

1995

National Ed.D. Program for Educational Leaders Catalog 1995-1996

Nova Southeastern University

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Fischler
Center
for the
Advancement
of Education

NOVA SOUTHEASTERN UNIVERSITY

Fischler Center for the
Advancement of Education

National Ed.D. Program for Educational Leaders

Educational Leaders

National Ed.D. Program



CATALOG 1995-1996

**Includes Application and
Admission Forms**

NSU

CATALOG REQUIREMENTS

CHECK SHEET FOR AN ACCREDITED INSTITUTION OF HIGHER LEARNING

NAME OF SCHOOL NSU Ed.D. Ed. Leaders

ADDRESS _____ DATE 6/28/96

Catalog Handbook

(1) CATALOG:

- (A) Two (2) copies, **CERTIFIED TRUE & CORRECT IN CONTENT AND POLICY** by an authorized representative.
- (B) Mimeographed, printed or xeroxed form.
- (C) Identifying data, such as volume number & date of publication.

(2) SCHOOL CALENDAR (should include drop/add dates or procedures) (Days and hours school is in session.) *Attached & See Schedule Pg. 24*

(3) Entrance Requirements. *Pg. 3 (Catalog)*

(4) Maintain adequate attendance records for veterans and other eligible persons enrolled in resident courses not leading to a standard college degree. **Must be able to determine last date of attendance in all courses.** *Pg. 9 (Catalog) & Pg. 6 (Handbook)*

(5) STANDARDS OF PROGRESS:

- (A) School's progress requirements for graduation. *Pg. 8 Catalog / Pg. 1 handbook*
- (B) Define Grading System. *Pg. 2 handbook / Pg. 8 Catalog*
- (C) Minimum grades considered satisfactory. *Pg. 2 handbook / Pg. 8 Catalog*
- (D) Conditions for interruption for unsatisfactory progress or grades. **(Must be a definite statement.)** *Pg. 8 Catalog*
- (E) Description of probationary period, if any, allowed by the institution. *N/A*
- (F) Conditions of reentrance for those students dismissed for unsatisfactory progress. *Pg. 25 (Catalog)*
- (G) Statement regarding the progress records **KEPT** by the institution and **FURNISHED** to the students. *Pg. 22 (Catalog)*

(6) Policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct. *Pg. 26 (Catalog) & Pg. 36-35 (handbook) Pg. 37- (Catalog)*

(7) Policy and regulations of the institution relative to granting credit for previous education and training. **Must be evaluated and granted if appropriate with the training period shortened proportionately, and the VA and the veteran so notified.** *Pg. 3-4*

(8) Curriculum identifying degree requirements to include credit hours required for each course and total credit hours for program. *Pg. 23 (Catalog)*

(9) Tuition and Fees. (Include hourly tuition rate.) *Pg. 9-10 attached Pg. 8-9 (handbook) - Pg. (Catalog)*

(10) Independent Study, Cooperative Training, and/or Practical Training approved?

(See Section 3675, Chapter 36, Title 38, United States Code; and Code of Federal Regulation 21.4253.)

Policies and programs set forth in this catalog are effective through June 30, 1996. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

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 within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404/760-4500), to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education and the Council of Great City Colleges of Education.

Published July 1995

National Ed.D. Program for Educational Leaders

CATALOG 1995-1996



PRESIDENT'S MESSAGE



*Ovid C. Lewis, J.S.D.
President, Nova Southeastern University*

Nova Southeastern University is committed to providing an educational environment that encourages participants to be the best they can be. Historically Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, “even if you’re on the right track, if you just sit there you’ll get run over.”

Given our commitment to providing educational opportunities that prepare tomorrow’s professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow’s professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, to apply and appreciate relevant findings

and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern’s goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 217-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, (physician assistant, occupational therapy, and physical therapy), pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in health professions, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center Unit provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

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

The 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, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern 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 Southeastern 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 Southeastern 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 the academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern University also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time bound or place bound. 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 MISSION

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation, utilizing technology where appropriate.

DEAN'S MESSAGE



*Richard Goldman, Ph.D.
Dean, Fischler Center for the Advancement
of Education*

I am frequently asked why Nova Southeastern University has more than its share of graduates who are the leading school administrators throughout North America. Our graduates are superintendents of the nation's largest schools, winners of "administrator of the year" in their states, and leaders of their professional organizations. The answer to the question "Why are Nova Southeastern graduates leading administrators?" has a number of component parts:

- Ed. Leaders program is designed for the working professional.
- Ed. Leaders program is "doing" what the national studies are recommending for the ideal program involving educational leaders.
- Ed. Leaders is concerned about you and your professional development.

Over 2,000 of your colleagues—graduates of this program—concluded that a match exists among the program's design and content and their professional goals. If you find that a "match" does exist, we encourage you to consider applying to the National Ed.D. Program for Educational Leaders. Good luck with your career and graduate studies.

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

MISSION STATEMENT

The Fischler 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.

Overview of the Fischler Center for the Advancement of Education:

At the master's or educational specialist level—

M.S. in Child Care Administration
M.S. in Child and Youth Care Administration
M.S. in Elder Care Administration
M.S. in Family Support Studies
M.S. in Instructional Technology
and Distance Education
M.S. in Speech-Language Pathology
M.S. and Ed.S. in education for teachers,
Graduate Teacher Education Program

At the doctoral level—

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Computing and Information
Technology
Ed.D. in Educational Leadership
Ed.D. in Health Care Education
Ed.D. in Higher Education
Ed.D. in Instructional Technology
and Distance Education
Ed.D. in Vocational, Technical,
Occupational Education

DIRECTOR'S MESSAGE



Maria Shelton, Ed.D.
Director
National Ed.D. Program
for Educational Leaders

MISSION STATEMENT

The National Ed.D. Program for Educational Leaders is the premier American distance education doctoral program. Our mission is very simple: to do the very best job possible in educating school leaders so that K-12 schools improve. The mission is accomplished in the following ways:

- 1) Using renowned professors to deliver instruction in various American and international sites,
- 2) Asking “what is best for our students” in decision-making,
- 3) Risking by constantly improving the Program,
- 4) Taking an individual interest in each student, and
- 5) Promoting an international learning community by recruiting international students and professors.

If you are a practicing school leader and ruthlessly pursue improvement in your own school site, I challenge you to become a vital part of the National Ed.D. Program of Educational Leaders. We make a difference together!



Charles L. Faires, Ph.D.
Associate Director
National Ed.D. Program
for Educational Leaders

PROGRAM ADMINISTRATION



PHIL DeTURK
Program Professor



KATHRYN HOLLYWOOD
Program Professor



JACK KAUFHOLD
Program Professor



SHARON SANTILLI
Program Professor



J. ANTHONY SHARP
Program Professor



EDNA SUÁREZ-COLOMBA
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NEDRA BORDERS
Coordinator of Program Marketing



NORMA BURKE
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JOY MITCHELL
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*Administrative Secretary,
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Coordinator of Instructional Materials



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This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse participants from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the provisions in this catalog.



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 Southeastern University was guided by several overall considerations. First of all, it was Nova Southeastern'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.

Although the goals of the Educational Leaders Program are similar to those of some more traditional programs, the methods developed to attain them are different. Many traditional programs take their participants out of the very school setting they seek to improve. Nova Southeastern decided not to follow the usual practice of isolating participants from real-life situations. Nova Southeastern brings the resources of the campus to the participant, thus allowing participants to formulate a pattern of study and to 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 Summer Institutes bring participants together for exchanges with one another, Nova Southeastern 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 based 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 Educational Leaders' 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 the 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, gender, 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 (a) the degree to which the education of school children could be shown to be improved through the work of graduates of the program, (b) the degree to which the philosophy of the program was carried out through the actual goals and procedures of the program, (c) the demonstrated impact of the program in improving the performance of administrators in

the field, and (d) the place of social science knowledge in shaping the learning experience of graduate participants. 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 "participants" to the Program. As is noted elsewhere, participants are typically in their 40s and 50s 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, 12 to 15 participants are admitted during each fall or winter term. This pattern enables a cohort of 12 to 15 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 leadership to the cluster. The coordinator serves many roles: advocate 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.

Because leadership cannot be developed without the experience of responsibility through decision making, Nova Southeastern 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.

ADMISSION REQUIREMENTS

School administrators with intelligence 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 Southeastern Program. Accordingly, admission to the Program requires a Master's degree with at least a 3.0 GPA 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 and leadership. In addition, candidates must have the authority and the latitude to conduct an action research type practicum designed to improve education in their own local school or schools. For an applicant to be considered for an official admission, the following credentials must be submitted: completed application form, master's transcript, evidence of professional certification, and letters of recommendation. Applicants for clusters meeting in South Carolina and Georgia must submit the results of the Graduate Record Examination (GRE) or the results from the Miller Analogies Test (MAT), submit a writing sample, and meet with the faculty member for a preadmission interview. An application fee is also required for all applicants. Also, as a part of the regular admission

requirements, effective fall 1995, all participants admitted to the Program must have daily access to a computer with a modem.

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.

In making admissions decisions, the Program will take into consideration the applicant's academic ability and may also consider creativity, talent, and character. If determined not to be in the best interest of the Program because of past academic record or personal misconduct, admission may be denied.

Application materials and other information may be found in this catalog. If you have any questions, please contact the National Ed.D. Program for Educational Leaders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or call 8:30 a.m.-5:00 p.m. Monday - Friday, (305) 452-1548 or toll free (800) 986-3223, Ext. 1548.

TRANSFER OF CREDITS

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

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within 3 calendar years of the request for transfer, the credit was postmaster's work earned as a matriculated participant in a regionally accredited

doctoral program, and the content of courses being transferred was equivalent in content to Nova Southeastern University courses. No credit for life experience or other forms of advanced standing will be considered. Request for transfer credits must occur at the time of application.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the Admissions Office of the receiving school for information.

CERTIFICATION

The 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 for administrative positions vary greatly from state to state, the Program does not guarantee that earning the Nova Southeastern University doctorate will fully satisfy the certification requirements for any specific position. Contact your state Department of Education for information concerning certification. They will be able to tell you what requirements and courses will apply toward an endorsement.

TECHNOLOGY

The National Ed.D. Program for Educational Leaders has always been at the forefront of educational change. Closely aligned with that commitment to educational change has been the involvement and dedication of the Program to technological change.

As of fall 1995, all participants admitted to the Program must have daily computer with a modem access. Upon admission, participants are advised to apply for a UNIX computer account with the University. This account provides connectivity for electronic communications (e-mail) and information resource access via the Internet (the information super highway).

By the use of e-mail, participants can send and receive electronic messages from anyone on the Internet and conduct real-time electronic conversations with others online. Through their UNIX account, participants have instant access to information about the EDL program and its activities, the Einstein Library at the University and its services, ERIC and other library databases, interlibrary services, and a multitude of education and other information available on the Internet.

Technology training is conducted in a variety of ways. Each cluster has its own computer with online capability for training purposes in addition to a designated person assigned to assist with individual and local technology matters. Moreover, training is provided by the Program during the Summer Institute and during cluster activities.

CLUSTERS AND COORDINATORS

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ACADEMIC REQUIREMENTS

Graduation Requirements and Grading System. To graduate, a participant must (a) satisfy the expectations of the Senior National Lecturer in each of the eight study areas, (b) satisfy the expectations of the practicum faculty, (c) attend and participate actively in two Summer Institutes, and (d) meet all financial obligations to the University. Participants from Georgia and South Carolina must successfully complete a comprehensive examination to fulfill State requirements.

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 grade of Pass in order for a participant to graduate.

Procedures. Each participant must earn a grade of Pass for each study area to graduate from the program.

If a participant receives a No Pass in a study area in which a final exam is required, he or she may be given the opportunity to take a make-up examination (except Research), which will be constructed by the Senior National Lecturer and scheduled and administered by an exam monitor. Ordinarily, the first opportunity to schedule the make-up examination will be in approximately 3 months from the original examination date, when participants taking the study area in the subsequent term are scheduled to take their examination.

If a participant receives a No Pass on the make-up examination, he or she must enroll in the study area for a second time. Retaking the failed study area will entail making arrangements with the Program Office and the Cluster Coordinator at the new site, assuming all travel costs, and paying additional tuition during the term in which the study area is repeated. The additional tuition will equal one fourth of the regular tuition charged for the term in which the study area is repeated.

If a participant receives a No Pass on the examination after retaking the study area, no make-up examination will be available. Receipt of a No Pass after retaking the study area will result in dismissal from the Program.

If retaking a study area, the participant must complete all requirements for that study area within 1 calendar year of receipt of the No Pass. A participant may retake only two study areas. If a participant fails the examination and receives a No Pass for a third study area, dismissal from the Program will ensue.

Time Requirements and Program Time Limits. The Program is designed to require 3 calendar years beyond the master's degree. Many participants require some time during a fourth year to complete their work. Participants must complete the Program within a maximum of 5 calendar years from the cluster start date.

Rationale for Program Time Limits. Applicants to this Program are required to be in administrative positions in order to be considered

for admission. 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 position is further emphasized by the practicum process requirements, which expect participants to implement real projects that foster positive school improvement.

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 3 years. The central difference between this Program and 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 efforts contracted for within the time available. The 5-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 that they have derived satisfaction from having performed tasks well and on schedule both on their jobs and in the Program.

Please note that participants will follow the catalog that was effective when the cluster began.

Should a participant change positions, he/she must immediately notify, in writing, the Program office.

ATTENDANCE

Attendance is required at all lectures. Participants are required to attend each of the three lectures for the eight study areas, the three lectures in Practicum Research, and meetings for examinations on dates that will be established during the academic year. Absence from lectures may lead to termination from the Program. Should an absence be unavoidable, participants must make up the class in another cluster.

Participants should notify the Cluster Coordinator immediately if an absence is anticipated. The Cluster Coordinator will provide information and explain procedures for making up a session at a different cluster site.

TARDINESS

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departures must be discussed with the Cluster Coordinator, who will represent the issue to the Program Director.

TUITION AND FEES

Tuition. Tuition is \$7,100 for the 1995-1996 year, payable quarterly with each registration, plus a \$20 registration fee. Tuition beyond the third year is currently \$1,000 per term. The full tuition for all 66 credit hours is divided into 3 yearly tuition amounts. Therefore, 3 full years of tuition must be paid. If a participant completes the program in fewer than 3 years, the full 3 years of tuition is still required. Tuition rates are subject to change without notice.

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.

Fourth-Year Fees. Tuition beyond the third year of the program is \$1,000 per 3-month term.

Other Fees. A one-time nonrefundable application fee is required and must accompany the complete application. A \$65 graduate fee is required and must be paid prior to graduation. If a graduate participates in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses. Participants will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Additional material fees will be charged as necessary.

Late Fees and Reentry Fees. All payments must be made according to the participant's cluster schedule. No exceptions will be made for delayed (30 day limit) loan applications. A late payment penalty of \$50 will be assessed each time a payment is missed. When a payment is delayed two or more times, the participant will be dropped from the Program.

A request for reentry following withdrawal or as a result of being dropped for non-payment of tuition and fees must be discussed with the Program Director. A \$250 fee will be charged and the participant will be subject to the rules and regulations concerning reentry in effect at the time of reinstatement. Participants who are dismissed from the Program for academic reasons may not reenter the Program at a later time.

Transcript Fees. The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$5 each, payable in advance. Requests for transcripts must be made in writing to the University Registrar.

Tuition Hold. (Delinquent Payment) A hold will be placed on Program services (e.g., practicum advising), posting of grades, or release of transcripts for participants whose tuition has not been paid. Registrations will be rejected, and participants will not be entitled to attend any lectures until their account is in good standing. Those people whose accounts are seriously in arrears will be dropped from the Program.

Materials Fee. There will be a one-time, nonrefundable \$300 materials fee assessed when participants enter the Program. The fee includes: ALE materials, study guides, supplemental readings, etc.

Tuition and fees are due at time of registration.

Tuition and fees subject to change without notice.

REFUND POLICY

Participants are entitled to a refund of all tuition payments (not including registration/application fees; not to exceed \$100) if the registration agreement is cancelled by the participant within 10 days of signing the registration agreement or when payment is required.

In addition, participants will receive a full refund of tuition payments, and registration/application fees paid, if they do not meet minimum admissions requirements or for a cancelled course, seminar, or workshop or a cluster that does not begin.

After the first day of instruction, participants who inform the program director of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing participant will receive a refund for the percentage of time not attended (the minimum refund would be 40%).

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Example #1:

Participant attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1100.

Based on no. of classes

$9 - 3 = 6$ classes not attended
 $6 \div 9 = 67\%$ of the term not completed
 $67\% \times \$1100 = \737.00 refunded

Based on clock hours

$45 - 15 = 30$ hours not received
 $30 \div 45 = 67\%$ clock hours not completed
 $67\% \times \$1100 = \737.00 refunded

Example #2:

Participant attended 5 (17 clock hours) weeks of a 13-week (45 clock hours) term, for which the charge was \$1675.

Based on no. of classes

$13 - 5 = 8$ weeks not attended
 $8 \div 13 = 62\%$ not completed
 $62\% \times \$1675 = \1038.50 refunded

Based on clock hours

$45 - 17 = 28$ hours not received
 $28 \div 45 = 62\%$ clock hours not completed
 $62\% \times \$1675 = \1038.50 refunded

*This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

FINANCIAL AID

Nova Southeastern University's Office of Participant Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to participants who can benefit from further education but who cannot do so without such assistance. Participants interested in receiving a financial aid packet should contact the Office of Participant Financial Aid at (305) 475-7410 or (800) 522-3243.

When to Apply for Financial Aid.

It is recommended that participants apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that participants fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 3 for the 1995-1996 academic year. Applications received after that date will be considered on a funds-available basis only. Participants requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1995-1996 is May 1, 1996.

As part of our ongoing efforts to improve telephone service to financial aid applicants, NSU's Office of Participant Financial Aid is implementing a telephone voice response system. We have named our system the Automated Telephone Counseling (ATC) System. Thanks to the ATC, you may, with the help of a touch tone phone, access information regarding your financial aid application, much as you would participant loan information through your loan servicer's telephone system or your bank information system through your bank's online system.

Through the ATC, you will be able to obtain general financial aid information, request a packet be mailed to you, or check the status of your application (including loan disbursement information) simply by punching in your social security number and four digit PIN number (your birth month and year). No need to wait on hold. No more waiting for a return phone call. No need to rush to a phone on your coffee break at work. The ATC will be available twenty-four hours a day, seven days a week, and file information will be updated daily.

Of course, financial aid counselors will continue to be available for questions and concerns not addressed by the ATC. It is our hope that contacting a counselor will become a faster and smoother process once the ATC is operational. The ATC will be available beginning May 1, 1995, and may be accessed locally at 452-3380 or toll free at 1-800-522-3243.

General Eligibility Requirements.

In order to participate in the financial aid programs, a participant generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

Please note: If participants' loans are not approved by the first day of class, they must make the tuition payment from their own resources. They will then be reimbursed when the initial financial aid is received.



Site of the 1996 Summer Institute, University of Uppsala, Sweden. Oldest University in the Country.

STUDY AREAS



KIMBERLY STROWBRIDGE
*Coordinator of Instructional
Materials*

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 Southeastern'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 (Special Issues study area will replace the School Finance and Budgeting study area January, 1996). 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 participants' 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 daylong, 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 subcluster 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.

Instructional activities 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 all eight study areas. If a participant does not succeed in meeting lecturer requirements on the first attempt, an additional opportunity to earn a passing grade may be 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.

Senior National Lecturers or associate lecturers will assign grades no later than 60 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than 6 months after receiving a grade of Incomplete (I). Failure to do so will result in the grade of Incomplete (I) becoming a No Pass (NP).

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.

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; and the generation, by each participant, of an Agenda for Professional Growth.

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, 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.

National Lecturers: Bruce Bovard, Charles Danowski, Paulette Ebbs, Allan Ellis, Phil DeTurk, Kathy Hollywood, Edna Suárez-Colomba

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. Peer coaching, cooperative learning, AIDS education, whole language acquisition, teacher empowerment, and other movements in the forefront of education are covered. 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 underlying ideas take on functional utility. Finally, the interactions of the curriculum and the schools' responsibility for socialization are analyzed. As cultural change becomes more pronounced and demographics alter longstanding societal patterns, traditional conceptions of good education may alter. As a consequence of these conditions,

curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the participant'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.

National Lecturers: Dale L. Brubaker, Ted Hipple, William Schubert.

EDUCATION POLICY SYSTEMS

LAURENCE IANNACONE
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 aspects of education as a political phenomenon. It seeks to give participants analytical 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, and 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 members of Congress, 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.

National Lecturers: Frank W. Lutz, Frederick M. Wirt.

EVALUATION

DAVID REMINGTON
Senior National Lecturer

General Description. Evaluation is the quality control mechanism for the school administrator, and it also provides a way in which accountability can be demonstrated and in which cost-effectiveness and efficiency can be increased. Because of these benefits and because of the number of evaluation reports that land on the educational administrator's desk and need to be understood and applied where relevant, evaluation skill is a major component in administrative professionalism. Every significant decision made by a school administrator is based on evaluation, however informal; the question is only whether it is done well or poorly.

Evaluation is a discipline that is strongly rooted in common sense, but in the educational domain as in the product domain (where many of us have the Consumers Union do the work for us), it requires an extension of common sense to be really effective. This study area provides the necessary tools and terminology for extending common sense. There isn't a Consumers Union to do the evaluation on our own individual school sites, so we need to be able to teach these skills to others. Some evaluations we can do entirely using our own staff, others—like the National Assessment of Education Progress—are sophisticated, technical exercises, and the educational administrator only needs to be able to make sense of them, not do them. For this reason, we focus on learning how to read statistical reports rather than on how to calculate correlation coefficients. One of the texts

(originally written for Nova Southeastern participants) takes the reader to a high level of *consumer* understanding of statistics without containing a single formula.

The main evaluation subareas of interest to the educational administrator are program evaluation—which covers almost any structural or incremental feature of a school, including curriculum evaluation and policy evaluation—and personnel evaluation. A third area, product evaluation, is easier, and there are some resources available about which we inform you. In the course of covering these areas, which take up the first half of the study area time and two of the seminars, we cover many topics that are useful in their own right, such as needs assessment and cost analysis. In the second half, we look at testing, educational measurement in general, and statistics. The evaluation of participants' answers to questions in the evaluation study area exam is treated in some detail, since it is helpful to participants as well as relevant to the evaluation of participant work by teachers.

Instructional Methods and

Materials. The governing principle is that what is covered must be useful in the ordinary working week of an educational administrator, not of merely academic importance. Participants are strongly encouraged to ask for demonstrations of relevance to the real world at any point in the discussion that is encouraged at each session. The study guide provides detailed descriptions of study area procedures, including reading to be done before the first session and examples of exam questions, plus comments on the library books as well as the required texts and

references. A substantial exercise is set at the first session, to be done before the second one, and discussed there (not for credit, but for practice in the main concepts). Both of the main texts were originally written for Nova Southeastern participants and are revised in the light of feedback from them. They are supplemented by a small library of essential texts and references, including the relevant professional sets of standards for program and personnel evaluation, many of which will earn a place on the participant's professional reference shelf for years to come.

Evaluation Process. The assessment is based on performance at a final examination, which covers understanding of basic concepts as well as application to practical examples.

National Lecturers: Karen Kirkhart, Donna Sundre.

HUMAN RESOURCE DEVELOPMENT

CYNTHIA NORRIS
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 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 a set of proven but

practical tools for improving educators, most particularly teachers. Seminars and readings stress methods of working with teachers to improve classroom performance. School leaders need an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

The understanding created in these three areas helps school leaders sort out advice from diverse sources and suggests 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 resource development, teacher improvement, and legal cases that bear on improving educational personnel. Participants will read materials critically and will discuss these with national lecturers as they pertain to their schools or school districts.

Evaluation Process. 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 educators.

National Lecturers:
Sam S. Harben, Jr., Patricia Burns.

MANAGEMENT AND SUPERVISION

ULYSSES VAN SPIVA
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 examine intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and current trends/issues in educational administration.

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 is addressed, 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 future for supervisors and managers in education.

Instructional Methods and Materials. The national lecturers 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 systems, citizens' counsels, change processes, and organization/administrative theory.

Evaluation Process. Participants are required to demonstrate the ability to analyze actual management and supervisory issues. One or more analytic papers will be required.

National Lecturers: M. Donald Thomas, William Wolf.

RESEARCH FOR SCHOOL IMPROVEMENT

EMIL J. HALLER
Senior National Lecturer

General Description. The relationships between the practice of educational administration and research on educational administration are the focus of this study area. In particular, we will be concerned with the common observation that research has little to do with practice. Is that true? If it is, why is that the case, and what—if anything—should be done about it?

Such questions will stand at the center of your work in this study area. Skillful administration entails an understanding of the institution of educational research; it requires an ability to recognize when existing research might help solve a practical problem; and it involves a talent for finding relevant studies and judging their worth. In short, sophisticated administration demands that you be an intelligent consumer of educational research.

Knowing how to intelligently use research is a skill that will be serviceable to you throughout your career as a practitioner. It can help you to create better schools, which, after all, is your job. More immediately, the skills that you develop in this study area have direct application to your practicum. In fact, our assignments were designed with that in mind.

Instructional Methods and

Materials. During class sessions you will read certain landmark studies in educational administration—studies that have had a major impact on the ways that we think about practice.

In addition, you will read selected, current studies and learn to critically evaluate their worth and applicability. Finally, you will read a textbook concerning the application of research to educational problems.

Evaluation Process. You will take a written, objective examination covering all of the readings and the three lectures. The examination will test your understanding of the concepts taught and your ability to apply those concepts. In addition, prior to each class session, you will need to complete a written assignment concerning the contents of that session. Finally, during the first class, you will take a brief quiz over the reading assigned for it.

National Lecturers: Paul Kleine, George Letchworth, 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 the 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 policymakers whom they would like to 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 readings 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 3-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.

National Lecturers: Barbara LaCost, Marge Plecki, Richard Rossmiller.

SPECIAL ISSUES

CHUCK ACHILLES
Senior National Lecturer

Dr. Achilles is developing a new study area that addresses current issues and trends in education and their potential impact on schools. These topics are to be explored and discussed in a seminar format in order to enhance the participants' administrative skills and decision-making capacities. Further description of this study area is forthcoming.

PRACTICUMS



PHIL DeTURK
Program Professor



KATHY HOLLYWOOD
Program Professor



JACK KAUFHOLD
Program Professor



SHARON SANTILLI
Program Professor



ANTHONY SHARP
Program Professor



EDNA SUÁREZ-COLOMBA
Program Professor

GENERAL DESCRIPTION

Parallel with the study areas and extending through the three years of doctoral work, a problem-solving project, a practicum, is required of all Educational Leaders participants. A practicum is a research-based, problem-solving project executed in a school or school system setting designed to improve some aspect of education. The process is learned and applied during the first year of Program experience in a three-session seminar called Practicum Research. As an outgrowth of Practicum Research, a concept paper is written and a proposal planned. The process 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 in a preliminary investigation format, and assess the impact of the intervention in relation to originally projected objectives.

A practicum has the following features:

1. It is an applied research undertaking that includes planning (proposal development), implementing, evaluating, and reporting.
2. It must include action components designed to achieve measurable results in the problem situation; it cannot involve only studying a problem or planning an intervention.
3. The applied research practicum is designed for a specific educational site where practicum managers identify and document problems that directly relate to target groups (subjects) within their areas of professional responsibility.

4. The practicum also must focus on developing leadership skills of practicum managers in all stages from planning to reporting.

During the second and third Program years, participants must pursue the same process in executing a practicum. Using the outcomes of the preliminary investigation, participants revise the original proposal into a year-long project plan (actual implementation time depends on the nature and complexity of the problem or opportunity). The development of the revised proposal is guided by a three-member doctoral committee.

In planning and executing their practicums, 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 system in which they work; to enlarge their repertoire of leadership competencies; to extend their project management and evaluation abilities; and to acquire applied research skills.

Like dissertations, conference papers, and research articles, practicum reports are disseminated through a variety of channels appropriate to their content. Participants are encouraged and supported in their efforts to prepare their practicum documents for conference presentations and as papers submitted to state, regional, organizational, and national research journals and other publications.

The *Publication Manual of the American Psychological Association* 4th Edition (APA) will be followed as well as the *Form and Style Guide* of the Educational Leaders Program.

THE SUMMER INSTITUTE

The purpose of the final element in the instructional program, the Summer Institute, is to provide national and international perspectives 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 international 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. International 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 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 international clusters or task groups. The kind and level of interests experienced through this involvement enhance the evaluation functions of Summer Institutes and provide Nova Southeastern staff with a compendium of participant views and attitudes.

Each Nova Southeastern participant must attend two Summer Institutes during his or her involvement in the program. Attendance at all sessions and residence at the Summer Institute hotel are required. Participants are responsible for their own travel and living expenses. Summer Institutes are held in South Florida, Washington, D.C., in the western states, and in other locations designated by the Program Office.

PROGRESS GRADE REPORTS

These will be provided at the end of every term. The report will be mailed to the participant by the registrar and may not be obtained through any other source. Grades are permanently stored by the registrar and become a part of the official transcript of the participant's matriculation in the Program.

CREDITS

Each study area carries three semester hours of credit. Each term of practicum work and each Summer Institute carries 3 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

Practicum Credit and Awarding Periods

Practicums (options for accruing practicum credit hours include the following:)

36 Credit Hours

EDL 9310	Practicum Research I	6-9 credit hours
EDL 9320	Practicum Research II: Concept Paper	3-6 credit hours
EDL 9330	Practicum I: Preliminary Investigation	9-12 credit hours
EDL 9340	Practicum II: Proposal Development	6-9 credit hours
EDL 9350	Practicum III: Report	12-18 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

A total of 66 hours is required for graduation.

*As of January 1, 1996 School Finance and Budgeting will become a concentration during the Summer Institute. The Special Issues study area will replace Finance.

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	9310 Practicum Research I	3	3
Winter	EDL 8181	3	9310 Practicum Research I	3	6
Spring	Study Area	3	9310 Practicum Research I	3	6
			or		
			9320 Practicum Research II		
Summer	Summer Institute	3	9320 Practicum Research II	3	6
			or		
			9330 Practicum I		
					21

Second Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	9320 Practicum Research II	3	6
			or		
			9330 Practicum I		
Winter	Study Area	3	9330 Practicum I	3	6
			or		
			9340 Practicum II		
Spring	Study Area	3	9330 Practicum I	3	6
			or		
			9340 Practicum II		
Summer	Summer Institute	3	9340 Practicum II	3	6
			or		
			9350 Practicum III*		
					24

*Credits are awarded after the Practicum has been completed.

Third Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	9350 Practicum III*	3	6
Winter	Study Area	3	9350 Practicum III*	3	6
Spring	Study Area	3	9350 Practicum III*	3	6
Summer	None	0	9350 Practicum III*	3	3
					21

*Credits are awarded after the Practicum has been completed.

Fourth and Fifth Year (As Needed)

Fall, winter, spring, summer: three credits each term for the Practicum (9350).

WITHDRAWAL AND REENTRY

This Program is designed as a continuous enrollment program. However, participants occasionally encounter personal or professional situations that make it impossible for them to complete the Program within the time permitted. When these circumstances arise, withdrawal should be requested. Withdrawal and reentry procedures are as follows:

1. The participant must contact, in writing, the Program Director to request withdrawal.
2. A written description of the conditions necessitating the withdrawal must be provided.
3. The period of withdrawal must be at least 6 months and may not exceed 24 months.
4. Upon withdrawal, Program services are no longer available.
5. The participant must present a **letter of intent** to the Program Director to request reentry. There is a \$250 reentry fee.
6. The Program's Executive Committee will act on the participant's request for reentry. Reentry provisions are designed to accommodate participants who are unable to handle Program demands at a given point in time. • Reentry is not granted to participants who are simply unable to meet the requirements of the Program. The decision of the Executive Committee is final and may not be appealed. •

If a participant remains on withdrawal status for fewer than five years but more than two years, reentry will be considered on a case-by-case basis.

If a participant remains on withdrawal status for 5 or more years, he or she must begin the Program anew.

MONITORING PROGRAM PROGRESS

The participants, in conjunction with the cluster coordinator, are responsible for monitoring their course work, academic credit, and timelines for Program completion. Participants who are faced with a temporary personal or professional crisis and find that they cannot keep pace with their cluster may withdraw from the Program. **Notification of intent to withdraw must be received in writing by the Program Director.** Participants who officially withdraw must petition the Director in writing if they wish to reenter the Program and resume their course of study at the point following the last Program component for which they received a grade. Intervention time toward completion of the practicum will not be counted during a period of withdrawal. See section on Withdrawal and Reentry for more information.

MONITORING PRACTICUM PROGRESS

With regard to the Practicum, it is the participant's responsibility to complete all requirements in a satisfactory and timely fashion. The Practicum Research Instructor and Practicum Committee Chair serve as active monitors for the participants. During the first year of study, a rigorous review of the participant's work is conducted by the Practicum Research Instructor to determine the participant's research skills, conceptualization abilities, and writing skills. In some cases, if there is a demonstrated need for assistance, supportive intervention is provided to ensure the participant's successful continuation in the program.

Periodically, a staffing may be necessary for a participant who continues to experience difficulties with aspects of the practicum process. See the *Participant Handbook* for further information.

DISMISSAL

The Program reserves the right to dismiss participants at any time if it becomes obvious that they are unable to satisfy the Program's intellectual requirements, if they consistently have problems meeting Program timelines, or if their academic behavior is reprehensible (e.g., cheating, plagiarizing, misrepresenting oneself). See *Participant Handbook* for dismissal guidelines regarding failure to meet Program timelines.

CAREER RESOURCES

The Career Resource Center offers a variety of services to Nova Southeastern graduates. Graduates may establish a credentials file for a start-up fee of \$25.00 (includes four mailings to prospective employers; \$8.00 per mailing thereafter). Services include resume writing, interviewing techniques, and information on part-time and full-time employment. For more information, please phone the Career Resource Center at (305) 475-7504 or (800) 986-3223, Ext. 7504.

ALUMNI ASSOCIATION

Nova Southeastern University has an active Alumni Association that is a division of the Office of 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. Additional information can be obtained from the Office of Alumni Relations, (305) 475-7418.

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AWARDS

Kathleen Cooper Wright School Improvement Award A prominent feature of practicum work is the awarding of the Kathleen Cooper Wright 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, 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. This award will be presented at the Summer Institute.

Herbert A. Drew, Jr., Memorial Award for Excellence in Education

This award was established by the family and friends upon the death of Herbert A. Drew, Jr., Cluster Coordinator of the Boston Clusters. Each year an award is given to a recent graduate who has made an innovative contribution to the school or school district in which he or she works. This award will be presented at the Summer Institute.

Director's Award This award was established to honor an exemplary educator who has made an outstanding contribution to the success of the Educational Leaders Program. The award will be presented at the Summer Institute.

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 educational community.

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IN REMEMBRANCE

The National Ed.D. Program for Educational Leaders has lost the services of some key people through their deaths. Fifteen who provided leadership to the Program and contributed to the intellectual growth of many participants warrant continuing recognition.

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LEARNING RESOURCES

LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 162,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, FAX, or home computer.

To contact, DLS by phone, call (800) 541-6682 (automated attendant—enter number for “General Student Services” and follow the menu) or (305) 475-7388. Email: library@alpha.acast.nova.edu

The Health Professions Division Library is located at the North Miami Beach Campus in the Student Activities Building. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Learning Resources Laboratory, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

STUDENT ACCESS TO TELECOMMUNICATIONS

The Graduate Programs at FCAE encourage its field-based faculty, staff, and students to avail themselves of the University's resources and to communicate with one another via telecommunications using the Computer Center's UNIX system on the NSU computer. Students receive this access through their tuition; no additional fees are charged. This system will enable users to communicate with others in their program through e-mail, request university electronic library services, participate in electronic classroom course experiences (when scheduled), and discuss issues in computer conferences. Through various external electronic networks, users will also gain access to practitioners, bulletin boards, library catalogs, full-text material, and data bases throughout the country and the world.

Interested persons need an MS-DOS-compatible or MAC* computer, terminal emulation software (VT100), and a 2400 based or faster modem for connection to NSU over their local telephone line. (In some rural locations a toll call may be necessary to the nearest node.) To be assigned an account on the UNIX System, interested persons need to complete a **Request for UNIX Accounts** form located in the back of this catalog. This form is also available from your program office. After the form is processed by your program The Fischler Center's Office of Technology will provide you with an account. You will be sent a letter with your usercode and password.

For information about the system's capabilities, or the answers to technical questions, call the FCAE Helpdesk at (305) 475-7216, or (800) 986-3223, Ext. 7216 (follow the automated attendant menu) or call the NSU general telecommunications Helpdesk at (800) 541-6682 (automated attendant choose "General Studies Services", then choose the "Academic Computing User Support" option). Your call will be transferred to the HELPDISK and the staff member on duty.

*(limited MAC support available from NSU)

CENTER FOR MEDIA AND TECHNOLOGY

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

COMPUTING FACILITIES

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on 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 computer-oriented course work.

TEXTBOOKS

Nova Southeastern Books is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada may order their texts via telephone (800) 509-2665 or (305) 476-4750 or FAX (305) 476-4759. Email: novabook@alpha.acast.nova.edu

THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern 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 all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university; certain rights and obligations flow from membership in any academic community committed to such goals:
- The rights of personal and intellectual freedom, which are fundamental to the idea of a university. (While students will be guided by faculty in their

educational experiences, they are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to formulate their own opinions;)

- A scrupulous respect for the equal rights and dignity of others; and
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. ACADEMIC STANDARDS

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another

author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

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 the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express 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.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used

that power for personal benefit or in a capricious manner.

B. CONDUCT STANDARDS

1. Students should not interfere with the rights, safety, or health of members of the University community or interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others;
 - j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which

recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and

- k. Failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. SUPPLEMENTARY STANDARDS

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. VIOLATIONS

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental

standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

STUDENT CODE OF COMPUTER ETHICS

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life, and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the National Ed.D. Program for Educational Leaders *Participant Handbook*.

DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *Participant Handbook*.

PRIVACY OF RECORDS

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

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

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

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

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

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

RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

GRIEVANCES

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. Grievance procedures are explained in the National Ed.D. Program for Educational Leaders *Participant Handbook*. A student with a grievance against any policy or procedure should follow the grievance procedures as outlined.

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 452-7140.

VETERANS' BENEFITS

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 452-7241 or toll free (800) 541-6682 (automated attendant—choose the "University Registrar" option, Ext. 7241).

POLICIES GOVERNING STUDENT RELATIONS

GENERAL

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog 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

NSU and its composite academic units periodically publish bulletins or catalogs describing The University 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 University Registrar. Each academic unit, group of units, and/or the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

NONDISCRIMINATION

NSU fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying disability, religion or creed, or 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.

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Director, Master's Programs in Life
Span Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

SYLVIA PRANT
Assistant to the Director, Master's
Program in Life Span Care and
Administration
B.S. Nova Southeastern University
M.S. Nova Southeastern University

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B.S. Florida Atlantic University
M.S. Nova Southeastern University

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WORCHESTER
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Evaluation, Graduate Teacher
Education Program
B.A. University of South Carolina

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Institute for Hearing, Language,
and Speech
B.A. Henderson State University
M.S.E. University of Central Arkansas
Ph.D. University of Southern
Mississippi

WILMA J. ROBLES de MELENDEZ
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Education Program
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de
Madrid, Spain

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Master's Program in Speech-Language
Pathology, LaBonte Institute for
Hearing, Language, and Speech

SHARON SANTILLI
Program Professor, National Ed.D.
Program for Educational Leaders
B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

MARY ELLEN SAPP
Director of Practicums, Programs in
Education and Technology
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

REGINA SCHAWAROCH
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Advancement of Education
B.S. Nova Southeastern University

LINDA S. SCHEIRTON
Program Professor, Health Care
Education, Ed.D. Programs
for Higher Education
B.S. Texas A&I University
at Corpus Christi
M.A. University of Texas
at San Antonio
Ph.D. University of Texas at Austin

MARILYN SEGAL
Dean, Family and School Center;
Senior Faculty Member,
Programs in Education
and Technology
B.A. Wellesly College
M.S.W. McGill University
Ph.D. Nova Southeastern
University

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Teacher Education Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

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Language, and Speech

J. ANTHONY SHARP
Program Professor, National Ed.D.
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B.A. Long Island University
M.A. New York University
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Director, National Ed.D. Program
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B.S. Abilene Christian University
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State University
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M.Ed. Temple University
Ed.S. Temple University
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University

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B.A. Florida International
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University

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B.A. Duquesne University
M.Ed. Towson State University
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B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

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B.S. Nova Southeastern University
M.S. Nova Southeastern University

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Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
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Graduate Teacher Education
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M.S. Nova Southeastern University

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M.A. University of Miami
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M.A. University of Miami

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M.Ed. Boston State College
M.S.W. Boston College of Social
Work
Ph.D. Nova Southeastern University

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Language, and Speech
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

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NOVA SOUTHEASTERN UNIVERSITY

DEGREE OFFERINGS

Doctoral and Professional Degrees

Doctor of Business Administration in:
 Accounting (D.B.A./Acc.)
 Business Administration (D.B.A.)
 Finance (D.B.A./Fin.)
 Health Services (D.B.A./H.S.)
 Human Resource Management
 (D.B.A./H.R.M.)
 Information Systems (D.B.A./IS)
 International Management
 (D.B.A./I.M.)
 Marketing (D.B.A./Mkt.)
 Doctor of Education (Ed.D.) in:
 Adult Education
 Child and Youth Studies
 Computer and Information
 Technology
 Computer Education
 Educational Leadership
 Health Care Education
 Higher Education
 Instructional Technology and
 Distance Education
 Vocational, Technical,
 Occupational Education
 Doctor of International Business
 Administration (D.I.B.A.) in:
 International Business
 Administration
 Doctor of Occupational Therapy
 (D.O.T.)
 Doctor of Optometry (O.D.)
 Doctor of Osteopathy (D.O.)
 Doctor of Pharmacy (Pharm.D.)
 Doctor of Philosophy (Ph.D.) in:
 Clinical Psychology
 Dispute Resolution
 Family Therapy
 Oceanography
 Doctor of Physical Therapy
 (D.Sc.P.T.)
 Doctor of Psychology (Psy.D.) in:
 Clinical Psychology
 Doctor of Public Administration
 (D.P.A.) in:
 Public Administration
 Doctor of Science (Sc.D.) in:
 Computer Information Systems
 Computer Science
 Computer Technology in
 Education
 Information Science
 Information Systems
 Training and Learning
 Juris Doctor (J.D.) in:
 Law

Specialist Degrees

Clinical Specialist (C.I.S.) in:
 Family Systems Health Care
 Educational Specialist (Ed.S.) in:
 Computer Education
 Computer-Based Learning
 Education

Master's Degrees

Master of Accounting (M.Acc.) in:
 Accounting
 Master of Business Administration
 (M.B.A.) in:
 Business Administration
 Master of International Business
 Administration (M.I.B.A.) in:
 International Business
 Administration
 Master of Occupational Therapy
 (M.O.T.)
 Master of Physical Therapy (M.P.T.)
 Master of Public Administration
 (M.P.A.) in:
 Public Administration
 Public Administration/
 Coastal Zone Management
 Public Administration/
 Marine Biology
 Master of Science (M.S.) in:
 Child and Youth Care
 Administration
 Child Care Administration
 Coastal Zone Management
 Computer-Based Learning
 Computer Information Systems
 Computer Science Education
 Dispute Resolution
 Education
 Elder Care Administration
 Family Support Studies
 Family Therapy
 Health Services Administration
 Human Resource Management
 Human Services Administration
 Instructional Technology and
 Distance Education
 Management Information Systems
 Marine Biology
 Mental Health Counseling
 School Guidance and Counseling
 Speech-Language Pathology
 Master of Medical Education (M.Sc.)

Bachelor's Degrees

Bachelor of Arts (B.A.) in:
 Liberal Arts
 Bachelor of Science (B.S.) in:
 Accounting
 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Assistant
 Legal Studies (prelaw)
 Life Sciences (premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 Secondary Education
 Vision Sciences

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, 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 discovery of the fraud, and the student is not entitled to any credit for work that he or she 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 Southeastern University will be considered receivable and will be collected.

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

Any Nova Southeastern University student has the right to inspect and review his or 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.

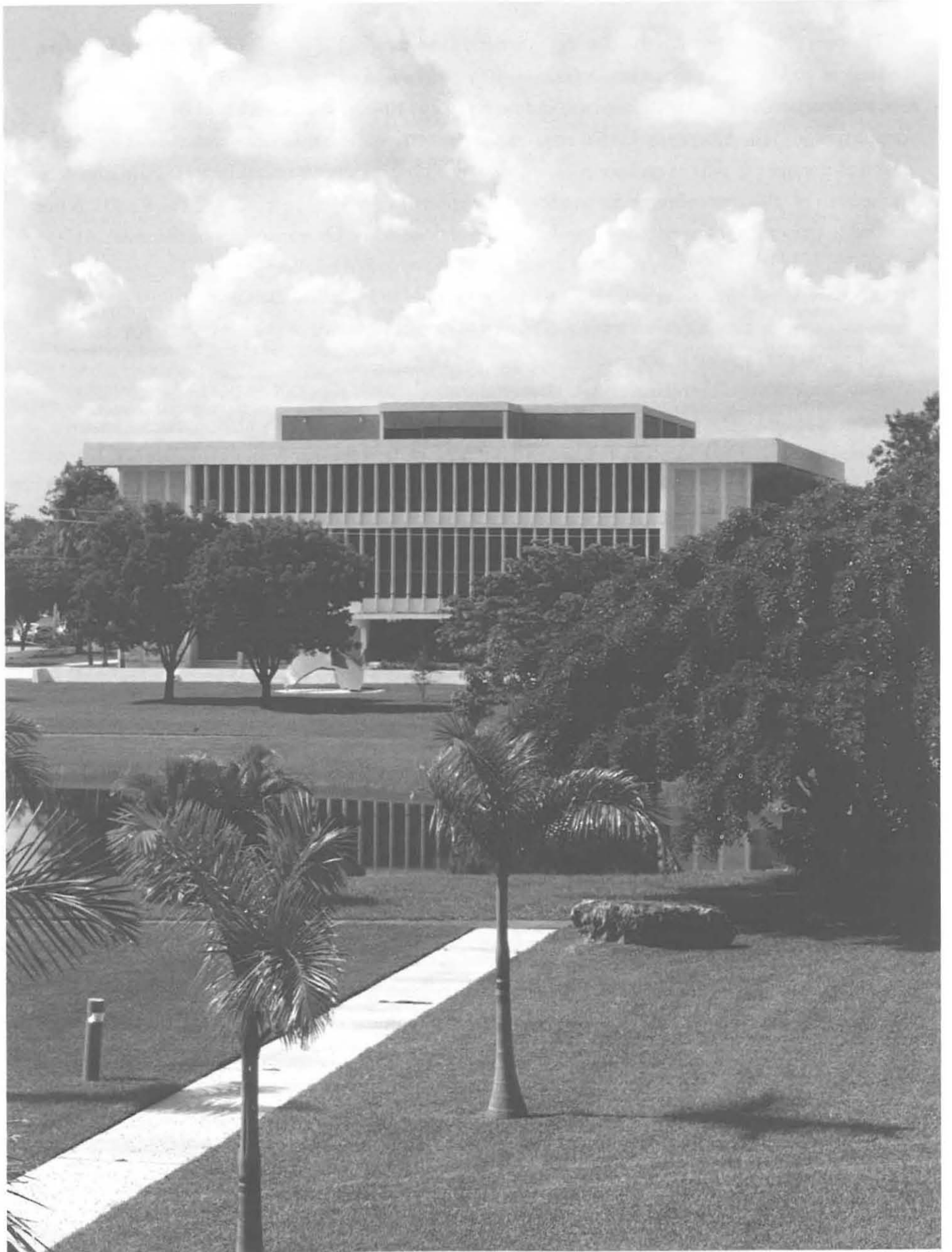
A student has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's 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 Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of disability, sex, race, religion, or 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.

The school is authorized under federal law to enroll nonimmigrant alien students.

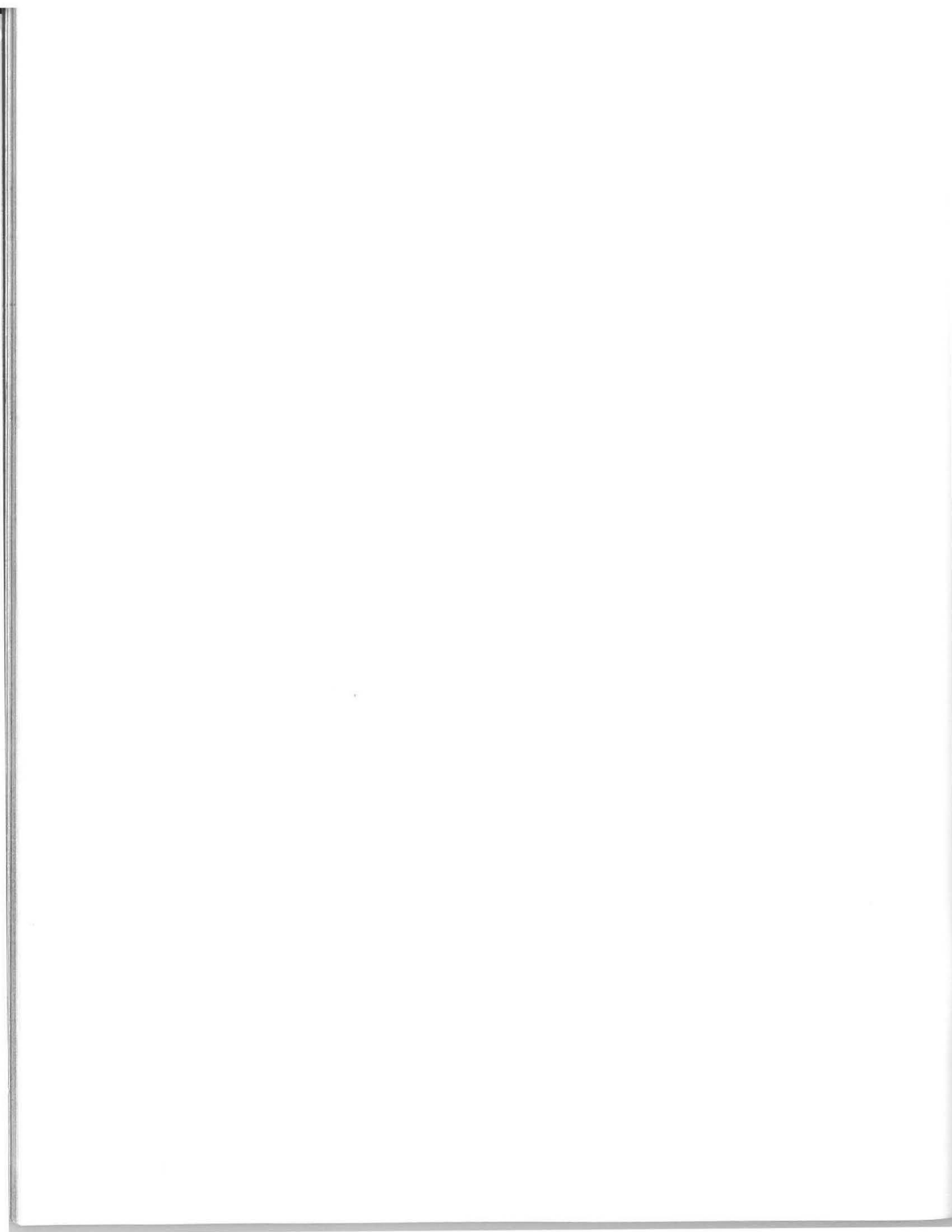
Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veteran's Training, Florida Department of Veteran's Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, or telephone (305) 452-7241.



APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the National Ed.D. Program for Educational Leaders. Included here are:

- A graduate admissions application form
- Three letter of recommendation forms.
- Two transcript request forms.
- UNIX account request form.



FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 National Ed.D. Program for Educational Leaders
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 452-1548
 (800) 986-3223, Ext. 1548 (United States and Canada)
 FAX (305) 452-1529

OFFICE USE ONLY

CLUSTER ELD _____
Major Code- 801
Degree Objective- EDL
S-PR
AC-GST
AA-X
AT-GRM
First Semester _____

APPLICATION

To the applicant: We welcome your application to this unique program. We have tried to design our application procedure in such a manner that you will learn more about the program and its goals while you provide necessary information about yourself. If at any point you are uncertain about the goals of the program or about the application process, you are encouraged to write or phone the program office, (800) 986-3223, Ext. 1548.

To complete the application process, please:

1. Complete, sign, and mail this **application** (four pages) to the address below.
2. Include, with the application, a **check for \$40** (nonrefundable application fee in U.S. funds) made out to Nova Southeastern University.
3. Provide a copy of your **state administrative certificate** (photocopy acceptable).
4. **Transcripts** of all previous academic work are required and should be mailed directly to Admissions, FCAE, National Ed.D. Program for Educational Leaders. An official copy of your master's degree transcript should be submitted immediately to begin the admissions process.
5. Complete, sign, and give the **three recommendation forms** to your colleagues (see instructions in this application for recommendation process).

Residents of South Carolina and Georgia must adhere to additional admission requirements. See the state supplement in the front of the catalog. All documents **must** be originals with original signatures unless otherwise noted.

All materials related to your application should be sent to:
 Admissions, FCAE, National Ed.D. Program for Educational Leaders
 Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Cluster Location Preferred: _____ Preferred Start Date: _____

Soc. Sec. No.: _____ - _____ - _____ Gender: () M () F Date of Birth: _____ - _____ - _____
 Month Day Year

Legal Name: Last First Middle Initial Maiden Name (if applicable)

Name You Prefer Us to Use for Your Records: _____
 (if different from above)

Legal/Permanent Address (line 1) Street Apt. No.

Legal/Permanent Address (line 2)

City State Zip Code

Home Phone: () _____ Business Phone: () _____

FAX No.: () _____ email address: _____

Emergency Contact:

Name Relationship

Address () ()
 Home Phone Business Phone

Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of the master's degree transcript should be submitted immediately to:

Admissions, FCAE, National Ed.D. Program for Educational Leaders
 Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Name of College	State	Start Date Mo/Yr	End Date Mo/Yr	Major Field/Area	Type of Degree	Conferred Date Mo/Day/Yr
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /

FINANCIAL AID:

Have you applied for financial aid? Yes No
 Have you filed a Free Application for Federal Student Aid (FAFSA)? Yes No
 If yes, when was the FAFSA sent to Iowa? _____
 Date

CITIZENSHIP STATUS:

U.S. citizen
 Nonresident alien
 Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? Yes No
 If you have a visa, indicate status code: _____
 Country of citizenship: _____
 Native language: _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office at Nova Southeastern University, (305) 370-5695.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:
 White (not of Hispanic origin) Asian or Pacific Islander
 Black (not of Hispanic origin) American Indian or native Alaskan
 Hispanic origin Other

STATUS:

First Time Applying to Nova Southeastern University? Yes No
 If No, Previous Program: _____ Dates of Attendance: _____

EMPLOYMENT INFORMATION:
General Information

Employer: _____

Name of School: _____

School Address: _____

(City) (State) (Zip Code)

Please check one:

Elementary: _____ Middle: _____ High School: _____ Other: _____

Special School (describe): _____

Grade Levels in School: _____

Applicant's Position and/or Title: _____

Number of Subordinates: _____ Budget for Which You Are Responsible: \$ _____

Immediate Supervisor: _____ () _____
Name Title Phone

Enrollment of Your School: _____ School System: _____

Most Recent Professional Positions and Dates:

_____ (19____ - present)

_____ (19____ -19____)

_____ (19____ -19____)

Job Description

The National Ed.D. Program for Educational Leaders is designed for educators in administrative positions. If your title clearly denotes an administrative position (e.g., building principal, assistant superintendent), you need not submit a job description. If there is any doubt whether your position would be classified primarily as an administrative one, you should submit an **official** school district or system job description (signed by the Assistant Superintendent or Superintendent who supervises the area for which you are responsible) outlining your administrative responsibilities (in detail), including the percentage of time spent in your administrative role. (For job description guidelines, phone Cluster Coordinator.)

LETTERS OF RECOMMENDATION:

Identify the three persons you have asked to write letters of recommendation on your behalf (see forms). At least one of the three individuals should be your immediate supervisor or someone to whom you report.

1. _____ () _____
Name Title Phone

2. _____ () _____
Name Title Phone

3. _____ () _____
Name Title Phone

PERSONAL EXPECTATIONS:

Administrators seek to earn a doctoral degree for many reasons, some noble, some practical. What social and personal gain do you foresee as a result of completing your doctoral studies?

Collectively, the Program's study areas are designed to provide substantive knowledge, enriched perspectives, and leadership skills. Please indicate in a few sentences what you hope to gain from any one (specify which) of the study areas.

Program practicums are actions undertaken to improve an education "system" —efforts at systematic problem solving. Please list three or four problems, from your work setting, in which you might wish to intervene as part of your practicum experience.

ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS:

I understand that the requirements for the Program include passing each of the study areas, successfully completing two practicum experiences, and attending (for credit) two Summer Institutes. I understand that the execution of the practicums in the context of the Program will require my conceiving and implementing two systematic action plans to improve an educational "system" or "subsystem" in my work setting.

I understand that all Program admission requirements must be met and that I must be approved for admission prior to registration at the second scheduled cluster session.

I declare that the above information is complete and accurate, to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University and the National Ed.D. Program for Educational Leaders outlined in the Program catalog.

Release Statement

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

Signature: _____ Date: _____



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3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 452-1548
(800) 986-3223, Ext. 1548 (United States and Canada)
FAX (305) 452-1529

LETTER OF RECOMMENDATION

THIS FORM MUST BE SIGNED BY BOTH THE APPLICANT AND THE PERSON MAKING THE RECOMMENDATION.

Name of Applicant: _____

Address of Applicant: _____

Street

City

State

Zip Code

The person named above is seeking admission to the Ed.D. Program designed exclusively for school administrators. In preparing your recommendation please verify, if appropriate, the present administrative position of the applicant. Also, address the leadership potential of the applicant and, to the best of your ability, the likelihood of the applicant's succeeding in a program requiring a considerable amount of independent study and serious academic work. Do not complete the recommendation if the waiver below has not been signed by the applicant. If you write a separate letter, you must complete the information on this form and attach the letter. Do not return this form to the applicant. Please mail the statement directly to Admissions, FCAE/National Ed.D. Program for Educational Leaders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Use the reverse side of this form if you need additional space. Thank you.

Applicant to Complete:

Information Waiver to be completed by applicant before giving it to source of reference. Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO _____, I DO NOT _____ waive the right to inspect and review this completed recommendation.

Applicant's Social Security Number

Applicant's Signature

Please provide a written assessment of the applicant.

The person writing the recommendation letter must complete the following section:

Signature _____

Date _____

Name _____
type or print

Position _____

Address _____
Street

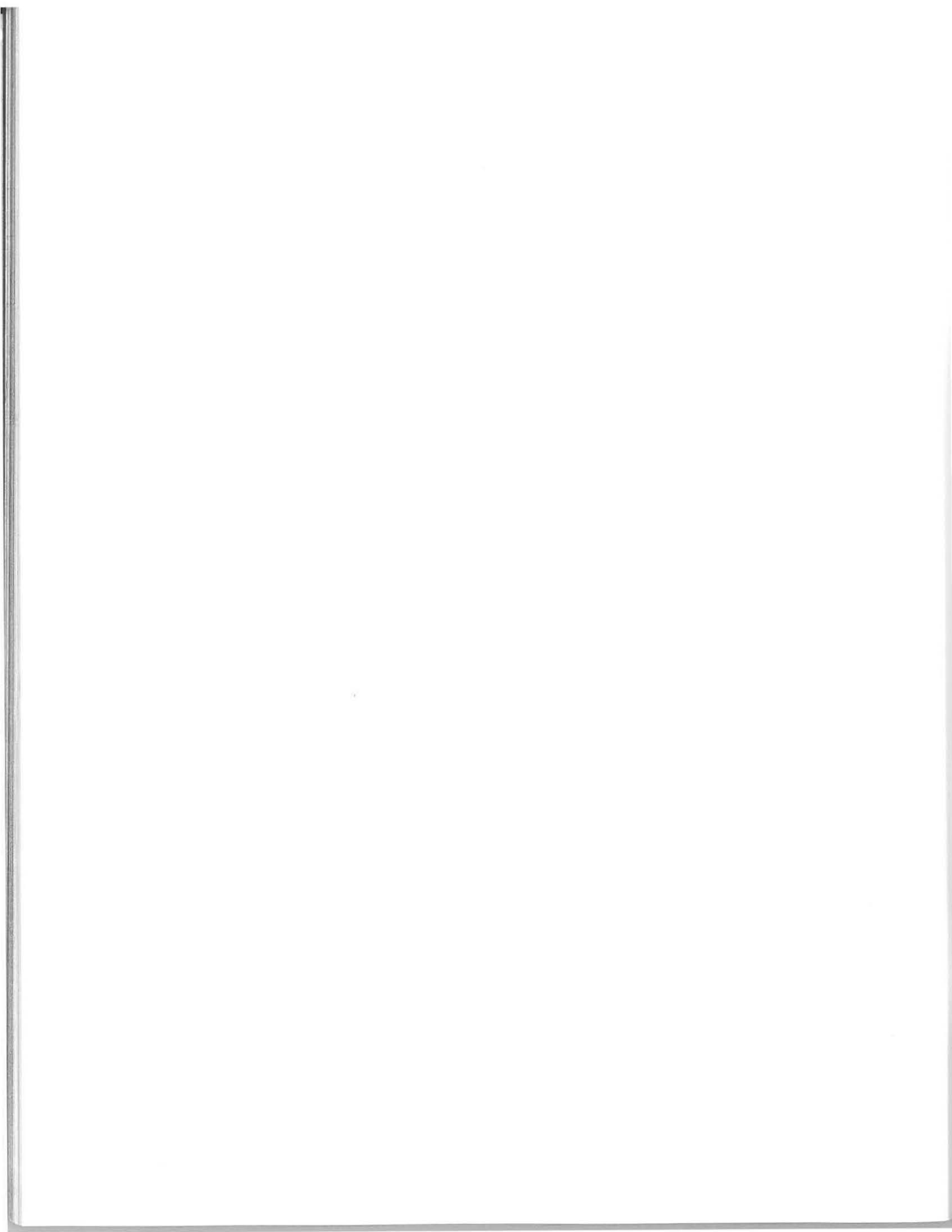
Telephone _____

City

State

Zip Code

Please make a photocopy of this letter for your records.





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Signature _____

Date _____

Name _____ type or print

Position _____

Address _____ Street

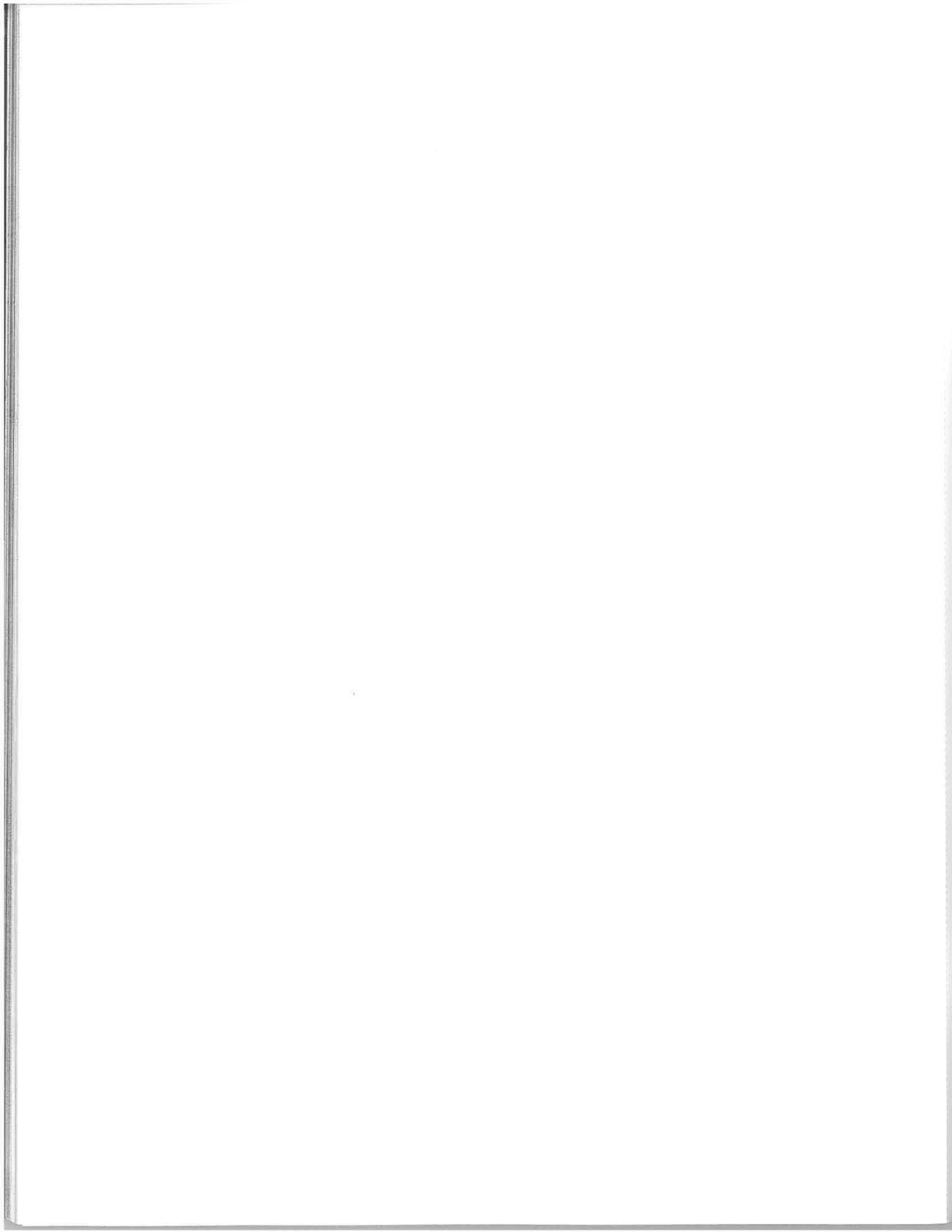
Telephone _____

City

State

Zip Code

Please make a photocopy of this letter for your records.





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Address _____

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Telephone _____

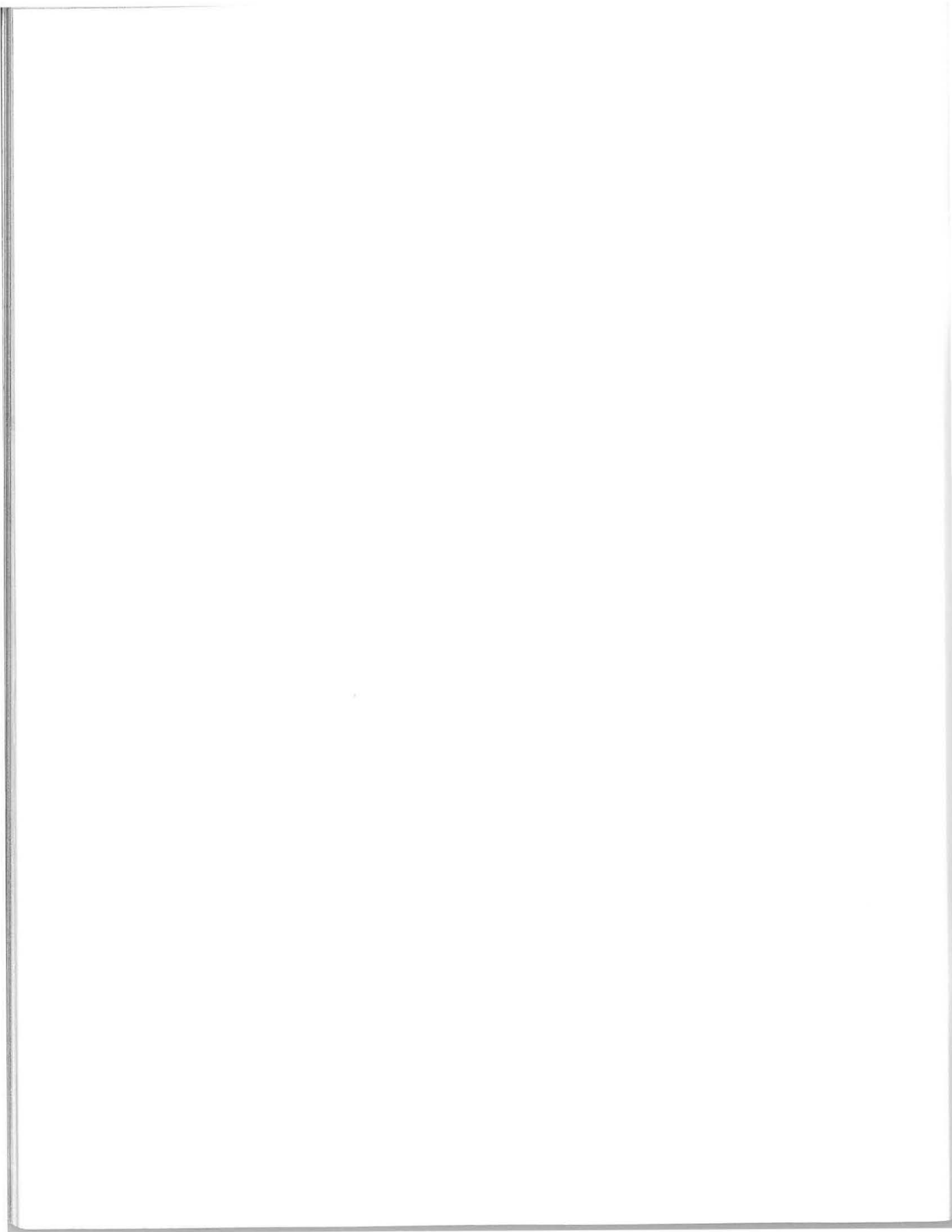
Street

City

State

Zip Code

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TRANSCRIPT REQUEST FORM

To Be Completed By Student

To request that a transcript be sent from your former college or university to Nova Southeastern University, fill in the blanks in this section and the transcript transmittal form below.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of the academic work I completed while attending your institution. The transcript transmittal form below should accompany the transcript.

A. I attended your college or university from _____ to _____

B. While in attendance, my name on your records was

Last First Middle/Maiden

C. My student identification number was _____

Thank you for your assistance.

Sincerely,

Signature

Note: Transcript must show master's degree and conferral date.

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____

Last First Middle/Maiden

Address _____

Street and Number

City State Zip

Social Security No. _____ / _____ / _____ Date _____

PLEASE SEND COPY TO: FCAE/National Ed.D. Program for Educational Leaders
 Nova Southeastern University
 Admissions
 3301 College Avenue
 Fort Lauderdale, Florida 33314





FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
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TRANSCRIPT REQUEST FORM

To Be Completed By Student

To request that a transcript be sent from your former college or university to Nova Southeastern University, fill in the blanks in this section and the transcript transmittal form below.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of the academic work I completed while attending your institution. The transcript transmittal form below should accompany the transcript.

A. I attended your college or university from _____ to _____

B. While in attendance, my name on your records was

Last First Middle/Maiden

C. My student identification number was _____

Thank you for your assistance.

Sincerely,

Signature

Note: Transcript must show master's degree and conferral date.

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____

Last First Middle/Maiden

Address _____

Street and Number

City State Zip

Social Security No. _____ / _____ / _____ Date _____

PLEASE SEND COPY TO: FCAE/National Ed.D. Program for Educational Leaders
 Nova Southeastern University
 Admissions
 3301 College Avenue
 Fort Lauderdale, Florida 33314



UNIX ACCOUNT REQUEST FORM

National Ed.D. Program for Educational Leaders

NOTE: You must have access to a computer and modem before requesting a Unix Account. When requesting a Unix Account, you must fill-in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent a telecommunication program (MacKermit or IBM-PC Kermit, depending on the type of computer you indicated you have), Tymnet phone listing, Accessing Alpha: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: _____
(First) (M) (Last)

Mailing Address: _____

Telephone #: Home () - Office () -

Fax #: () - Social Security #: - -

Date of Birth: Month _____ Day _____,

NSU Status: _____ Student
_____ Faculty (Adjunct Instructor, Program Professor, Practicum Advisor, Staff, etc.)
_____ Administrator (Site Administrator, Cluster Coordinator)

Type of computer being used: _____ IBM Compatible, _____ Macintosh,

Size of disk drive: _____ 3.5" High Density (HD), _____ 3.5" Low Density (LD), _____ 5 1/4"

*****PLEASE CONTINUE ON REVERSE SIDE*****

FOR PROGRAM USE ONLY:

Please provide this individual with a Unix account. This individual is registered/employed in our program and is entitled to a Unix account.

Program Director/Designate

Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: _____

Login: _____

Date Entered: _____

Password: _____

Date Mailed: _____

Processor's
Initials: _____

STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. *Do not* share your account with other individuals. The password to your account must be kept secure.

You must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the *passwd* command. Always choose a password that is difficult to "guess". Your password should conform to the following rules:

- **It must be eight (8) characters in length.**
- **It must contain at least three special characters, such as a numeric digit.**
- **It must not be any word that may be found in a dictionary.**

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are **728arves**, **jboad007**, and **beat1001**.

Nova's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

Print Name

Academic Program

Signature

Date

UNIVERSITY AND PROGRAM PHONE NUMBERS AND E-MAIL ADDRESSES

Toll Free Number	800/986-3223
Nedra Borders, Coordinator of Marketing borders@alpha.acast.nova.edu	Extension 7363
Norma Burke, Secretary, Student Services burken@alpha.acast.nova.edu	4056
Phil DeTurk, Program Professor deturk@alpha.acast.nova.edu	1221
Loretta Eaton, Secretary, Admissions eatong@alpha.acast.nova.edu	1548
Charles Faires, Associate Director fairesc@alpha.acast.nova.edu	5680
Sheila Hauer, Administrative Assistant, Student Services childss@alpha.acast.nova.edu	7365
Kathryn Hollywood, Program Professor hollywok@alpha.acast.nova.edu	7486
Moisette Hornbrook, Coordinator of Administrative Operations hornbok@alpha.acast.nova.edu	7367
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Edward Lisowski, Graduate Fellow lisowski@alpha.acast.nova.edu	7470
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Wally Nguyen, Secretary, Practicums, Clusters (M-Z) nguyenh@alpha.acast.nova.edu	7370
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Johnnie Perry, Administrative Secretary, Financial Accounts perryj@alpha.acast.nova.edu	7367
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Maria Shelton, Director sheltonm@alpha.acast.nova.edu	7366
Kimberly Strowbridge, Coordinator of Instructional Materials strowbdg@alpha.acast.nova.edu	7376
Edna Suarez-Colomba, Program Professor suareze@alpha.acast.nova.edu	7369
Accounts Receivable	7614
Bookstore, Rosenthal Student Center	4750
FAX-Educational Leaders Program	305/452-1529
Financial Aid, John Ayvas	8992
Fischler Center for the Advancement of Education	7440
Loan Disbursing, Educational Leaders	5765
Registrar's Office, Pat Conti, Transcripts	7223
Hana Manning, Information	7400
Travel Office	7522



FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION
National Ed.D. Program for Educational Leaders
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