will be \$3700. Tuition charges will not change during a participant's continuous candidacy. Tuition includes the provision of most required reading publications.

A \$200 deposit is required with the application form. The remainder of the tuition may be paid in scheduled installments. Those making payment after due dates of the installments will be subject to a late payment charge. Included in the tuition cost is the provision of curriculum statements, books, and other study publications essential to the course. Travel and living costs for the weekend sessions and the National Workshop are additional costs borne by the participant. There is an additional \$500 annual charge per year for those who have not completed their DPA requirements within 36 months and wish to remain enrolled in the program until the requirements are fulfilled.

Participants in the program are eligible for federally insured loans. The program has been approved for Veterans Administration Education Assistance Allowance. Most employers will provide tuition assistance or reimbursement; some employers will use Intergovernmental Personnel Act funds for this purpose.

Nova University

Nova University was chartered in 1964 and has been accredited by the Southern Association of Colleges and Schools as a graduate university. It is an independent, non-profit, non-sectarian, equal opportunity institution. In addition to the MPA and DPA, the University offers graduate programs in behavioral, environmental and life sciences; education; oceanography and law. The mission and experience of Nova University in these programs has been applied to the Graduate Program for Public Administrators. The Program is a member of the National Association of Schools of Public Affairs and Administration.

National Leadership: Preceptors and Cluster Directors

Don T. Allensworth, Consultant (P)

Boyce Appel, Consultant. (P)

DeWitt C. Armstrong III, Brigadier General, United States Army, retired. Associate Director of Nova University Graduate Program and Program Professor in Administration.

Charles S. Ascher, Institute of Public Administration, New York City. (P)

Thomas E. Baynes, Assistant Professor of Law, Nova University (P)

Richard M. Berry, National Science Foundation. (P)

Roy W. Crawley, Executive Director, National Academy of Public Administration. (P)

Edward S. Flash, Jr., Associate Professor, Graduate School of Business and Public Administration, Cornell University. (P)

Milton A. Gabrielson, Director, Studies in Human Habitability, Nova University. (C)

Ernest Gendron, faculty member of George Peabody College. (C)

Ezra Glaser, Program Professor, Graduate Program in Public Administration, Nova University.

George A. Graham, Associate Director, Nova University Program in Public Administration and Program Professor; former Executive Director of the National Academy of Public Administration.

W. Donald Heisel, Director, Institute of Governmental Research, Univ. of Cincinnati. (P)

Samuel Humes, Director of the Nova University Graduate Program in Public Administration and Professor of Public Administration.

Edward A. Kieloch, Consultant. (C)

Teresa Carr King, Professor, Director of Public Administration Program, Roosevelt University. (C)

R. Boyd Ladd, Assistant Director of Statistical Development, National Center for Educational Statistics, U.S. Office of Education, HEW. (P)

William F. Larsen, Associate Director, Nova University Graduate Program in Public Administration and Program Professor.

John Lederle, Professor of Political Science, University of Massachusetts (P)

Harvey C. Mansfield, Professor of Government, Columbia University (C)

Albert A. Mavrinac, Chairman, Department of History and Government Colby College. (P)

Allyn Morrow, Faculty Member, Graduate School of Public and International Affairs, University of Pittsburgh. (P)

Herbert F. Reinhard, Assistant to the President, Florida A&M University (C)

Frank W. Render, Assistant to President for Public Affairs, Federal City College, Washington, D.C. (P)

Richard L. Seggel, Senior Professional Associate, Institute of Medicine, National Academy of Sciences. (P)

Nicholas A. Sileo, Associate Professor and Chairman of the Dept. of Sociology & Anthropology, Florida International University. (C)

O. Glenn Stahl, Consultant. (P)

James Sundquist, Senior Fellow, The Brookings Institution. (P)

Eldon Sweezy, Institute of Public Administration, Washington, D.C. (P)

Morton Tenzer, Director of the Institute of Urban Research at the University of Connecticut. (P)

John M. Urie, Director of Finance, City of Kansas City, Mo. (P)

David Walker, Deputy Director, Advisory Commission on Intergovernmental Relations. (P)

William E. Warne, Consultant. (P)

Orion White, Jr., Associate Professor and Director of Graduate Studies Dept. of Political Science, University of North Carolina. (P)

Those listed are presently involved with the Nova University Graduate Program in Public Administration as preceptors (P) or cluster directors (C).

Mr. _____
 Miss _____
 Mrs. _____
 Ms. _____

Address _____
 (Street) (City) (State) (Zip)

Phone: (Home) _____ (Business) _____ Date of Birth _____

EMPLOYMENT EXPERIENCE

List two most recent positions. Please give present position first.

FROM	DATES TO	TITLE	INSTITUTION AND ADDRESS	NATURE OF WORK

EDUCATION

Please give most recent institution first.

DEGREE AND DATE RECEIVED	DATES OF ATTENDANCE FROM TO	COLLEGES AND UNIVERSITIES	LOCATION	MAJOR FIELD

(Detach and forward to Graduate Program in Public Administration, Nova University, College Avenue, Fort Lauderdale, Florida 33314, 305 587-6660)

Graduate Program in Public Administration
Nova University, College Avenue
Fort Lauderdale, Florida 33314
305-587-6660

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