
Nova University

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Nova University
Center for School Leadership Development
National Ed. D. Program for Educational Leaders
1982-83 Bulletin
Center for School Leadership Development

National Ed.D. Program for Educational Leaders
1982-83 Bulletin

Nova University

Nova University is chartered by the State of Florida and accredited by the Southern Association of Colleges and Schools. Nova University admits students of any race, color, and national or ethnic origin.
Having entered its second decade, Nova University is beginning to see the impact that its graduates are having the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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

Abraham S. Fischler
President
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Founded in 1964, Nova University is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, non-degree, continuing education programs are offered. The University School, a demonstration school, serves children from pre-school through seniors in high school.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution with campuses in Manhattan and Old Westbury, Suffolk County, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, giving maximal benefit to the students of each and to society in general.

With students studying in Florida and in 20 states, Nova University is a university of national scope.

**Accreditation** Nova University is accredited by the Southern Association of Colleges and Schools.

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

The Center for the Study of Law is located at 3100 S.W. 9th Avenue in Fort Lauderdale.

Nova University at Coral Springs is located at 3501 University Drive. Degree programs, non-credit courses, and cultural events that serve the residents in north Broward County and in Palm Beach County are held in Coral Springs.

The Oceanographic Center is located on the south side of the marine entrance to Port Everglades at 8000 North Ocean Drive, Dania, Florida.

Many Nova University students attend classes on the main campus, at the Law Center or at Coral Springs. But consistent with its educational mission to provide educational opportunities to adult students wherever they may be, Nova offers degree programs and continuing education experiences at off-campus centers locally, throughout Florida, across the United States, and in foreign countries.

With the New York Institute of Technology, Nova University maintains an office in Washington, D.C. It is located at 1511 K St., N.W. Suite 624.
National Ed.D. Program for Educational Leaders
Purpose and Overview of the Program  Our goal is to improve the nation's schools. The means to the goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>START DATE</th>
<th>CLUSTER COORDINATOR</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta, Georgia II</td>
<td>April 29, 1979</td>
<td>Harold T. Daniel — Administrative Consultant, Cooperative Educational Service, Griffin, Georgia.</td>
<td>Route 2, McDonough, GA 30253. (404) 957-4752.</td>
</tr>
<tr>
<td>Charleston, South Carolina</td>
<td>October 25, 1980</td>
<td>Charles Hirshey. Citadel University, Charleston, South Carolina</td>
<td>21 Charing Cross Road, Charleston, S.C. (803) 556-5204</td>
</tr>
<tr>
<td>Dade/Broward, Florida</td>
<td>April 12, 1980</td>
<td>Bert M. Kleiman — Director of Secondary Schools, Dade County, Florida.</td>
<td>14321 S.W. 77th Avenue, Miami, FL 33157. (305) 642-7555.</td>
</tr>
<tr>
<td>Lincolnton, North Carolina</td>
<td>April 22, 1978</td>
<td>Alvin R. Hooks — Professor of School Administration, Appalachian State University, Boone, North Carolina.</td>
<td>Appalachian State University, Boone, N.C. (704) 262-2214.</td>
</tr>
<tr>
<td>Maryland II</td>
<td>June 23, 1979</td>
<td>Eugene M. Karol—Superintendent Calvert County Public Schools, Prince Frederick, Maryland.</td>
<td>P.O. Box 627, Prince Frederick, MA 20678. (301)535-1700.</td>
</tr>
<tr>
<td>Location</td>
<td>Date</td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-----------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Phoenix, Arizona</td>
<td>October 27, 1979</td>
<td>Marion Donaldson</td>
<td>Education Consultant</td>
</tr>
<tr>
<td>Phoenix II Arizona</td>
<td>April 30, 1981</td>
<td>Marion Donaldson</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>Robeson, North Carolina</td>
<td>April 1, 1981</td>
<td>Alvin R. Hooks</td>
<td>Professor of School Administration</td>
</tr>
<tr>
<td>San Antonio, Texas</td>
<td>April 4, 1981</td>
<td>Dwain Estes</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Springfield, Massachusetts</td>
<td>April 12, 1980</td>
<td>Neil Macy</td>
<td>Ed. &amp; Labor Relations Consultant</td>
</tr>
<tr>
<td>South Park II Pennsylvania</td>
<td>April 11, 1981</td>
<td>Robert S. Piatt</td>
<td>Director of Elementary Education</td>
</tr>
<tr>
<td>Trenton, New Jersey</td>
<td>April 16, 1977</td>
<td>Crosby Copeland, Jr.</td>
<td>Principal</td>
</tr>
<tr>
<td>Wilmington, Delaware</td>
<td>October 14, 1978</td>
<td>J. Howard Hunt</td>
<td>Salem County Superintendent</td>
</tr>
<tr>
<td>Williamsport, Pennsylvania</td>
<td>October 21, 1978</td>
<td>Harry I. Sharp, Jr.</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Williamsport II Pennsylvania</td>
<td>April 25, 1981</td>
<td>Harry I. Sharp, Jr.</td>
<td>Superintendent</td>
</tr>
</tbody>
</table>
Cluster Coordinators

EDWARD L. BISPO
East Bay, California

CHARLES HIRSHEY
Charleston, South Carolina

HAROLD T. DANIEL
Atlanta, Georgia

ALVIN R. HOOKS
Lincolnton, North Carolina

MARION DONALDSON
Phoenix, Arizona
Phoenix II Arizona

J. HOWARD HUNT
Wilmington, Delaware

DWAIN ESTES
San Antonio, Texas

EUGENE M. KAROL
Maryland II
Study Areas  The need for school administrators to have a broad understanding of the complex problems faced by schools and society was critical to the selection of the specific substantive study areas required by the Nova Ed.D. Program. 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, Finance, Management and Supervision, Research for Improving Schools, and Resource Management: Utilizing Resources for Improving Education. Each study area was conceived to present a perspective rooted in traditional disciplines and to provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from the local, state, and national point 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 Nova Director of Instruction the Senior National Lecturer in each subject area designs his or her own program of study, selects and monitors the performances of Associate Lecturers, and evaluates participants. Each study area includes three months of formal
instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precede and intervene between the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

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

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

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

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

The outline serves as a basis for developing an understanding between the Director of Instruction and the participant. This understanding takes the form of a formal proposal. Once it has been approved, in writing, the participant may proceed.

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

ALLAN B. ELLIS
Senior National Lecturer

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

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

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

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

Associate Lecturers: Beth T. Lowd; Richard Willard.

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN
Senior National Lecturer

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

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

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

Associate Lecturers: Elliot W. Eisner; James B. Macdonald.

EDUCATION POLICY SYSTEMS

LAURENCE IANACCONE
Senior National Lecturer

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

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

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

Associate Lecturers: Louis Masotti; Frederick M. Wirt.

EVALUATION

MICHAEL SCRIVEN
Senior National Lecturer

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him or her to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is
the control mechanism of education. The presupposition of the study area is that every significant decision of an administrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator has been conceived of as a consumer of evaluative information. In other words, the skills needed are those of a user of evaluation, a customer of evaluators, rather than those of a specialist evaluator.

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organization skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. It is also necessary to deal with such diverse elements of the education enterprise as curriculum, federal projects, and institutions.

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

**Evaluation Process.** Judgments about the merits of participants' performance in this area are gained by means of a two-part evaluation. The first part is a take-home project in designing an evaluation. The second is a comprehensive examination requiring demonstration of an integrated understanding of the concepts and issues of evaluation.

**Associate Lecturers:** Brian Holm; Richard M. Jaeger; Alexander Law.

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

**Instructional Methods and Materials.** In dealing with this volatile subject, a blanketing approach is used. In addition to presentations from three National Lecturers, participants are provided with a series of readings in economics and finance and a study guide consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of various authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.
Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate in other ways sophistication in communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

**Associate Lecturers**: John M. Gemello; Robert Singleton.

**MANAGEMENT AND SUPERVISION**

HARVEY SCRIBNER
Senior National Lecturer

**General Description.** This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms “management” and “supervision” are used in preference to “administration” because they focus on the responsibility of school administrators to direct school resources to the improvement of children’s education and because the National Lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self actualization. Decision-making skills such as planning technology, and information systems form one focus of the study area which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management and staff development are discussed under this heading. The National Lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns such as parent participation and mandated accountability programs.

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

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

**Associate Lecturer**: Ulysses Van Spiva; Gordon L. McAndrew.

**RESEARCH FOR IMPROVING THE SCHOOLS**

GERALD E. SROUFE
Senior National Lecturer

**General Description.** Among those responsible for the success of the American education enterprise exist two groups of dedicated and competent professionals: school administrators and school researchers. They appear to have similar concerns, often focusing on the same problem at the same time. However, they do not
work cooperatively on resolving problems; for the most part, they ignore one another.

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

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

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

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

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

Evaluation Process. Opportunities are provided for participants to demonstrate skills in criticizing research, in gaining access to research studies, and in understanding research relevant symbols and techniques. Also, participants will be expected to demonstrate ability to formulate problems and to articulate dimensions of an administrator-researcher partnership. Participants will be expected, also, to demonstrate development of active engagement with researchers and research associations. Evaluation is based on a composite score for performance across a variety of activities, including some tests, rather than a single examination.

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

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION

MARIO D. FANTINI
Senior National Lecturer

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

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

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

**Associate Lecturers:** Allen Calvin; Audrey Ross.

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

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

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

INSTRUCTIONAL PROCESS AND MATERIALS—As they enter the doctoral program, participants receive text materials on the practicum process and departmental expectations. Instructional sessions with full-cluster groups during the first few weeks following cluster formation are followed by subcluster meetings at which Nova faculty engage groups of three to five participants in discussion of practicums by speaker phone. These interchanges are intended to clarify basic concepts in the specified problem-solving design and to assist participants in applying the elaborated planning procedures to possible initial projects. As may be necessary to achieve mastery, participants may be involved in more than one discussion of the basic planning process. Then individual telephone conferences are conducted to hammer out acceptable plans for each participant’s actual Introductory Practicum project. When this has been achieved, sometimes after several such conferences and the exchange of informal written material, participants prepare written proposals which they submit for formal evaluation as the final step prior to taking the planned action.
Materials of instruction utilized throughout the practicum program component start with the *Practicums Manual*, a set of descriptive and explanatory publications, and related samples of actual practicum proposals and final report elements. Video and audio tapes are used by participants to supplement the written and spoken communications exchanged during the orientation experience. All telephone conferences are routinely tape recorded, with the knowledge of all involved, and cassettes are mailed to participants for study and review. Exercises in the critical analysis of representative practicum documents and the preparation of proposal parts are assigned within the progression of instructional events. Such activities are also used at the Practicum Workshop associated with the annual Summer Institute—Education U.S.A. and at other times as a secondary agenda when practicum faculty may meet with participants at national conventions and cluster meetings for Study Areas. Materials used in most of the Study Areas are directly applicable to practicum work. Text and exercises in the Appraising Leadership in Education area are particularly relevant to practicum planning. The Evaluation and Research Study Areas also contribute importantly to understandings crucial to successful practicum execution.

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

*Assisting the Practicums Staff*

LOIS PAVLIK  
Administrative Secretary

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

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

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

Each Nova participant must attend Education USA for two summers during his or her involvement in the program. Attendance is required but no credit is given for the experience. Participants are responsible for their own travel and living expenses. Summer Institutes are most frequently held in South Florida, but may be held in Washington, D.C., or in the Western United States as well.
Instructional and Research Materials

Since this is an externally run program, traditional library facilities housed on campus are not sufficient for meeting the needs of participants. Access to local libraries of universities, cities, or school systems supported by public funds is available in most instances. Additionally, the program has taken alternative approaches to meet the need for instructional and research materials. These include the following:

• AN INFORMATION RETRIEVAL SERVICE (IRS), which houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 200,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, participants can identify needed documents and obtain them from the I.R.S. free of charge. Since it began operation in September of 1976, the I.R.S. has distributed over 20,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 100 other databases, including many social and behavioral science databases such as Psychological Abstracts, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which I.R.S. has access contain more than 35 million resources. The I.R.S. does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

Another database to which the I.R.S. has access is the School Practices Information File (SPIF). This database contains references to documentation on validated school practices. Programs cited in SPIF are submitted by universities, state departments of education, and other education agencies. Selected practicum reports submitted by participants in the National Ed.D. Program for Educational Leaders are also included in SPIF. This means that they can be identified through a computer search and microfiche copies can be obtained from the I.R.S.

For more information about the IRS, see The Gatekeepers' Gazette, Vol. 8, No. 1 (1979), available on request.

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

• MICROFICHE copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are provided to each cluster. The Thesaurus of ERIC Descriptors is provided for each cluster. The Practicums Manual, previously referred to, is given to each participant.
• A FINANCIAL ALLOTMENT to each cluster that can be used to purchase any kind of supplementary materials deemed necessary by the group.

• A STUDY GUIDE for each of the eight study areas, provided at no additional cost to each participant. Each guide has been written by a Senior National Lecturer. Each guide provides participants with the resources needed in order to gain access to the burgeoning literature within the disciplines and the behavioral sciences. It also provides contextual resources for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments in the field. Over a period of time the lecturers have developed several distinct approaches to the study guides, depending on the subject. For example, in the case of the Education Policy Systems Study Guide, large amounts of substantive knowledge, theory, concepts, and research are synthesized into an introduction to the discipline. In the case of the Appraising Leadership in Education Study Guide, a process by which participants assess their leadership skills is provided. The program includes specific substantive information, exercises, and procedures for self-evaluation. It also includes provisions for the development of self-improvement planning and implementation. The Finance Study Guide makes extensive use of the professional literature because of the dynamic nature of the subject matter.

### STUDY GUIDES

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Author</th>
<th>Revised/Reprinted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraising Leadership in Education</td>
<td>Allan B. Ellis</td>
<td>1978</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>Louis J. Rubin</td>
<td>1981</td>
</tr>
<tr>
<td>Education Policy Systems</td>
<td>Laurence Iannaccone</td>
<td>1981</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Michael Scriven</td>
<td>1981</td>
</tr>
<tr>
<td>Finance</td>
<td>James W. Guthrie</td>
<td>1981</td>
</tr>
<tr>
<td>Management and Supervision</td>
<td>Harvey B. Scribner</td>
<td>1981</td>
</tr>
<tr>
<td>Research for Improving the Schools</td>
<td>Staff</td>
<td>Presently under revision</td>
</tr>
<tr>
<td>Resource Management:</td>
<td>Mario D. Fantini</td>
<td>1976</td>
</tr>
<tr>
<td>Utilizing Resources for Improving Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Study Materials — by study areas, provided to each cluster

APPRAISING LEADERSHIP IN EDUCATION

CURRICULUM DEVELOPMENT

EDUCATION POLICY SYSTEMS


**EVALUATION**


**FINANCE**


MANAGEMENT/SUPERVISION


RESEARCH FOR IMPROVING THE SCHOOLS


RESOURCES FOR IMPROVING THE SCHOOLS


Moore, Donald, The Metro School, Chicago: Urban Research Corporation, 1971

Admissions

REQUIREMENTS FOR ENROLLMENT.

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

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

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

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

CREDITS AND CERTIFICATION.

Since the Nova program is not intended as preservice training for potential administrative personnel, it does not attempt to meet every state’s certification requirements for such positions. These requirements are usually quite detailed and vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and flexible nature of the Nova educational leadership program. In addition, attempting to meet constantly changing and diverse state regulations would be an extremely difficult task if the goals of consistency and high quality are to be met.
Credits are granted for successful completion of blocks of work including both study areas and practicums. Blocks vary in the length of time they take to complete, the number of study areas covered, and the complexity of practicum involvement. The sequence in which the eight study areas are covered varies from cluster to cluster. The initial block of 9 credits is awarded for successful completion of one study area and an accepted practicum proposal. A second block of 18 credits is earned through completion of two study areas and the final report of one practicum. A block of 27 credits is awarded for successful completion of three study areas and one additional practicum. The final block of 18 credits is earned through successful completion of two study areas and the final practicum. An entire block of work must be completed satisfactorily before the registrar will issue any credit.

Schematically the credit system is as follows:

<table>
<thead>
<tr>
<th>Block Credit System</th>
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<tbody>
<tr>
<td>FIRST YEAR¹</td>
</tr>
<tr>
<td>Study Areas²</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
<tr>
<td>Practicum Proposal</td>
</tr>
<tr>
<td>Credits³</td>
</tr>
<tr>
<td>SECOND YEAR</td>
</tr>
<tr>
<td>Study Areas</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>THIRD YEAR</td>
</tr>
<tr>
<td>Study Areas</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

¹ A “year” is twelve sequential months.
² Study areas are interchangeable for credit purposes. Letters are used only to indicate that a given study area may receive credit only once.
³ Credits are given only for complete modules.

TRANSFER OF CREDITS AND SPECIALIST DEGREE.
Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a no-credit transfer policy. Participants are expected to experience the total program. Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. The Education Specialist degree is not offered through the National Ed.D. Program for Educational Leaders. No credits are awarded for professional or life credit.
Academic Requirements

GRADUATION REQUIREMENTS AND GRADING SYSTEM.

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

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

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.

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

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

Rationale For Program Time Limits

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

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

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree,
and the average age on completion would approximate 50; some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided (with reduced charges) to make possible degree completion for those who have had personal or program problems during the first three years.

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

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

**Cost** It is anticipated that most students will complete this doctoral program in three years. The tuition fee of $2,600 per year (1981) must be paid for each of the three years by every candidate. It is anticipated that tuition will be increased for clusters beginning after January, 1982. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is $300 per three-month term, not to exceed a total of $1200.00.
TUITION PAYMENT PLAN (FOR CLUSTERS BEGUN DURING 1981).*

Participants may pay their tuition in one single payment of $2600.00 before the cluster start date, (plus an initial application fee of $25.00 the first year only), thereby avoiding $50.00 in service charges, or payments can be made in three installments over the year as follows:

<table>
<thead>
<tr>
<th>FIRST YEAR:</th>
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<tbody>
<tr>
<td><strong>Due before first meeting.</strong></td>
</tr>
<tr>
<td>$25.00 (application fee to be paid with application)</td>
</tr>
<tr>
<td>$200.00 (tuition deposit to be paid with application)**</td>
</tr>
<tr>
<td>$700.00 (tuition to be paid before first meeting)</td>
</tr>
<tr>
<td><strong>Total $925.00</strong></td>
</tr>
<tr>
<td><strong>Due before the fifth month of the cluster.</strong></td>
</tr>
<tr>
<td>$850.00 (tuition)</td>
</tr>
<tr>
<td>$25.00 (service charge)</td>
</tr>
<tr>
<td><strong>Total $875.00</strong></td>
</tr>
<tr>
<td><strong>Due before the ninth month of the cluster.</strong></td>
</tr>
<tr>
<td>$850.00 (tuition)</td>
</tr>
<tr>
<td>$25.00 (service charge)</td>
</tr>
<tr>
<td><strong>Total $875.00</strong></td>
</tr>
</tbody>
</table>

*It is anticipated that tuition will be $2,900.00 per year for clusters beginning in January, 1982.

**Tuition deposit is refundable if participant withdraws by letter prior to the cluster start date. See refund policy.
SECOND AND THIRD YEARS:
 Due before the first month of the cluster year. $900.00 (tuition)
 Due before the fifth month of the cluster year. $850.00 (tuition)
 Due before the ninth month of the cluster year.

$ 25.00 (service charge)

Total $875.00

FINANCIAL AID AND STUDENT LOANS. Nova University participates in several programs designed to assist participants in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Financial Aid Office (305-475-7408).

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

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

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

REFUNDS. If a participant has not notified the Registrar—in writing—of his or her withdrawal before the first official meeting, he will be liable for the first tuition payment ($925). On the other hand, a participant notifying the Registrar in writing of his or her intent to withdraw before the first meeting of the cluster will receive a full refund, less the application fee.
Persons paying the total annual tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdrawal before the due date of the second payment—$1,750 refund; withdrawal before the due date of the third payment—$875 refund.

If an application is rejected, the applicant will be refunded all monies except the $25 application fee.

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

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

FOURTH YEAR FEES. Tuition beyond the third year of the program is $300 per three-month term (1981). There is no charge for participants granted a six-month extension beyond the fourth year.

TRANSCRIPT FEES. The first transcript after graduation is provided free of charge. Subsequent transcripts cost $2.00, payable in advance. Requests for transcripts must be made in writing to the Admissions Office. One transcript is provided free of charge; each additional transcript requested is $2.

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

Participants terminated from the program have opportunity to petition to re-enter one calendar year following the date of their termination (or withdrawal). In such instances, a review of the petitioner’s entire file within the program is undertaken by the executive Committee and a decision reached about conditions (time allowed and tasks to be completed) under which re-entry might be granted. Re-entry provisions are designed to accommodate participants unable to handle the program demands at a point in time. Re-entry is not granted to participants simply unable to perform the requirements of the program. The decision of the Executive Committee regarding re-entry petitioners is final and may not be appealed.

Complete information about procedures for filing a re-entry petition and guidelines granting of petitions is available from the program office made in writing and should be addressed to the Office of the Registrar.
Alumni Association Nova University has an active alumni association that is coordinated by the Office of Alumni Affairs. The association is organized on three levels—local, state, and national—which work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communication between graduates and the University. The Office of Alumni Affairs also offers job placement and credentials file services. Additional information may be obtained from the Office of Alumni Affairs, Nova University.

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

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

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

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

Appeals Process Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination. (They may not appeal for a time extension beyond the four year and six month maximum, however).
The general form of the appeal process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The Appeals Panel meets at regularly scheduled intervals and, when necessary, interim meetings are scheduled.

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

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

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

ALLEN CALVIN, National Lecturer in Resources, is Professor of Organizational Leadership at the University of San Francisco. Prior positions include the Deanship of the School of Education at that same Institution; and he has served on the faculties of a number of Institutions. He has published over 100 publications and authored and/or edited five books. Mr. Calvin is a fellow in the American Association for the advancement of Science and a fellow in the American Psychological Association. He is a consultant to numerous organizations and associations.

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AUDREY H. ROSS, National Lecturer in Resources for Improving Education, is the Past President of the National School Volunteer Program, Inc. She is currently on leave from her position as Coordinator of the School Volunteer Program in the Dade County, Florida Public Schools, the fifth largest school system in the nation. Her position in the Dade County schools entails the planning, organizing, and directing of school volunteer services in all of the county's public schools.

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

Ms. Ross is the author of Plan, Polish and Practice a School Volunteer Program (The Florida Educational Research and Development Council, 1973) and numerous articles and booklets on the subject of school volunteers. She is consultant in the areas of community involvement and the operation of volunteer programs for the U.S. Department of Health, Education and Welfare as well as for the Florida State Department of Education. Ms. Ross was a teacher, demonstration teacher, and inservice coordinator in the Dade County schools prior to beginning the school volunteer program.

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KATHLEEN WRIGHT, Associate in Practicums and National Education Professor joined the faculty of the National Ed.D. Program in July, 1981. She earned her B.S. degree in secondary education at Florida A & M University in 1958 and her Master's degree in social studies education at Florida State University ten years later. Mrs. Wright holds the doctorate in educational administration and supervision from Florida Atlantic University. She is well known in Ft. Lauderdale as a second-term member and former president of the Broward County Board of Education. She serves on the national board of Delta Sigma Theta sorority and consults regularly with university and other educational groups. Dr. Wright has taught at the secondary school level in the Broward County public schools as well as in the Nova College program on the main campus and was active in various social studies organizations and projects throughout the 1970's. She was a Charles Stewart Mott Fellow in 1979-80. Before joining the Ed Leaders practicums faculty, Dr. Wright taught at Florida Atlantic University.
The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The Board provides advice about curriculum, policies and procedures, program development, and representation of the program to the education community. The Advisory Board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.
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Academic Centers and Major Programs of Study
The Center for the Study of Administration offers a variety of programs at the doctoral and master's degree levels that stress innovative learning processes and delivery systems for working professionals who wish to increase their administrative or managerial effectiveness.

The major programs offered at the master's degree level are: the Master of Business Administration (MBA) which thoroughly develops the quantitative skills used in management; the Master of Public Administration (MPA) designed for persons aspiring to management positions in public and community service agencies; the Master of Science in Criminal Justice (MSCJ) for persons in law enforcement and corrections agencies; the Master of Science in Human Resource Management (MSHRM), which is built on a foundation of behavioral science, is for managers who are responsible for such functions as organizational staffing, affirmative action and equal opportunity requirements, management education, and development or career planning. There are also various majors that may be taken in conjunction with the MBA, MPA, and MSHRM degrees, such as accounting, computer systems management, criminal justice, health management, and procurement and contract administration. In conjunction with the Center for the Study of Law, the Center awards the MBA along with the JD for those students who complete the core requirements. The JD and MBA joint degrees are of special value to attorneys who anticipate a career in a large organization or corporation.

The Center's two doctoral level programs address both public and private sector management. The Doctorate in Public Administration (DPA) is national in scope, is offered in several states, and is built around a senior faculty drawn from key government and academic centers throughout the United States. The degree is designed to broaden the professional competence of practicing administrators in the public sector. The DPA curriculum addresses the environment, processes, techniques and methods of public management and provides, through participant clinical or laboratory experience, direct learning in the key functions, systems, and roles involved in the administration of public institutions and enterprise at all levels of government. The degree content is guided by the standards set by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Doctorate in Business Administration (DBA) prepares people for careers in high-level teaching, research, or managerial positions. The DBA curriculum covers the spectrum of foundation knowledge, both quantitative and behavioral, represented by the professional divisions and special interest groups of the Academy of Management.

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies. It helps develop programs based on
knowledge and consideration of the needs and resources of the particular community. The Center also provides an Urban Workshop where the application of system dynamics to local and state administrative issues can be undertaken by practitioners and research persons.

**Behavioral Sciences Center** The Behavioral Sciences Center focuses on the study of man.

The Department of Psychology offers the Ph.D. in clinical psychology. This is a full-time on-campus degree program. The Master of Science degree is offered in counseling, gerontology, applied psychology, psychometry, school guidance. The Educational Specialist degree is offered in school psychology. The Master of Science degree programs in counseling, applied psychology and human services are offered at both on-campus and off-campus locations.

The Florida School of Psychology in Miami has become a component of the Behavioral Sciences Center of Nova University and will be called the School of Professional Psychology.

Established in 1977 in Miami, the Florida School of Psychology offered the Doctor of Psychology (Psy.D.) degree on a full-time basis to students seeking a career in psychology in a practitioner-oriented format rather than in a research-oriented manner. This degree, the Doctor of Psychology (Psy.D.), will now be offered by Nova University.

The Behavioral Sciences Center also operates, or is affiliated with, various institutes and clinics which provide facilities for research and service in the behavioral sciences. These include: The Nova University Clinic, Inc., The Children's Assessment and Treatment Program, The Biofeedback Clinic and Laboratory, The Institute of Social Services to Families (Foster Parent Project), The Family Center, and the Nova Research Institute.
Family Center The Family Center is a community resource located on the Nova Ft. Lauderdale/Davie Campus. The Center provides a network of programs and services designed to strengthen the family and enhance the quality of family life. It serves as a training facility for students in clinical and applied developmental psychology. The Family Center provides:

FAMILY PROGRAMS—a selection of courses and programs for families with young children.

CLINICAL PSYCHOLOGY—psychological services on a sliding fee basis to community residents. Services include psychological and psycho-neurological assessment, individual therapy, and family and group therapy.

EDUCATION—educational and learning disability assessment, private and small group tutoring, learning disability remediation and college board preparatory classes.

PROFESSIONAL DEVELOPMENT—courses, workshops, and consultative services to child-care practitioners and professionals working with families.

PRODUCT AND RESOURCES—resources devoted to children and their families. The Family Resource Library is open to the public.

Nova University at Coral Springs Nova University established an educational center at Coral Springs specifically to meet the needs of men and women living in north Broward County and Palm Beach County. The uniqueness of this branch of Nova University is its community based mission. Classrooms and administrative offices are presently located at 3501 University Drive. Nova has recently purchased a permanent site for its university center in Coral Springs. It is located in the heart of the community services complex across from Mullins Park on N.W. 29th Street. Plans for the first building are in the process of development.

Undergraduate courses leading to the Bachelor of Science degree in a variety of majors are offered at Coral Springs. In addition to regular courses, the Alternative Classroom program offers undergraduate courses through television, newspaper and community research.

The Master of Science degree in counseling, school guidance, and gerontology is also available. Other graduate programs are in the planning stages. Continuing education courses and workshops are offered for personal enrichment and career development. Cooperating with community agencies, Nova University at Coral Springs is developing a full cultural program.

The Nova University Clinic, Inc.—a non-profit, publicly supported mental health clinic serving Northwest Broward—is located in the Coral Springs Center.
Center for the Advancement of Education  The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education. 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 working practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education.

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 field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The programs offered by the Center are:

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS
This program was developed for the administrator in for-profit and not-for-profit centers. The primary mode of instruction is independent study. Additional participant responsibilities include a special project and a summer institute.

GRADUATE EDUCATION MODULE PLAN (GEM)
The participants include teachers, administrators, and health educators seeking Master's and Ed.S. degrees, certification, and "redirection" credit in 19 majors. The learning experiences are organized into six and nine-credit modules.

MASTER OF ARTS IN TEACHING
This program is designed to prepare, for a career in teaching, the person whose undergraduate degree was not in education. The program's major components include the completion of modules in the GEM program and a full-year internship at The University School of Nova University.

Ed.D. IN EARLY CHILDHOOD
The early childhood program is designed for those persons who are in leadership positions in the field of early childhood education, but participation is not limited to those in school-related positions; it is open to
social workers, counselors, parent educators, etc. The program’s three components consist of five study areas, two practicums and two summer institutes.

**Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY**

This program is an on-campus, full-time degree experience. Applied research is emphasized for candidates who desire active involvement in the design and evaluation of systems and programs for young children.

**Center for Higher Education** The Center offers programs leading to the Doctor of Education (Ed.D.) in higher education; vocational, technical, and occupational (VTO) education; and leadership in adult education. All are practitioner-oriented, field-based programs that combine formal instruction, independent study, and institutional research into a three-year program of study.

The field-based delivery system requires that program participants be employed and remain employed in positions related to one of the three areas of specialization. A major characteristic of the program is the opportunity for the immediate application of newly acquired knowledge, skills, and techniques to “real world” problems and issues and for conducting research on problems actually encountered by participants.

To graduate, participants must attend and pass seven seminars, successfully perform five practicums (institutional research projects), a Major Applied Research Project, and attend two Summer Institutes. The Center for Higher Education currently offers one or more of its programs in 20 states.
Intensive English Program for International Students  The Program provides educational opportunities to meet the academic and social needs of students from different language backgrounds. A prospective student does not have to be a member of a degree program at Nova University or plan to join a university program to be eligible. Students from abroad are admitted with student-visa status.

The goal of the program is to prepare students for successful university or career experiences in the United States by helping them develop proficiency in the English language in the areas of conversation (listening and speaking), reading, and writing. This full-time program offers students five hours of classroom instruction per day. A Reading Lab and a Language Lab are part of the daily program and are also open after classes for students who want an added hour of individualized practice.

A unique feature of the Program is that it focuses on the individual needs of each student. Upon entrance, students are evaluated in each skill area of the language and are then placed in the appropriate level for each skill.

Institute for Labor and Industrial Relations  The Institute seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide the opportunity for those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations and for recent college graduates to train for careers in the field. The Institute provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Institute presently operates at the New York Institute of Technology, Old Westbury Campus.

The Center for the Study of Law  The Center offers a full-time, traditional on-campus program of study leading to the J.D. (Doctor of Jurisprudence) degree. It received provisional accreditation from the American Bar Association in August, 1975. Students at provisionally approved law schools are entitled to the same recognition accorded to students and graduates of fully approved law schools.

The Center accepts 225-250 students in its entering class, attracts students locally and nationwide, and maintains a faculty of 23 full-time professors. It is located in the Leo Goodwin, Sr. Law Building in downtown Fort Lauderdale, just minutes from the Federal, State, and local courthouses.
The Center is the only school of law in Broward County, Florida, and it is one of two law schools in South Florida. It maintains the most extensive law library in Broward County.

The Law Center has responded to the need for continuing legal education. It provides educational experiences for lawyers consistent with the Florida Bar Association's mandating continuing attendance at legal enrichment courses by members of the practicing bar. Because the State of Florida is in the unique position of being at the hub of trade with South America, the Center provides programs to prepare attorneys to deal with the scope of international trade. Programs held at Oxford, England and Cali, Colombia have explored the comparative law of the United States and of Latin America. The Center has sponsored a major conference on Labor Law, as well as seminars on International Finance, Tax, and Marketing and the Revenue Act of 1978.

**Biology Laboratories** In conjunction with the Ocean Sciences Center, the biology laboratories now offer Ph.D. programs in a variety of sub-disciplines of the biological sciences. Students with master's degrees interested in research opportunities are encouraged to make inquiries.

The curriculum leading to the Doctorate in Biological Sciences is designed to utilize the unique facilities of the Biological Laboratories at the Oceanographic Center and the Goodwin Institute for Cancer Research in nearby Plantation, Florida. The program is oriented toward qualified students with an interest in cell biology with emphasis on oncology, immunology, virology, and biochemistry. Opportunities for field studies in marine biology and experimental cancer research in animals are noteworthy. Programs are formulated to meet the needs of the individual student. Candidates are expected to demonstrate evidence of scholarly work in the form of a dissertation based on laboratory research.
Microcomputer Laboratory  The Microcomputer Laboratory provides courses and programs based exclusively on applied microcomputer technology. The laboratory is equipped with the latest versions of the most popular microcomputers. Its extensive software library provides opportunity for the study of the range of applications of software in word processing, simulation, computer-assisted instruction and other areas.

In addition to individual courses, two complete degree programs are offered — the M.S. and the Ed.S. in Computer Education — through the Center for the Advancement of Education. Through these offerings, teachers can gain the competencies needed to provide leadership in the rapidly increasing use of microcomputers in schools.

The Microcomputer Laboratory and its programs were designed and are administered by the Office of New Programs, which develops new program content as well as new delivery systems.

Nova College — Undergraduate Programs  NOVA COLLEGE draws upon the extensive human and technological resources of the Nova University/New York Institute of Technology (NYIT) Federation in providing quality undergraduate programs. The College offers programs leading to the Bachelor's degree in accounting, business administration, community services and administration, computer science, computer systems, education, electrical engineering, mathematics, psychology, social science and professional management.

A Day Division is available to qualified, intellectually motivated high school graduates and high school students seeking an education with an emphasis on the liberal arts. All students participate in a comprehensive series of interdisciplinary courses which include experiential components and career orientation through the major. The academic year in the Day Division is 11 months divided into five terms of nine weeks each, permitting students to be enrolled in up to nine credits of time-intensive interrelated course work per term and allowing the completion of the B.A. or B.S. degree in three calendar years. Students who opt to enroll for any four of the five terms can still be considered full time. Some merit scholarships are available to Broward County residents.

The Career Development Program and the Center for Science and Engineering (see page ) have been organized for adults. Courses are offered on campus in the evenings and on weekends. They are also offered at institutional, industrial, and other off-campus locations convenient to the student. Although course content is designed to meet traditional educational requirements, courses are scheduled to meet the needs of employed students and are taught utilizing a blend of university professors and knowledgeable practicing professionals in the community.
Most of the approximately 1,200 students currently enrolled in the Career Development Programs and the Center for Science and Engineering College are employed and have passed the traditional age of undergraduates; many have families. They bring with them not only a mature, stable, and determined interest in enhancing themselves through acquiring new knowledge and skills, but also considerable practical experience and a desire to play an active role in their own further education.

Full-time students of Nova College who are Florida residents may qualify for the Florida Tuition Voucher Plan. Under the Plan, for the academic year 1980-81, qualified students were eligible to receive as much as $750 payable toward the year's tuition with no obligation to repay it.

The Oceanographic Center The Oceanographic Center is concerned with studies and investigation in theoretical and experimental oceanography. Studies include modeling of large-scale ocean circulation, coastal dynamics, ocean-atmosphere interaction, geophysical fluid dynamics, ocean currents, coral reef ecology and geology, physiology of marine phytoplankton, calcification of invertebrates, cell ultrastructure, fouling effects, lobster migration and larval recruitment and marine fisheries. Primary regions of interest include Florida's coastal waters, the continental shelf and slope waters of the southeastern U.S., the waters of the Caribbean and Gulf of Mexico, and the equatorial Pacific Ocean.

The Oceanographic Center offers the Ph.D. degree in Oceanography.
The Institute of Coastal Studies  The Institute of Coastal Studies is an academic and research unit of Nova University located at the Oceanographic Center. Multi-disciplinary studies focus on contemporary problems and conflicts arising from increased use of coastal areas. Emphasis is on the use, management, and policy affecting the living and nonliving resources in open coastal regions, estuaries, large inland bodies of water bounded by shorelines, wetlands, and other environments associated with these resources. The program places emphasis on the development and evaluation of alternative solutions to policy and management issues at the international, national, regional, and local levels. The Institute offers the M.S. degree in Coastal Zone Management.

The Institute for Retired Professionals  The Institute for Retired Professionals serves the specific needs of the growing retirement community in South Florida. The program focuses attention on how the educated person can occupy newly found full-time leisure creatively. Because of their varied interests and life experience, IRP members act as teachers and students at the same time: they share with and learn from one another. In the IRP, retirees from all walks of life explore new interests and directions in their retirement years.

The yearly membership fee entitles an individual to enroll in an unlimited number of peer-taught and professionally taught IRP courses offered during weekdays and to benefit from other social and educational opportunities within the university.

School Center  Programs included in the School Center are: THE UNIVERSITY SCHOOL, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 1,100 students; THE READING LABORATORY, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; THE LEARNING TUTORIAL PROGRAM.

The University School of Nova University is located on 17 acres of university land. The main building is a single story structure of 42,000 square feet with a library and media resources center, classrooms, offices and a large combination auditorium, gymnasium, cafeteria. The University School complex includes four tennis courts, three swimming pools and several playing fields.

The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments and programs for students from pre-school through high school.
The Center serves as a demonstration facility as well as a training center for prospective and in-service teachers in the fields of early childhood, elementary and secondary education, reading, learning disabilities, and administration and supervision. Its programs and facilities are available to graduate students in the Behavioral Sciences Center and to education majors in the Center for Undergraduate Studies and the Center for the Advancement of Education for the purposes of research and degree-credit internships.

**Center for School Leadership Development**
The Center for School Leadership Development offers the Doctor of Education degree as a field-based program through its National Ed.D. Program for Educational Leaders. The Program is currently being offered to candidates in 17 states. Open only to practicing elementary- and secondary-level school administrators, this program provides three years of targeted study, in which candidates must pass eight study areas, satisfactorily complete three performance-oriented practicums, and attend two summer institutes. Using such a structure, the Program seeks to develop the leadership skills of those able to apply their training immediately to the solution of real problems in the schools. By focusing on real life situations and school problems, the Program moves toward its goal of improving elementary and secondary schools.

**Center for Science and Engineering**
The Center for Science and Engineering focuses its efforts in the area of science, mathematics, computer science and electrical engineering. Faced with a rapidly expanding body of technical knowledge, the Center serves three groups of individuals: the computer science or engineering major who is seeking to prepare for a career in technology, the non-major who needs some foundation in science and technology in order to function as an educated person in today’s world, and the professional who needs continuing education to maintain his or her professional knowledge. Classes are offered at night and on Saturday in order to provide an opportunity for the working adult to pursue a professional degree. Electronic, microprocessor and microcomputer laboratories are available for instruction in addition to the University mainframe, a DEC 20. In addition, the Center draws on the resources of Nova’s sister institution, the New York Institute of Technology. To provide this educational base to the community, the Center offers:

- The Master of Science, major in computer science, which is designed to give the student practical experience and in-depth knowledge of computer systems.
- The Bachelor of Science in Electrical Engineering, a well-defined professional degree program in which students focus on computer science in addition to the traditional electrical engineering courses.
- The Bachelor of Science, major in computer science, a program which has strong components in both hardware design and software development.

- The Bachelor of Science, major in computer systems, which combines both computer systems and business components.

- The Bachelor of Science, major in computer systems/technical communication, which combines courses in computer systems with those in technical communication.

- The Bachelor of Science, major in mathematics/computer programming which provides the student with formal education in mathematics and computer software development.

Additional undergraduate coursework and specializations are provided for the non-major.

The Center also offers a series of workshops which are designed to bring the latest technical information to professionals in the South Florida area. A Masters in Electrical Engineering is currently in the planning stage.

New York Institute of Technology, which offers programs in engineering and technology at three locations in the New York area, works closely with the center to make their programs and resources available in South Florida.
The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination.

Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans educational benefits.

This school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the Office of the Registrar.