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Center for School Leadership Development National Ed.D. Program for Education Leaders 1985-86 Catalog

Nova University

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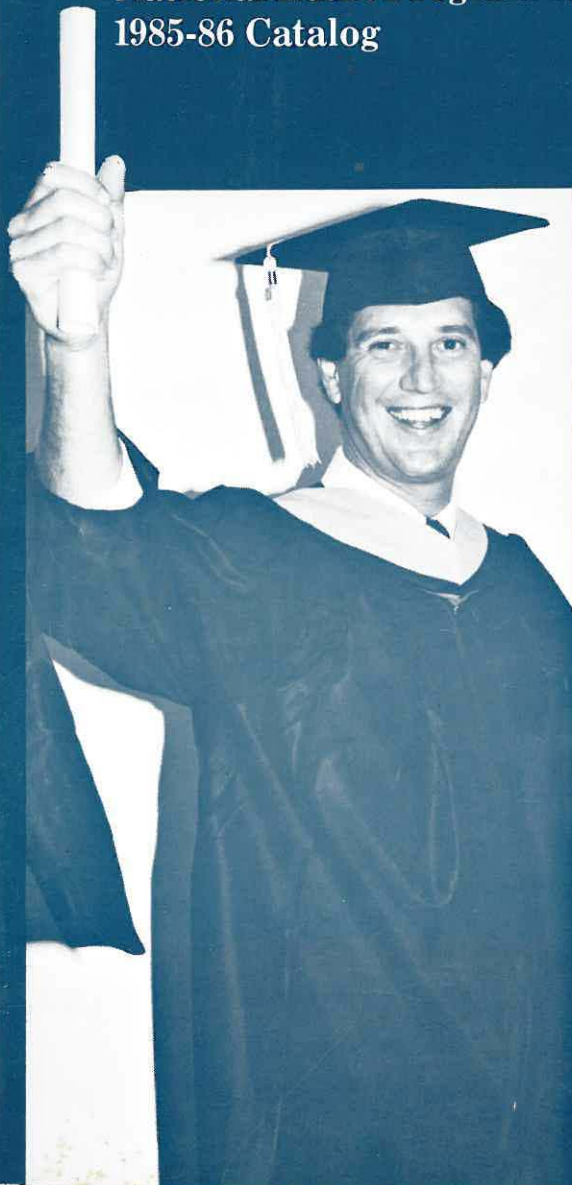
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 NOVA UNIVERSITY

Center for School Leadership Development

National Ed.D. Program for Educational Leaders
1985-86 Catalog





Center for School Leadership Development

**National Ed.D. Program
for Educational Leaders**

1985-86 Catalog

Nova University is chartered by the State of Florida and is accredited by the Southern Association of Colleges and Schools. Nova University admits students of any race, color, and national or ethnic origin.



The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to human needs. Hence, Nova University continues to seek solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness, and personal awareness.

*Alexzander Schure
Chancellor, Nova University*

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 which 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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National Ed.D. Program for Educational Leaders

Purpose and Overview of the Program

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

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

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

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



GERALD E. SROUFE
Program Director

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant

are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.

Leadership is a central focus of the program. To address this concept in a meaningful way the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA)[™] system has been especially developed by Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias on any known dimension — age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.

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

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



DORI LUNSFORD
Administrative Assistant



FERN BAILEY
Senior Secretary

Participants and the Cluster Concept

PARTICIPANTS — Since 1972 the term “participant” has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate our aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program and is descriptive of the relationship of “students” to the program. As is noted elsewhere, participants are typically in their 40’s and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical and developmental.

LOCAL CLUSTERS — The local cluster is a key organizational and educational component of the program. Physically, a cluster is the cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the National Lecturer as scheduled and with program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants, and others. To facilitate the pedagogical and social goals related to cluster concept, admission is closed once the cluster begins.

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

Since leadership cannot be developed without the experience of responsibility through decision-making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expeditor and motivator of participants. But he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As it becomes feasible, for example, he or she turns over responsibility to participants for the budget, direction of the study program, self-evaluation, and program evaluation.

4 Operating Clusters and Coordinators*

CLUSTER	START DATE	CLUSTER COORDINATOR	CONTACT
Atlanta, Georgia III	April 14, 1984	Cade T. Gervais—Assistant to Supt., Fulton County Schools, Atlanta, Ga.	786 Cleveland Ave., SW Atlanta, GA 30315 (404) 768-3600
Boston, Massachusetts III	October 22, 1983	Herb Drew—Supt. of Schools, Westfield, Mass.	9 Spartan Lane Westfield, MA 01085 (413) 562-9713
Central Florida	April 13, 1985	Eric Whitted—Area I Supt., Pinellas County Schools, St. Petersburg, Fla.	1001 51st St., S. St. Petersburg, FL 33707 (813) 321-3461
Chicago, Illinois IV	October 18, 1982	James G. Moffat—Chicago Public School System, Chicago, Ill.	6727 N. Loron Ave. Chicago, IL 60646 (312) 235-3160
Columbia, South Carolina	January 26, 1985	Evelyn Blackwelder—Supt., Lexington County School District 1, Lexington, S.C.	P.O. Box 219 Lexington, SC 29072 (803) 359-4178
Dallas, Texas IV-A	October 1, 1983	Gwyn Brownlee—Director of Instructional Services, Region X, Educational Service Center, Richardson, Texas	4018 Williamsburg Dallas, TX 75220 (214) 357-8917
Dallas, Texas IV-B	October 20, 1984	Dwain Estes—Chairman, Dept. of Administration, Foundation & Supervision, Baylor University, Waco, Texas	213 Guittard Ave. Waco, TX 76706 (817) 757-1772

Fayetteville, N. Carolina	October 23, 1982	Charles Davis—Director of Federal Programs, Fayetteville City Schools, Fayetteville, N.C.	P.O. Box 35326 Fayetteville, NC 28303 (919) 868-1846
Ft. Myers, Florida	November 6, 1982	Carrie Robinson—Principal, Bayshore Elementary, Ft. Myers, Fla.	3066 Apache St. Ft. Myers, FL 33901 (813) 995-0151
Gainesville, Florida II	October 29, 1983	Tommy Tomlinson—Deputy Supt., Alachua County, Gainesville, Fla.	620 E. University Ave. Gainesville, FL 32601 (904) 373-5192
Indiana	January 26, 1985	Fred Dykins—Principal, Central Elementary School, Plainfield, Ind.	110 Wabash St. Plainfield, IN 46168 (317) 839-7707
Jacksonville, Florida III	April 10, 1982	Cecil Allison—Principal, Stillwell Jr. High School, Jacksonville, Fla.	7840 Burma Road Jacksonville, FL 32205 (904) 781-3776
Jacksonville, Florida IV	February 2, 1985	Julian Williams—Asst. Supt. Coffee County Schools, Douglas, Ga.	1106 Hillside Dr. Douglas, GA 31533 (912) 384-2086
London, England	December 18, 1982	Allan Netburn—Dept. of Defense, Dependent Schools Atlantic, London, England	P.O. Box 1923 APO New York 09241 011-44-1-262-3694
Macon, Georgia	May 18, 1985	Columbus Watkins—Principal, Miller A Middle School, Macon Ga.	1870 Flintwood Dr., Macon, GA 31211 (912) 746-3229

9 Miami, Florida	October 13, 1984	Bert Kleiman—Director of Secondary Schools, Dade County, Fla.	14321 S.W. 77 Ave. Miami, FL 33157 (305) 642-7555
Myrtle Beach, S. Carolina	November 19, 1983	Floyd Wright—Aynor Conway Career Center, Conway, S.C.	Route 8, Box 343 Conway, SC 29526
Philadelphia, Pennsylvania III	January 29, 1983	James Gallagher—Principal, Central Bucks High School East, Buckingham, Pa.	670 Cypress Road Warminster, PA 18974 (215) 794-7481
Phoenix, Arizona III	January 28, 1984	William Wright—Supt., Apache Junction Unified Schools, Apache Junction, Ariz.	P.O. Box 879 Apache Junction, AZ 85220 (602) 982-1111
Potomac, D.C.	February 6, 1982	Marilyn Brown—Asst. Supt., Division of Student Services, D.C. Public Schools Washington, D.C.	201 Whittier St., NW Washington, DC 20012 (202) 829-2706
Potomac, D.C. II	November 5, 1983	Eugene Karol—Supt., Calvert County Schools, Prince Frederick, Md.	P.O. Box 627 Prince Frederick, MD 20678 (301) 535-1700
Raleigh, N. Carolina	September 29, 1984	Charles Davis—Director of Federal Programs, Fayetteville City Schools, Fayetteville, N.C.	P.O. Box 35326 Fayetteville, NC 28303 (919) 868-1846
Richmond, Virginia II	October 27, 1984	John Galloway—Asst. Supt., Curriculum & Instruction, Chesterfield County, Va.	13701 Robious Road Midlothian, VA 23113 (804) 748-1444
San Antonio, Texas II	February 26, 1983	Dwain Estes—Chairman, Dept. of Administration, Foundation & Supervision, Baylor University, Waco, Texas	213 Guittard Ave. Waco, TX 76706 (817) 757-1772

San Francisco Bay Area, California	November 20, 1982	Don Johnson—Supt. of Schools, Sausalito, Calif.	1360 Butterfield Road San Anselmo, CA 94960 (415) 332-3190
Springfield, Massachusetts II	April 14, 1984	Neil Macy—Education & Labor Relations Consultant, Bloomfield, Conn.	10 Mallard Drive Bloomfield, CT 06002 (203) 242-7287
South Florida	October 23, 1982	Bert M. Kleiman—Director of Secondary Schools, Dade County, Fla.	14321 S.W. 77 Ave. Miami, FL 33157 (305) 642-7555
South Park, Pennsylvania III	January 26, 1985	Robert S. Piatt—Director of Elementary Education, South Allegheny School District, Liberty Boro, Pa.	1713 Port Vue Ave. McKeesport, PA 15133 (412) 672-4688
Waukegan, Illinois IV	October 20, 1984	James G. Moffat—Chicago Public School System, Chicago, Ill.	6727 N. Loron Ave. Chicago, IL 60646 (312) 235-3160
Williamsport, Philadelphia III	February 4, 1984	Harry I. Sharp, Jr.—Supt., Ridgway Area Schools, Ridgway, Pa.	Box 593 Ridgwy, PA 15853 (814) 772-4488
Wilmington, Delaware III	January 21, 1984	J. Howard Hunt—Supt., Upper Pittsgrove Township, Monroeville, N.J.	Upper Pittsgrove Township Monroeville, NJ 08343 (609) 358-8163

*As of April, 1985

APPRAISING LEADERSHIP IN EDUCATION



ALLAN B. ELLIS
Senior National Lecturer

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

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

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

Evaluation Process. The National Lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability

to observe and support judgments of the leadership behavior of others; the scope and detail of the self-appraisal; the quality of proposed strategies for personal development; and the depth of analysis of readings and transcriptions.

Associate Lecturers: Andrea M. Goldman; Richard Willard.

CURRICULUM DEVELOPMENT



LOUIS J. RUBIN
Senior National Lecturer

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

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major

issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with National Lecturers, time is divided between formal presentations and teacher-participant interaction.

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

Associate Lecturers: Dale Brubaker, D. L. Baker, Decker Walker

EDUCATION POLICY SYSTEMS



LAURENCE IANNACCONI
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, as well as American federalism, are brought to bear on policy formulation and the implementation process in education.

Educational policy systems at all levels of government are analyzed with special attention to micro-political systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National Lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congressmen, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

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

Associate Lecturers: Louis Masotti; Frederick M. Wirt.

EVALUATION



MICHAEL SCRIVEN
Senior National Lecturer

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him or her to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is the quality control mechanism of education and an essential part of the professional commitment. The presupposition of the study area is that every significant decision of an admin-

istrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator has been conceived of as a consumer of the more technical kind of evaluative information especially of statistics and test theory. In other words, the skills needed are often those of a user of evaluation, a customer of evaluators, rather than those of a specialist evaluator.

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

Instructional Methods and Materials. The study guide, readings, and presentations of National Lecturers focus on understanding and skill development necessary for educational leaders. The study guide provides many illustrations, pretests, and sample questions to direct the participants' reading and to encourage self-monitoring. In order to direct study and assist the lecturers in working with each cluster, prepared reading and exercises are required in advance of each lecture. Examples used for discussion and examination are taken largely from a pool to which participants contribute. One of the seminars is a true workshop concerned principally with working examples and skill development. All seminars are aimed at providing a good grasp of the basic concepts, and techniques in the field rather than highly technical methodology. Approximately one-third of the study area is devoted to the quantitative aspects of evaluation.

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

Associate Lecturers: Richard M. Jaeger, Alexander Law, Nick Smith, Barbara Davis.

FINANCE



JAMES W. GUTHRIE
Senior National Lecturer

General Description. This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach that goes far beyond traditional concerns: the design of this study area takes advantage of the turmoil in the field. The overall purpose is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes, intensely, the school finance arrangements of particular states of special interest to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to society from investment in schooling, the relationship between cost and educational quality, equal protection suits, and the relationship of school finance to overall public finance problems such as tax policy. School finance reform proposals are also discussed—among them, "Full State Assumption" and "District Power Equalizing."

Instructional Methods and Materials. In dealing with this volatile subject, a blanketing approach is used. In addition to presentations from three National Lecturers, participants are provided with a series of readings in economics and finance and a study guide consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of various authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.

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

Associate Lecturers: Jack W. Osman, Robert Singleton.

MANAGEMENT AND SUPERVISION



HARVEY SCRIBNER
Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of childrens' education and because the National Lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self actualization. Decision-making skills such as planning technology, and information systems form one focus of the study area which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management and staff development are discussed under this heading. The National Lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and

pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns such as parent participation and mandated accountability programs.

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

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

Associate Lecturer: Gordon L. McAndrew, Ulysses Van Spiva.

RESEARCH FOR IMPROVING THE SCHOOLS



GERALD E. SROUFE
Senior National Lecturer

General Description. Among those responsible for the success of the American education enterprise exist two groups of dedicated and competent professionals: school administrators and school researchers. They appear to have similar concerns, often focusing on the same problem at the same time. However, they do not

work cooperatively on resolving problems; for the most part, they ignore one another.

There are multiple reasons why research has so little impact on education: some are definitional; some are methodological; some are political. However, the principal reason is the absence of a viable linkage system among researchers and administrators. The central objective of this area of study is to foster perceptions, skills, and behaviors that will make school administrators active partners in the effort to improve the schools through research.

Development of an administrator-researcher partnership requires, at least, that administrators understand the research establishment, and become familiar with principal values and symbols of researchers. It requires, also, that they develop skills necessary to become active consumers of research, such as ability to criticize existing research in terms of problem definition, methodology, reporting and appropriateness. Finally, becoming an active partner requires overt steps to develop an on-going relationship with the research community, to develop skill at defining problems and identifying necessary research information, and development of a role definition which incorporates such a partnership.

Instructional Methods and Materials. While a good deal of reading and reflection is required, involving a fugitive literature as well as standard texts, the study area is designed around activities. Many of the activities are designed to be accomplished by small groups of participants over the duration of the study period.

Assignments are designed and sequenced to require that the topics of Research for Improving Schools, and questions related to this general topic, be in the forefront of the thoughts of the participants as they pursue their daily administrative activities.

The study area is atypical in that instruction is provided entirely by Nova staff (not counting individuals involved by the cluster as local resources). This staffing pattern is designed, in part, to serve system needs such as increased interaction among participants and central staff, and facilitating problem identification and information access, two skills related to the practicum process.

Evaluation Process. Opportunities are provided for participants to demonstrate skills in criticizing research, in gaining access to research studies, and in understanding research relevant symbols and techniques. Also, participants will be expected to demonstrate ability to formulate problems and to articulate dimensions of an administrator-researcher partnership. Participants will be expected, also, to demonstrate development of active engagement with

researchers and research associations. Evaluation is based on a composite score for performance across a variety of activities, including some tests, rather than a single examination.

Associate Lecturers: David S. Flight, James A. Johnson.

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION



MARIO D. FANTINI
Senior National Lecturer

General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but managing educational resources has been defined exclusively as utilizing public funds in classrooms and schools. Allocation of existing resources within this narrow framework remains a major task of school administrators. But educational leadership today requires specific attention to developing broader concepts of resource management aimed at improving the effectiveness of student learning. This study area asks participants to rethink the role of public schools within a comprehensive framework in which education is seen as an integral part of an overall community human service system with a focus on providing resources necessary for children and youth to learn. For purposes of this study area, the school is viewed as one part of a comprehensive system of education within the community. Educational leadership as a catalytic agent for mobilizing resources within and without the school on behalf of learners is examined. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources of the school and community for improved learning. This study area explores contemporary concepts such as optional learning environments, vouchers, alternative schools, community education, volunteerism, human services, and schools without walls, together with issues and procedures in resource development and application. Special attention is given to the educational, economical, political, and legal implications. Assumptions about the one-role view of school administrators are analyzed and alternative perspectives are considered. The National Lecturers pro-

promote an awareness of the range of human and material resources available and indicate how they can be used and evaluated. Major plans aimed at linking resources to the educational needs of students are studied. Alternative leadership roles are also considered within a range of possible professional roles to help participants develop their personal administrative styles as resource managers.

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

Evaluation Process. Participants are expected to demonstrate competency in resource management, including instructional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications to public policy issues at the national level. They demonstrate such competency by identifying the range of resources available in their schools and communities, developing and implementing "mini-delivery systems" by advising policy makers on the strengths and weaknesses of proposed plans and by analyzing their own stances as resource managers and leaders.

Associate Lecturers: Adrienne Garcia, Audrey Ross.



DAVID S. FLIGHT
Director of Practicums

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

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

After the basic framework of the project has been delineated in consultations with practicum faculty advisers at Nova, participants prepare a formal, written proposal including detailed sections on problem definition and analysis, anticipated outcomes of intervention activity, the conceptualized solution strategy, the implementation design, and the evaluation system to be used. Upon receiving faculty approval of their proposed projects, participants then put their plans to the test as they embark on the action component of their work. Such action may span nine months to a year or more during which time the project managers must monitor activity flow, adjust plans to accommodate unanticipated events, and remain in periodic contact with University personnel. Following the conclusion of practicum activity and evaluation of outcomes, participants prepare reports of their accomplishments from the formulation of plans to the analysis of results. These documents are addressed to practitioners, must be scholarly in presentation, and are selectively available through the Educational Resources Information Center or the School Practices Information File.

INSTRUCTIONAL PROCESS AND MATERIALS — As they enter the doctoral program, participants receive text materials on the practicum process and departmental expectations. Instructional sessions with full-

Assisting the Practicums Staff



JOHNNIE PERRY
Administrative Secretary



CAROLE BENEDICT
Clerical Assistant

cluster groups during the first few weeks following cluster formation are followed by subcluster meetings at which Nova faculty engage groups of three to five participants in discussion of practicums by speaker phone. These interchanges are intended to clarify basic concepts in the specified problem-solving design and to assist participants in applying the elaborated planning procedures to possible initial projects. As may be necessary to achieve mastery, participants may be involved in more than one discussion of the basic planning process. Then individual telephone conferences are conducted to hammer out acceptable plans for each participant's actual Introductory Practicum project. When this has been achieved, sometimes after several such conferences and the exchange of informal written material, participants prepare written proposals which they submit for formal evaluation as the final step prior to taking the planned action.

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

Participants are expected to complete the Introductory Practicum during the first year of program activity. Following demonstration of a verified educational improvement (plus mastery of the process) in this first significant problem-solving effort, they are then encouraged to join with one or two others in their clusters with similar interests and concerns for the organizing of a Group Practicum extending through the second program year. The third and final practicum is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings. While this sequence of work is typical, alternative patterns are quite acceptable. For example, the period after completion of the Introductory Practicum may be devoted to an ambitious two-year, individual undertaking or two one-year projects, depending on problematic conditions facing participants at particular times and places.



The Summer Institute The final element in the instructional program, Education USA (the Summer Institute), is a way of providing a national perspective for participants — one of the major goals of the program.

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

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

Each Nova participant must attend two Summer Institutes during his or her involvement in the program. Attendance at all sessions and residence at the Summer Institute site is required. Participants are responsible for their own travel and living expenses but there is no fee for the Summer Institute. Summer Institutes are held in South Florida, Washington, D.C., and in the Western States.





ELIZABETH POLINER
Director, Information
Retrieval Services

Instructional and Research

Materials Since this is a field-based program, traditional campus-based library facilities must be supplemented by additional, special resources. While students generally have ready access to local community, university, or school system libraries, additional resources have been developed specifically for the field-based students of the National Ed.D. Program for Educational Leaders. These resources include the following:

- **AN INFORMATION RETRIEVAL SERVICE (IRS)**, which houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 245,000 documents and is growing at the rate of about 1,500 documents per month. Using widely available printed indexes or computer searches, participants may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 45,000 documents on microfiche.

The IRS has computer access to ERIC and more than 200 other databases, including many social and behavioral science databases, such as Psycinfo, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which IRS has access contain more than 100 million records. The IRS does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

Another database to which the IRS has access is the School Practices Information File (SPIF). This database contains references to documentation on validated school practices. Programs cited in SPIF are submitted by universities, state departments of education, and other education agencies. Selected practicum reports submitted by participants in the National Ed.D. Program for Educational Leaders are included in SPIF.

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

For more information about the IRS, see *The Gatekeepers' Gazette*, Vol. 8, No. 1 (1979), or the "Users Guide," April 1982. Both are available on request.

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

- MICROFICHE copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are available to each participant. The *Thesaurus of ERIC Descriptors* is provided for each cluster. The *Practicums Manual*, previously referred to, is given to each participant.
- A FINANCIAL ALLOTMENT to each cluster can be used to purchase any kind of supplementary materials deemed necessary by the group.
- A STUDY GUIDE for each of the eight study areas, is provided at no additional cost to each participant. Each guide has been written by a Senior National Lecturer. Each guide provides participants with the resources needed in order to gain access to the burgeoning literature within the disciplines and the behavioral sciences. It also provides contextual resources for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments in the field. Over a period of time the lecturers have developed several distinct approaches to the study guides, depending on the subject. For example, in the case of the *Education Policy Systems Study Guide*, large amounts of substantive knowledge, theory, concepts, and research are synthesized into an introduction to the discipline. In the case of the *Appraising Leadership in Education Study Guide*, a process by which participants assess their leadership skills is provided. The program includes specific substantive information, exercises, and procedures for self-evaluation. It also includes provisions for the development of self-improvement planning and implementation. The *Finance Study Guide* makes extensive use of the professional literature because of the dynamic nature of the subject matter.

STUDY GUIDES

<i>Study Area</i>	<i>Author</i>	<i>Revised/Reprinted</i>
Appraising Leadership in Education	Allan B. Ellis	1984
Curriculum Development	Louis J. Rubin	1984
Education Policy Systems	Laurence Iannaccone	1985
Evaluation	Michael Scriven	1982
Finance	James W. Guthrie	1984
Management and Supervision	Harvey B. Scribner	1984
Research for Improving the Schools	Gerald E. Sroufe	1984
Resource Management: Utilizing Resources for Improving Education	Mario D. Fantini	1984

Study Materials — by study areas, provided to each cluster

APPRAISING LEADERSHIP IN EDUCATION

- Bliss, Edwin, *Getting Things Done*, New York: Bantam Books, 1976.
- Burns, James MacGregor, *Leadership*, New York: Harper and Row, 1978.
- Lakein, Allan, *How to Get Control of Your Time and Life*, New York: New American Library, 1973.
- McKenzie, Alex, *Time Trap*, New York: McGraw Hill, 1975.
- Strunk, William and E.B. White, *Elements of Style*, New York: McMillan Publishers, 1972.
- Viscott, David, *Risking*, New York: Simon and Schuster Publishers.

CURRICULUM DEVELOPMENT

- Eisner, Elliott W., *The Educational Imagination*, New York: McMillan Publishers, 1979.
- Macdonald, James B., Bernice S. Wolfson and Esther Zaret, *Reschooling Society: A Conceptual Model*, Washington, D.C.: Association for Supervision and Curriculum Development, 1973.
- Rubin, Louis J., *Critical Policy Issues in Education*, Boston: Allyn and Bacon.
- Rubin, Louis J., *Curriculum Handbook*, Boston: Allyn and Bacon, 1977.
- Taba, Hilda, *Curriculum Development: Theory and Practice*, Atlanta: Harcourt, Brace and Jovanovich Publishers, 1962.
- Zais, Robert, *Curriculum Principles and Foundations*, New York: Thomas Crowell Publishers, 1976.

EDUCATION POLICY SYSTEMS

- Dahl, Robert, *Who Governs?*, New Haven and London: Yale University Press, 1974.
- Edelman, Murray, *The Symbolic Uses of Politics*, Urbana, Illinois: University of Illinois Press, 1967.
- Iannaccone, Laurence, and Peter J. Cistone, *The Politics of Education*, Eugene Oregon: Eric Clearinghouse on Educational Management, University of Oregon Press, 1974.
- MacIver, R.M., *Web of Government*, New York: MacMillan Publishers, 1965.
- Schattschneider, E.E. *The Semi-Sovereign People*, New York: Holt, Rinehardt, and Winston, 1961.
- Tyack, D.B., *The One Best System*, Cambridge, Massachusetts: Harvard University Press.

Wirt, Frederick M. and Michael Kirst, *Schools in Conflict*, Berkeley, CA: McCutcheon Publishing Corp., 1982.

EVALUATION

Anderson, Scarvia B., *Encyclopedia of Educational Evaluation*, San Francisco: Jossey-Bass Publishers, 1976.

Bramble, Mason, *Understanding and Conducting Research*, New York: McGraw Hill, 1978.

Downie, N.M., and R.W. Heath, *Basic Statistical Methods*, New York: Harper and Row, 1970.

Hopkins, K., and Glass, G.V., *Statistical Methods in Education and Psychology*, Prentice Hall, 1975.

House, Ernest, *School Evaluation*, Berkeley: McCutcheon Publishers, 1970.

Joint Committee/Standard/Education, *Standards for Evaluations of Educational Programs, Projects and Materials*, New York: McGraw Hill, 1981.

Popham, James *Educational Evaluation*, Englewood Cliffs, NJ: Prentice Hall, 1975.

Scriven, Michael, *Evaluation Thesaurus*, Point Reyes, CA: Edge Press, 1977.

Thorndike, Robert and E.P. Hagen, *Measurement and Evaluation in Psychology*, New York: John Wiley and Sons, 1969.

Tuckman, Bruce W., *Conducting Education Research*, New York: Harcourt, Brace and Jovanovich Publishers, 1964.

Worthen, Blain, and Jerome Sanders, *Educational Evaluation and Theory and Practice*, Worthington, Ohio: Charles Jones Publishers, 1973.

FINANCE

Benson, Charles S., *The Economics of Education*, (third edition), Boston: Houghton-Mifflin Publishers, 1978.

Guthrie, James W., and Walter I. Garms, *School Finance: The Economics and Politics of Public Education*, Englewood Cliffs, NJ: Prentice Hall Publishers, 1978.

MANAGEMENT/SUPERVISION

Carnegie Council, *Giving Youth a Better Chance: Options for Education and Work*, San Francisco: Jossey Bass Publishers, 1979.

Dunn, R., and K.J. Dunn, *Administrators' Guide to New Programs for Faculty Management and Evaluation*, West Nyack, New York: Parker Publishers, 1979.

Peters, Thomas J. and Robert H. Waterman, Jr., *In Search of Excellence, Lessons from America's Best-Run Companies*, Harper and Row Publishers, 1982.

Report by Study Commission on Undergraduate Education and the Education of Teachers, *Teacher Education in the United States: The Responsibility Gap*, Lincoln, Nebraska: University of Nebraska Press, 1976.

Rush, Harold, *Behavioral Science, Concepts and Management Application*, The Conference Board, Inc., New York: McGraw Hill Publishers, 1969.

Rutter, M., Maughan, B., Mortimore, P., Ouston, S., *Fifteen Thousand Hours*, Cambridge, Massachusetts: Harvard University Press, 1979.

Spiva, Ulysses Van, *Leadership Plus Administration in School Management*, Sherman Oaks, California: Banner Books International, 1978.

RESEARCH FOR IMPROVING THE SCHOOLS

Averch, Harvey, et al., *How Effective is Schooling? A Critical Review of the Research*, Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.

Bramble, William and Emanuel Mason, *Understanding and Conducting Research: Applications in Education and Behavioral Sciences*, New York: McGraw-Hill, 1978.

Sproule, Lee, Stephan Weiner, and David Wolf, *Organizing An Anarchy: Beliefs, Bureaucracy, and Politics in the National Institute of Education*, Chicago, Illinois: University of Chicago Press, 1978.

Suppes, Patrick (ed), *The Impact of Research on Education: Some Case Studies*, Washington, D.C.: National Academy of Education, 1979.

Tuckman, Bruce W., *Conducting Educational Research*, New York: Harcourt, Brace and Javanovich Publishers, 1964.

RESOURCE MANAGEMENT

Averch, Harvey, *How Effective is Schooling? A Critical Review of Research*, Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.

Blanchard, Kenneth and Paul Hersey, *Management of Organizational Behavior: Utilizing Human Resources*, 4th Edition, Englewood Cliffs, New Jersey, Prentice Hall, 1982.

Blanchard, Kenneth and Spencer Johnson, *The One Minute Manager*, New York: William Morrow and Co., Inc., 1982.

Group for Environmental Education, Inc., *Yellow Pages of Learning*, Philadelphia: Group for Environmental Education, Inc., 1973.

Naisbitt, John, *Megatrends: Ten New Directions Transforming Our Lives*, New York Warner Books, Inc., 1982.

Davies, Don; Fantini, Mario D.; Ghory, Ward J.; Lightfoot, Sara Lawrence; and Tyler, Ralph W., *A Two-Way Street: Home School Cooperation in Curriculum Decision-Making*. Edited by Robert Sinclair. Boston, Massachusetts: Institute for Responsive Education, 1981.



LINDA STONE
Admissions Supervisor

Admissions

REQUIREMENTS FOR ENROLLMENT

Participants with intellectual ability and a penchant for action are sought for the National Ed.D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program.

Accordingly, admission to the program requires a master's degree from an accredited institution, current employment in an administrative position, administrative certification (where appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Admissions Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. A deposit and application fee is also required.

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

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

Application materials and other information may be obtained from the Ed.D. Admissions Office, Center for School Leadership Development, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7378.

CREDITS AND CERTIFICATION

The Nova program is intended for "encumbent school administrators" and, consequently, requires that certification appropriate to one's present administrative position be achieved prior to admission. Because certification requirements vary so greatly for each administrative position in each state, the program cannot guarantee that accomplishment of a doctorate from an accredited university will fully satisfy the certification requirements for any specific position.

Credits are awarded for successful completion of "blocks" of work including both study areas and practicums. Blocks vary in the length of time they take to complete, the number of study areas covered, and the complexity of practicum involvement. The sequence in which the eight study areas are covered varies from cluster to cluster. The initial block of 9 credits is awarded for successful completion of one study area and an accepted practicum proposal. A second block of 17 credits is awarded for successful completion of two study areas and the final report of one practicum. A block of 26 credits is awarded for successful completion of three study areas and one additional practicum. The final block of 20 credits is earned through successful completion of two study areas and the final practicum. An entire block of work must be completed satisfactorily before the registrar will issue any credit.

Schematically the credit system is as follows:

Block Credit System

FIRST YEAR ¹	BLOCK I		BLOCK II	
Study Areas ²	A		B	C
Practicum	Introductory		Introductory	
	Practicum Proposal		Practicum Report	
Credits ³	9		17	
SECOND YEAR	BLOCK III			
Study Areas	D	E		F
Practicum	Group Practicum Report			
Credits	26			
THIRD YEAR	BLOCK IV			
Study Areas	G	H		
Practicum	Individual Practicum Report			
Credits	20			

¹ A "year" is 12 sequential months.

² Study areas sequence is irrelevant to award of credits. Each of the eight study areas carries 6 credits (that is: Appraising Leadership in Education = 6; Policy = 6; School Finance = 6; Management and Supervision = 6; Research = 6; and, Resource Management = 6).

³ Credits are awarded only for successfully completed blocks of work.

TRANSFER OF CREDITS

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



Academic Requirements

GRADUATION REQUIREMENTS AND GRADING SYSTEM.

To graduate a participant must (1) satisfy the expectations of the Senior National Lecturer in each of the eight study areas, and be given a pass grade in each study area; (2) must satisfy the expectations of the practicum advisory staff in each of the three required practicums (or their equivalent) and be given a pass grade for each practicum report; (3) must attend and actively participate in two Summer Institutes; and (4) must meet all financial obligations to the University.

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

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.

The program is designed to require three calendar years beyond the masters degree. Many students require some time in a fourth year to complete their work.

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

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

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the schools. In fact, the average age of Nova candidates at the time of admission for this degree is 42.

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50; some would be

60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided (with reduced charges) to make possible degree completion for those who have had personal or program problems during the first three years.

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

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

Rules of Conduct and Academic

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

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

Cost It is anticipated that most students will complete this doctoral program in three years. The tuition fee of \$3,600 per year (October, 1985) must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition (1985) beyond the third year is \$800 per three-month term, not to exceed a total of \$3,200.

TUITION PAYMENT PLAN*

Participants may pay their tuition in one single payment of \$3,600 before the cluster start date (plus an initial application fee of \$50.00 the first year only), thereby avoiding \$50.00 in service charges, or payments can be made in three installments over the year as follows:

FIRST YEAR

First Payment	\$ 50.00	(application fee to be paid with application)
	\$200.00	(tuition deposit to be paid with application)*
	\$1000.00	(tuition)
	<u>\$1250.00</u>	(to be paid before first meeting)
Second Payment	\$1200.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$1225.00	(due before the fifth month of the cluster.)
Third Payment	\$1200.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$1225.00	(due before the ninth month of the cluster.)

*Tuition deposit is refundable if participant withdraws by letter prior to the cluster start date. See refund policy.

SECOND AND THIRD YEARS

First Payment	\$1200.00	(tuition—due before the first month of the cluster year)
Second Payment	\$1200.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$1225.00	(due before the fifth month of the cluster.)
Third Payment	\$1200.00	(tuition)
	<u>\$ 25.00</u>	(service charge)
	\$1225.00	(due before the ninth month of the cluster.)

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

COSTS OTHER THAN TUITION. Attendance at two Summer Institutes is required for graduation. While there is no fee for the Summer Institute, participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

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

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

REFUNDS. If a participant has not notified the Registrar—in writing—of his or her withdrawal before the first official meeting, he will be liable for the first tuition payment (\$1,225). On the other hand, a participant notifying the Registrar in writing of his or her intent to withdraw before the first meeting of the cluster will receive a full refund less the application fee.

Persons paying the total annual tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdrawal before the due date of the second payment—\$2400 refund; withdrawal before the due date of the third payment—\$1200 refund.

If an application is rejected, the applicant will be refunded all monies except the \$50 application fee.

IF A CLUSTER FAILS TO FORM IN THE PARTICIPANT'S GEOGRAPHIC AREA, ALL MONIES, INCLUDING THE APPLICATION FEE, WILL BE RETURNED TO THE APPLICANT.

A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the Comptroller, the Registrar and a representative of the President of the University.

FOURTH YEAR FEES. Tuition beyond the third year of the program is \$800 per three-month term. There is no charge for participants granted a six-month extension beyond the fourth year (1985).

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

Program Re-Entry Participants in this program occasionally encounter personal or professional situations which make it impossible for them to complete the program within the time permitted. The catalogue of traumatic events related to spouses, children, one's self or one's school setting need not be related here. However, when these circumstances do occur a humane response is called for, one that does not weaken the quality control or performance expectation of the program.

Participants terminated from the program have one opportunity to petition to re-enter no sooner than one calendar year following the date of their termination (or withdrawal). In such instances, a review of the petitioner's entire file within the program is undertaken by the Executive Committee and a decision reached about conditions (time allowed and tasks to be completed) under which re-entry might be granted. Re-entry provisions are designed to accommodate participants unable to handle the program demands at a point in time. Re-entry is not granted to participants simply unable to perform the requirements of the program. The decision of the Executive Committee regarding re-entry petitioners is final and may not be appealed.

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

Alumni Association Nova University has an active alumni association that is coordinated by the Office of University Relations and Development. The association is organized on three levels—local, state, and national—which work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communication between graduates and the University. The Office of University Relations and Development also offers job placement and credentials file services. Additional information may be obtained from the Office of University Relations and Development, Nova University.

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

The second point at which participant performance is formally reviewed and a judgement made about continuation or termination is at the end of four calendar years in the program. At this point, participants expected to be able to complete the program in six additional months are granted a one-time, six month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given additional six months, are terminated. They may appeal, as discussed below.

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

Finally, the program reserves the right to terminate any participant, at any time, if it becomes obvious that they are not able to satisfy the intellectual requirements or if their academic behavior is reprehensible (e.g. cheating, plagiarism).

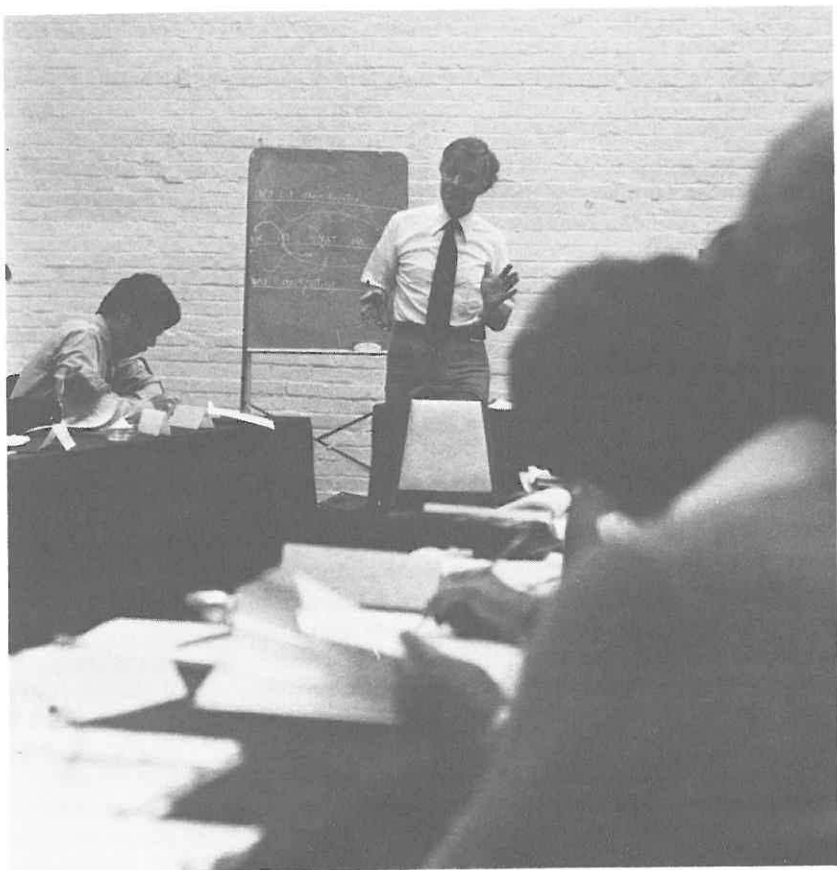
Appeals Process Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination. (They may not appeal for a time extension beyond the four year and six month maximum, however.)

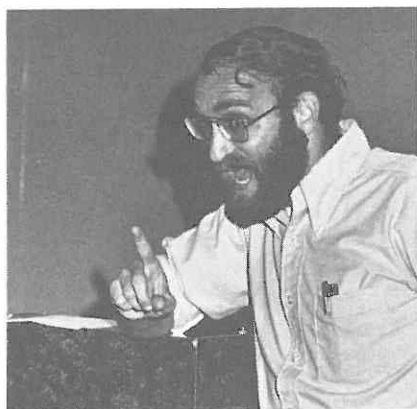
The general form of the appeal process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The Appeals Panel meets at regularly scheduled intervals and, when necessary, interim meetings are scheduled.

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

Complete information about the Appeals Panel—names of members, schedule of meetings, terms of appointment and appeal forms—are available from the program office.

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





Biographical Information

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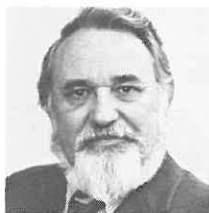
books, include *Minimum Competency Achievement Testing*, (McCutcheon, 1980); *Statistics: A Spectator Sport* (Sage, 1983); *Sampling in Education and the Social Sciences* (Longman, 1984). Mr. Jaeger is past President of the Florida Educational Research Association (1976-1977), past Chairman of the Research Training Committee of the American Educational Research Association (1976-1979), past President of the North Carolina Association for Research in Education (1982-1983), former editor of the *Journal of Educational Measurement*, and on the Board of Directors of the National Council on Measurement in Education.

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As the first Director of School Volunteer Services in Miami, Dr. Ross began the program in the Dade County schools and supervised the expansion of the program, first into all parts of the school district and later into many school districts outside the State of Florida. This innovative program has been the model school volunteer program for the U.S. Office of Education since 1975. Ms. Ross received an A.B. degree from the University of South Carolina, an M.Ed. degree from Florida Atlantic University, and a Ph.D. degree from the University of Miami.



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RICHARD W. WILLARD, National Lecturer in Appraising Leadership in Education, is Director of Research and Computing at the Bilingual Center at Lesley College and President of Educational Research Corporation. Educated at the Massachusetts Institute of Technology and Harvard University, where he received his doctorate, Mr. Willard served in the administration of MIT for fourteen years prior to becoming President of Hewes, Holz and Willard, Inc., a firm devoted to consulting with school systems on administrative uses of computers. Subsequently, he was Senior Associate of the New England School Development Council and Director of Systems and Programming of the New England Education Data Systems.

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and co-author of *Schools in Conflict: The Politics of Education*, with Michael Kirst (McCutcheon, 1982) and of *On the City's Rim: Suburban Politics and Policies* (Heath, 1972). He is also the author of articles on the politics of education in the U.S. and abroad. He is a member of the editorial boards of *Policy Studies Journal* and *Social Science Quarterly*. Since 1973 he has been consultant with Rand Corporation and the National Institute of Education.

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IN REMEMBRANCE

The National Ed.D. Program for Educational Leaders has been operating long enough now that it has lost the services of some key people through their deaths. Three men who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition:

DR. ROBERT W. BLANCHARD served as Superintendent of Schools in Portland, Oregon. He served as a member of the program's Advisory Board from its first meeting in 1972 until his death. He consistently urged the University administrators to hold to the course chosen and to resist arbitrary demands of the states that would divert the program from its mission.

DR. JAMES B. MACDONALD began service as a National Lecturer in the Curriculum study area in 1972 and continued, despite a long illness, until his death in November, 1983. Through his teaching Dr. Macdonald challenged all Nova participants to build careers rooted in integrity.

DR. DAVID MINAR began work with Nova participants as a National Lecturer in the Policy study area in 1972. He died having provided inspiration and insight to his Political Science students at Northwestern, to scholars throughout the Nation, and to several hundred school administrators in the Nova program.

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The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The Board provides advice about curriculum, policies and procedures, program development, and representation of the program to the education community. The Advisory Board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.

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About Nova University



Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's and doctoral programs 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.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and at Old Westbury and Commack, Long Island.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

Nova University Degree Offerings

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Information Science

Training and Learning Technology

Doctor of Business Administration
(D.B.A.)

Doctor of Business Administration

International Management (D.B.A.-I.M.)

Doctor of Education (Ed.D) in:

Early and Middle Childhood

Educational Leadership

Higher Education

Leadership in Adult Education

School Administration

*Vocational, Technical, and Occupational
Education*

Juris Doctor (J.D., Law)

Doctor of Philosophy (Ph.D.) in:

Applied Developmental Psychology

Clinical Psychology

Oceanography

Doctor of Psychology (Ph.D.) in:

Clinical Psychology

Doctor of Public Administration (D.P.A.)

Specialist Degrees

Educational Specialist (Ed.S.) in:

Computer Applications

Computer Education

Computer Studies

Education (23 majors)

Learning Resources

Health Education

School Psychology

Master's Degrees

Master of Accounting (M.Ac.)

Master of Business Administration
(M.B.A.)

Master of Public Administration (M.P.A.)

Master of Science (M.S.) in:

Admissions and Registration

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Child Care Administration

Coastal Studies

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Computer Systems

Electrical Engineering

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General Psychology

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Organizational Psychology

Legal Studies

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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 the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, Room 101, 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.

The Nova University general policies on Student Relations are on file in the office of the registrar.



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