

1989

# Center for the Advancement of Education National Ed.D. Program for Educational Leaders 1989-90

Nova University

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# Center for the Advancement of Education

National Ed.D.  
Program for Educational Leaders  
1989-90 Catalog



# Center for the Advancement of Education

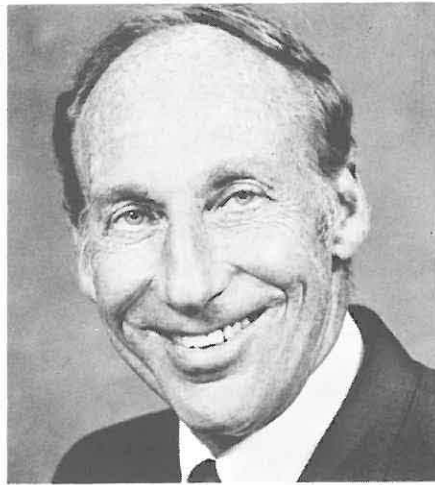
National Ed.D.  
Program for Educational Leaders  
1989-90

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*Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.*

*Nova University is a member of the American Association of Colleges for Teacher Education.*

## From the President



Now well into its third decade, Nova University is seeing the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected that indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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

*Abraham S. Fischler*  
*President, Nova University*



# The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit, university chartered by the State of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, with additional locations in downtown Fort Lauderdale and Coral Springs and at Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, the behavioral sciences, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialists, and doctoral degrees in education, in business and public administration, and in the behavioral, social, and computer sciences.

The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education, and certificate programs are offered by the University.

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.

Nova University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as The University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.



# The Center for the Advancement of Education

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

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

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

The Center for the Advancement of Education offers:

## At the doctoral level--

- Ed.D. in Early and Middle Childhood
- Ed.D. in Child and Youth Studies
- Ed.D. in Higher Education; Vocational, Technical, Occupational Education; or Adult Education
- Ed.D. in Educational Leadership

## At the master's or educational specialist level--

- M.S. in Child and Youth Care Administration
- The GEM Programs - M.S. and Ed.S. in 20 majors
- M.S. in Speech and Language Pathology



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Director of Field Relations



**STEPHANIE PASKO**  
Administrative Assistant

# National Ed.D. Program for Educational Leaders

## Purpose and Overview of the Program

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

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

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

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

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.

Leadership is a central focus of the program. To address this concept in a meaningful way the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA) system has been especially developed by Educational Research Corporation of Watertown,



Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias toward any known dimension - age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.

## Program Recognition

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

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

## Participants and the Cluster Concept

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

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

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

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





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

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

# **Operating Clusters and Coordinators**

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## Study Areas



**ELAINE LIVINGSTON**  
Administrative Assistant

## General Description

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

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

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Director, the Senior National Lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

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

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

The grade of Progress (PR) will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report.

Senior National Lecturers will assign grades no later than 30 days subsequent to examination dates.

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

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

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

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

When the AEP has been completed, it is submitted to an outside evaluator selected by the Director; the lecturers for the relevant study area are not utilized for this purpose. Thus, a totally independent judgment is made as to the participant's competency in the area. The judgment made by the outside evaluator is reviewed by the Director, who makes the final decision.

## **APPRAISING LEADERSHIP IN EDUCATION**

**ALLAN B. ELLIS**

Senior National Lecturer

**General Description.** While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the

habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

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

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

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

**Associate Lecturers:** Barbara Jeanne Burdsall, Charles Danowski, Robert C. Miles, Ann Barrow Weiler.

## **CURRICULUM DEVELOPMENT**

LOUIS J. RUBIN

Senior National Lecturer

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



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

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

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

## **EDUCATION POLICY SYSTEMS**

**LAURENCE IANNACCONE**

Senior National Lecturer

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

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

**Evaluation Process.** The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative



evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

**Associate Lecturers:** Catherine Marshall, Frederick M. Wirt..

## **EVALUATION**

**KAREN KIRKHART & MICHAEL SCRIVEN**

Senior National Lecturers

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

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

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

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

**Associate Lecturers:** Richard M. Jaeger

## **HUMAN RESOURCE DEVELOPMENT**

**MARTIN BURLINGAME**

Senior National Lecturer

**General Description.** The most vexing problem confronting those who seek to improve educators is one of information overload. School leaders often are inundated by advice from consultants, journals, and colleagues

and swamped by district or state rules and regulations.

This study area suggests a strategy for dealing with this quandary. School leaders need, first, to have a conceptual understanding of human resource development as it can be applied in educational settings. The study area emphasizes the importance for work performance of changes in individual adult development, family situations, and work requirements. School leaders need, second, a set of proven but practical tools for improving educators, most particularly teachers. Lecture and readings stress methods of working with teachers to improve classroom performance. School leaders need, lastly, an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

Understandings created in these three areas help school leaders sort out advice from diverse sources and suggest how current district or state educational reforms may provide school leaders with occasions for improvement. Mandated changes such as entry year teacher committees, frequent and detailed teacher evaluations, and required inservice training become targets of opportunity for school leaders.

**Instructional Methods and Materials.** The study guide, readings, and presentations focus on understanding current views of human resources development, teacher improvement, and legal cases that bear on improving educational personnel. Participants are asked to read critically materials and to discuss these with national lecturers as they pertain to their schools or school districts.

**Evaluation Process.** All participants are required to write a paper. The paper may use materials presented either to critique an existing human resource development plan in a school district or school, or to create a human resource development plan for a school district or school. The paper should focus on the improvement of teachers.

**Associate Lecturers:** Sam Harben, Rodney Reed.

## **MANAGEMENT AND SUPERVISION**

**HARVEY SCRIBNER**

Senior National Lecturer

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

discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns, such as parent participation and mandated accountability programs.

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

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

**Associate Lecturers:** Charles Achilles, Ulysses Van Spiva.

## **RESEARCH FOR SCHOOL IMPROVEMENT**

**EMIL S. HALLER**

Senior National Lecturer

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

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

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

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

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

**Evaluation Process.** All participants will write two papers. These must demonstrate the ability to locate, evaluate and synthesize a body of

research bearing on a problem identified in the participant's own school system. In addition, there will be a written examination over the readings and lectures.

**Associate Lecturers:** Paul Kleine, James McNamara.

## **SCHOOL FINANCE AND BUDGETING**

**JAMES W. GUTHRIE**

Senior National Lecturer

**General Description.** This study area covers traditional school finance concerns such as sources of revenue for schools, taxation, policy, and school finance distribution programs. It also focuses upon the processes within school districts for allocating and accounting for revenues and expenditures. In addition, the introduction of new forces into the school finance arena demands an approach that goes beyond traditional concerns. Thus, the design of the study area enables school administrators to understand state and federal governmental arrangements from which local schools draw resources and interaction between state regulations and judicial decisions.

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

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

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

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

**Associate Lecturers:** Walter Garms, Richard Rossmiller.

## Practicums



**DAVID S. FLIGHT**  
Director of  
Practicums



**JOHNNIE PERRY**  
Administrative  
Secretary



**JOAN M. MIGNEREY**  
Coordinator of  
Student Progress



**CYNTHIA L. JACKSON**  
Coordinator of  
Practicum Research

## General Description

Parallel with the Study Areas, and extending through the three years of doctoral work, two problem-solving projects are required of all Ed Leaders participants. Following a three-session, three-month seminar called Practicum Research (the first academic experience for each new program group), and as the outgrowth of it, the Introductory Practicum is planned, implemented, and evaluated. The process learned and applied during the first year of program experience requires participants to identify real problems within their work settings, gather needs documentation to demonstrate the reality and magnitude of the problems, devise strategies for resolution of the problems, implement the strategies, and assess the impact of the interventions in relation to originally projected objectives.

During the second and third program years, participants must pursue the same process steps in a more complex, 18-month school improvement undertaking called the Major Applied Research Project (MARF). Having demonstrated their mastery of the Program problem-solving paradigm in the Introductory practicum, participants are competent to tackle school- or system-wide problems under the guidance of a faculty advisor who chairs a three-member MARF Committee.

In planning and executing MARFs, participants work toward fulfillment of the goals they share with the program: to advance the standards of education by means of verified, documented changes in the school systems in which they work (classrooms, building units, or entire districts), and at the same time to ensure that, as graduates, they will have enlarged their repertoires of leadership competencies and management skills.

## 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 seven days each summer and provide a national forum for the program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions



with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters - a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.

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

A prominent feature of each institute program is the awarding of the School Improvement Award. Conferred, since 1980, in recognition of outstanding achievement during the previous year in serving the educational needs of children and the professional needs of staff members by means of a practicum project, this honor has been bestowed since July 1986 in remembrance of former practicum advisor, Dr. Kathleen Cooper Wright.

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

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

Each Nova participant must attend two summer institutes during his or her involvement in the program. Attendance at all sessions and residence at the summer institute site are required. Participants are responsible for their own travel and living expenses. Summer institutes are held in South Florida, Washington, D.C., and in the Western States.

# Instructional and Research Materials



**ELIZABETH POLINER**  
Director, Information Retrieval Service

## General Description

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

- **AN INFORMATION RETRIEVAL SERVICE (IRS)**, that houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers over 290,000 documents and is growing at the rate of about 1,200 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 80,000 documents on microfiche.

The IRS has computer access to ERIC and more than 300 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 175 million records. The IRS does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

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

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

- **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.

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

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

# Admissions

## Requirements for Enrollment

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

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

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

Application materials and other information may be obtained from the Director, National Ed. D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7363.

## Certification

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



## Credits

Each study area carries three semester hours of credit. Each term of practicum work and each Summer Institute carries three hours of credit.

Upon completion of the program, each graduate will have earned the following credits:

### **Study Areas (eight 3 credit hour study areas) 24 Credit Hours**

EDL 8111	Curriculum Development	3 Credit Hours
EDL 8121	Evaluation	3 Credit Hours
EDL 8131	School Finance and Budgeting	3 Credit Hours
EDL 8141	Management and Supervision	3 Credit Hours
EDL 8151	Research for School Improvement	3 Credit Hours
EDL 8171	Education Policy Systems	3 Credit Hours
EDL 8181	Appraising Leadership in Education	3 Credit Hours
EDL 8191	Human Resource Development	3 Credit Hours

### **Practicums 36 Credit Hours (Minimum)**

EDL 8201	Practicum Research 1	3 Credit Hours
EDL 8202	Practicum Research 2	3 Credit Hours
EDL 8203	Practicum Research 3	3 Credit Hours
EDL 8204	Practicum Research 4	3 Credit Hours
EDL 8210	Practicum 1	6-12 Credit Hours
EDL 8220	Major Applied Research Project	12-24 Credit Hours

### **Summer Institutes (two 3 credit hour Institutes) 6 Credit Hours**

EDL 8301	Summer Institute 1	3 Credit Hours
EDL 8302	Summer Institute 2	3 Credit Hours

Sixty-six hours are required for graduation.

## Scheduling

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

### First Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	None	0	Practicum Research 1*	3	3
Winter	EDL 8181	3	Practicum Research 2*	3	6
Spring	EDL 8151	3	Practicum** or Practicum Research 3*	3	6
Summer	Summer Institute	3	Practicum**or Practicum Research 4*	3	6
					<u>21</u>

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

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

### Second Year

		<u>Credits</u>		<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	Practicum**	3	6
Winter	Study Area	3	Practicum**	3	6
Spring	Study Area	3	Practicum** or MARF# ***	3	6
Summer	Summer Institute	3	Practicum**or MARF#	3	6
					<u>24</u>

\*\*\* MARF - Major Applied Research Project

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

#Credits are awarded after the MARF has been completed.

### Third Year

		<u>Credits</u>		<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	MARF#	3	6
Winter	Study Area	3	MARF#	3	6
Spring	Study Area	3	MARF#	3	6
Summer	None	0	MARF#	3	3
					<u>21</u>

#Credits are awarded after the MARF has been completed.

### Fourth Year (As Needed)

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

## **TRANSFER OF CREDITS**

The credit transfer policy of the National Ed.D. Program for Educational Leaders is as follows:

1. A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, the credit was post-master's work earned as a matriculated student in an accredited doctoral program, and the content of courses being transferred is equivalent in content to Nova University courses.
2. No credit for life experience or other forms of advanced standing will be considered.

## **Academic Requirements**

### **GRADUATION REQUIREMENTS AND GRADING SYSTEM**

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

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

### **TIME REQUIREMENTS AND PROGRAM TIME LIMITS**

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

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

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

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

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

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50, some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed

to be completed by most administrators in three years. A fourth year is provided to make possible degree completion for those who have had personal or program problems during the first three years.

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

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

## **Rules of Conduct and Academic Responsibility**

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

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

## **Tuition and Fees**

(All fees are subject to change without notice.)

**TUITION.** The program is designed to be completed in three years. The tuition fee of \$4,600 per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is \$800 per three-month term.

**TUITION PAYMENT PLAN.** Participants may pay their tuition in one single payment of \$4,600 before the cluster start date (plus an initial application fee of \$30.00, thereby avoiding \$60.00 in registration fees, or payments can be made in four installments over the year as follows:

First Payment	\$	30	non-refundable application fee to be submitted with application
		1150	tuition
		15	registration fee
	\$	1195	to be paid before or at registration
Second Payment	\$	1150	tuition
		15	registration fee
		1165	to be paid before or at registration
Third Payment	\$	1150	tuition
		15	registration fee
	\$	1165	to be paid before or at registration
Fourth Payment	\$	1150	tuition
		15	registration fee
	\$	1165	to be paid before or at registration

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

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

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

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

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

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

A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the comptroller, the registrar, and a representative of the president of the University.

**FOURTH YEAR FEES.** Tuition beyond the third year of the program is \$800 per three-month term.

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

## Program Withdrawal and Re-entry

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

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

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

## Program Termination

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

The second point at which participant performance is formally reviewed and a judgment made about continuation or termination is at the 27th month in the program. At this point, participants are expected to be on schedule with study areas, to have completed practicum research, and the practicum; to have attended at least one Summer Institute; and, to have secured approval on the proposal for the Major Applied Research Project.

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

Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure (see above, p. 8) is automatically terminated.

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



## **Appeals Process**

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

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

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

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

## **Progress Records for VA Students**

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

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

## **Alumni Association**

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

## Faculty and Staff

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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. Five persons who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition.

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

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

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

**DR. MARK SHEDD** served as a member of the Advisory Board for six years. He joined the Board in 1981 while serving as Commissioner of Education in Connecticut. After assuming a professorship at the University of Southern Maine, he continued to provide advice and counsel to the program. His contribution was substantial and his wisdom will be missed.

**DR. RICHARD WILLARD** began his 15 years association with the program as the designer and Senior National Lecturer of the original study area in Educational Leadership. Later he became National Lecturer in the Appraising Leadership in Education study area, a role he continued until his death in 1987. Participants, colleagues and Nova friends will remember Dr. Willard as a gentle, insightful, deeply caring teacher.

**DR. KATHLEEN WRIGHT** joined the practicum faculty in July, 1981. Until her death in August, 1985, she challenged several hundred students to their best efforts and inspired her advisor colleagues to the highest pedagogical standards. To all her Nova friends she exemplified fair play and steadiness toward the educational goal in all her professional contacts.

## National Ed.D. Program for Educational Leaders Advisory Board

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

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



**ABRAHAM S. FISCHLER**  
President  
Nova University



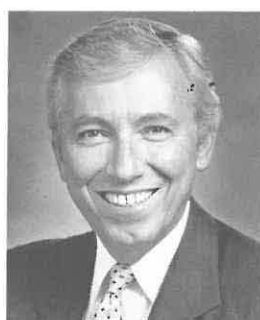
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Superintendent  
Monroe County Schools  
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**ROBERT "BUD" SPILLANE**  
Superintendent  
Fairfax County Schools  
Fairfax, Virginia

**FRANKLIN SMITH**  
Superintendent  
Dayton City Schools  
Dayton, Ohio

# Nova University Learning Resources

## Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

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

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

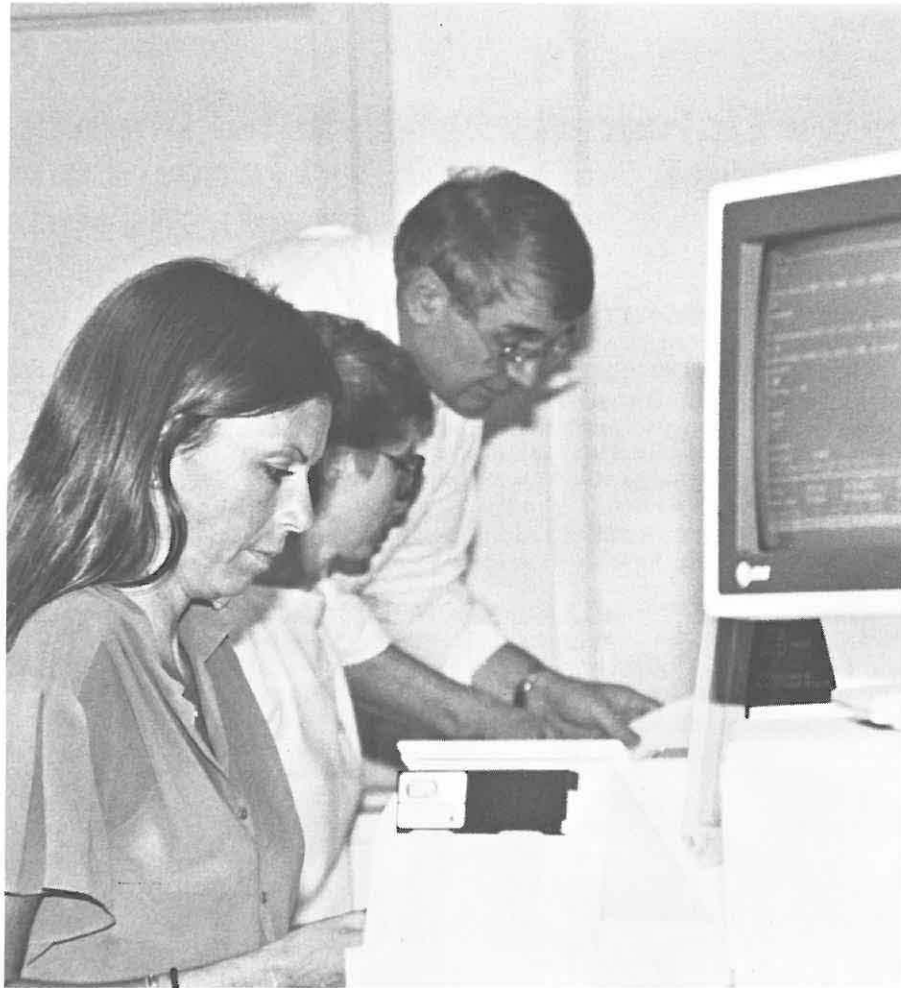
The William Springer RICHARDSON LIBRARY, housed at the Port Everglades site of the Oceanographic Center, contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 920-1909.

The LAW LIBRARY is housed in the Leo Goodwin, Sr., Law Building at 3100 S. W. 9th Avenue, Fort Lauderdale. The library collection, now over 250,000 volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. The Law Center also houses a majority of the United States Government documents that are deposited with Nova University.

## Learning Technology Laboratory

Consisting of a TV studio equipped to video record in color, a well equipped audio studio, and a graphics room, the laboratory provides good media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Learning Technology houses a growing library of instructional materials such as 16mm films, videotapes, filmstrips, slide/tape presentations, audio tapes and kits for students and faculty use. Full A/V equipment services are also available through the department.



## Computing Facilities

The University Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative need of the University. the central site is located on the main campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.



# **Nova University Policies Governing Student Relations**

## **General**

Nova University hereinafter referred to as Nova, has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used herein defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

## **Institutional and Academic Information**

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the Registrar. Each academic unit, group of units, and/or the Office of the Registrar, maintains at least one full-time employee to assist all students in obtaining information.

## **Financial Aid**

### **Student Financial Aid at Nova University**

Nova University offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can reasonably be expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a United States citizen, national or permanent resident; and making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients.

The priority deadline for the 1990-91 academic year is April 1, 1990. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1989-90 is April 1, 1990.

For information on sources of aid and for application forms, please contact:

Nova University  
Office of Student Financial Aid  
3301 College Avenue, Parker Building, Room 351  
Ft. Lauderdale, Florida 33314  
Broward: (305) 475-7410  
Dade: (305) 940-6447  
Wats: 1-800-541-NOVA, Ext. 7410

## **When to Apply**

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year.

## **Grievance**

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Students are urged to review the printed document, "Procedures on Student Rights and Grievances," which is available at all University offices.

## **Veteran's Benefits**

All programs described in this document are approved for veteran's training by the Florida Department of Education. Eligible veterans and veterans' dependents should contact the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305-475-7414.

## **Nondiscrimination**

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

## **Educational Records and Privacy**

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

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

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

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

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided--

1. the student is notified of the categories designated as directory information,
2. the student is given the opportunity to refuse disclosure of any or all of the categories,
3. the student is given a reasonable period of time in which to submit said refusals in writing.

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

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

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

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

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

# **Student Rights and Responsibilities**

## **Academic Rights and Responsibilities**

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including--

1. the rights of personal and intellectual freedom that are fundamental to the idea of a university
2. a scrupulous respect for the equal rights of others,
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

The University expects its students to manifest a commitment to academic integrity and, to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

## **Original Work at Nova University**

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.



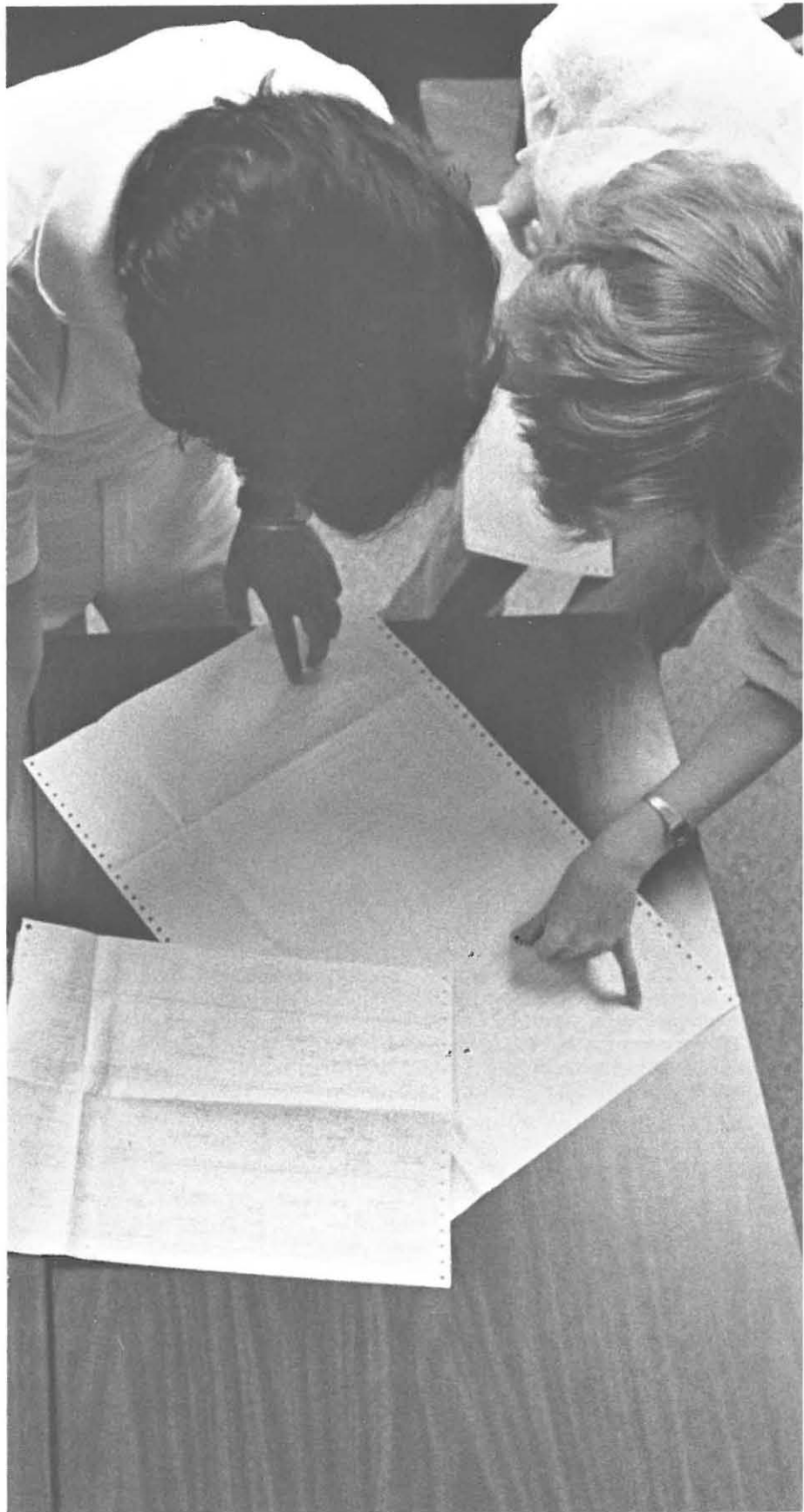
## **Referencing the Works of Another**

All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

## **Reservation of Power**

Nova shall reserve the right to amend, modify, change, add to or delete from such rules and regulations that may affect its relations with its students, as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required.





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# Nova University Degree Offerings

Doctor of Arts (D.A.) in:  
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Training and Learning  
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Doctor of Business  
Administration  
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Doctor of Business  
Administration--  
Human Resource Management  
(D.B.A.-H.R.M.)

Doctor of Business  
Administration--  
International Management  
(D.B.A.-I.M.)

Doctor of Education (Ed.D.) in:  
Child and Youth Studies  
Computer Education  
Early and Middle Childhood  
Higher Education  
Leadership in Adult Education  
Educational Leadership  
Vocational, Technical,  
Occupational Education

Juris Doctor (J.D.) in:  
Law

Doctor of Philosophy (Ph.D.) in:  
Child Clinical/Applied  
Developmental Psychology  
Clinical Psychology  
Oceanography

Doctor of Psychology (Psy.D.) in:  
Clinical Psychology

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

Doctor of Science (D.Sc.) in:  
Computer Science

## Specialist Degrees

Educational Specialist (Ed.S.)  
in:  
Computer-Based Learning  
Education (20 majors)  
School Psychology

## Master's Degrees

Master of Accounting (M.Ac.)  
Executive Master of Business  
Administration in Banking  
(M.B.A.--Ex.)

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

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

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

Master of Science (M.S.) in:  
Child and Youth Care  
Administration  
Coastal Zone Management  
Computer-Based Learning  
Counseling Psychology  
Criminal Justice  
Education (20 majors)  
Health Services  
Administration  
Human Resource Management  
Human Services  
International Economics  
and Finance  
Marine Biology  
Microcomputer Applications in  
Management  
School Guidance  
Speech-Language  
Pathology  
Telecommunications  
Management

## Bachelor's Degrees

Bachelor of Science (B.S.) in:  
Accounting  
Administrative Studies  
Business Administration  
Community Psychology  
Computer Engineering  
Computer Information  
Systems  
Computer Science  
Computer Systems  
Elementary Education  
General Psychology  
Legal Studies  
Professional Management  
Secondary Education

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# About Nova University

Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's, educational specialist, and doctoral degrees, and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

## **Come to Our Campus Offices or Call a Toll-free Number** 8:30 A.M. - 5:00 P.M., Monday-Friday

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

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

Broward County	475-7363
Dade County	940-6447, Ext. 7363
All other Florida Counties, all other states	1-800-541-NOVA, Ext. 7363



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

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

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

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

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

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

The school is authorized under Federal Law to enroll nonimmigrant alien students.

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



Center for the Advancement of Education  
National Ed.D. Program  
for Educational Leaders  
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