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Center for Advancement of Education National Ed.D. Program for Educational Leaders 1988-89 Catalog

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Center for the Advancement of Education

National Ed.D. Program for Educational Leaders
1988-89 Catalog
Center for the Advancement of Education

National Ed.D. Program for Educational Leaders
1988-89 Catalog

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

Nova University is a member of the American Association of Colleges for Teacher Education.
Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected that indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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

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

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

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

In accomplishing its mission, the center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of the 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 education field, and to be ready to accept changing responsibilities within their own organizations. The center also aids professional educators in achieving personal goals, including certification requirements.

The Center for the Advancement of Education offers:

At the doctoral level--
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education; Vocational, Technical, Occupational Education; or Adult Education
- Ed.D. in Early and Middle Childhood

At the master's or educational specialist level--
- The GEM Programs - M.S. and Ed.S. in 19 majors
- M.S. in Speech and Language Pathology
- M.S. in Child and Youth Care Administration
LLOYD DUVALL
Director

DORI LUNSFORD
Assistant To The Director

SHEILA CHILDS
Administrative Secretary

CAROLE BENEDICT
Secretary
Purpose and Overview of the Program

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

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

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

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

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

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

Program Recognition

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

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

Participants and the Cluster Concept

PARTICIPANTS - Since 1972 the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate the program's aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program, and is descriptive of the relationship of "students" to the program. As is noted elsewhere, participants are typically in their 40's and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical and developmental.
LOCAL CLUSTERS - The local cluster is a key organizational and educational component of the program. Physically, a cluster is a cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

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

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

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

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

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

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

National Lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Nova Director of Instruction, the senior national lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.
Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

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

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

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

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

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

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

Participants wishing to take advantage of this procedure must propose to the Director 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. 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 dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

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

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

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participants' 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: Robert C. Miles, Ann Barrow Weiler

CURRICULUM DEVELOPMENT
LOUIS J. RUBIN
Senior National Lecturer

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

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

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

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

**EDUCATION POLICY SYSTEMS**  
**LAURENCE IANNACCONE**  
Senior National Lecturer

**General Description.**
The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, as well as American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.
Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congresspersons, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

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

Associate Lecturers: Catherine Marshall, Frederick M. Wirt.

EVALUATION
KAREN KIRKHART & MICHAEL SCRIVEN
Senior National Lecturers

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

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organizational skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. Reporting and cost-analysis are other key elements. All are applied to the evaluation of educational programs, products, plans, and personnel.
**Instructional Methods and Materials.** The study guide, readings, and presentations of national lecturers focus on understanding and skill development necessary for educational leaders. The study guide includes illustrations, pretests, and sample questions to direct participants’ reading and facilitate studying individually or in groups. Lectures are augmented with handouts, worksheets, and exercises. Examples used for discussion and examination are taken largely from a pool to which participants contribute. Seminars strive to provide hands-on experience with key concepts. All seminars are aimed at providing a good grasp of the basic concepts and techniques in the field rather than highly technical methodology. Participants are also introduced to the professional standards governing the evaluation of educational programs, projects or products, the evaluation of personnel, and the use of quantitative measures. Approximately one-third of the study area is devoted to the quantitative aspects of evaluation.

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

**Associate Lecturers:** Richard M. Jaeger, Daniel Stufflebeam, and Donna Sundre

**MANAGEMENT AND SUPERVISION**

**HARVEY SCRIBNER**

**Senior National Lecturer**

**General Description.** This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children’s education and because the national lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self-actualization. Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are discussed under this heading. The national lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns, such as parent participation and mandated accountability programs.
Instructional Methods and Materials. The national lecturers are experienced school administrators who have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning and budgeting systems, citizens' councils, and collective bargaining. Selecting from a broad range of management and supervision topics, each participant signs on to master units representing certain skills. By requiring each participant to declare self-expectations and by requiring each cluster to make decisions about the contributions of the national lecturers, the Management and Supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed. D. program of instruction.

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

Associate Lecturers: Charles Achilles, Ulysses Van Spiva

RESEARCH FOR IMPROVING THE SCHOOLS
EMIL S. HALLER
Senior National Lecturer

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

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

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

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

Instructional Methods and Materials. During class sessions some of the time will be spent considering the institution of educational research and how that relates to administrative practice. To do this, participants will read certain landmark studies in educational administration, work that stretches back more than twenty years. In addition, participants will be asked to read and critically evaluate selected current studies and to read a required textbook.
Evaluation Process. All participants will write two papers. These must demonstrate the ability to locate, evaluate and synthesize a body of research bearing on a problem identified in the participant's own school system. In addition, there will be a written examination over the readings and lectures.

Associate Lecturers: Paul Kleine, James McNamara

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION
MARIO D. FANTINI
Senior National Lecturer

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

SCHOOL FINANCE AND BUDGETING
JAMES W. GUTHRIE
Senior National Lecturer

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

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

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

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

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

Associate Lecturers: Guilbert Hentschke, Allan Odden
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 participants/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 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 Participants begin the doctoral program with a three-day instructional sequence called Practicum Research. The three instructional days are scheduled on Saturdays, roughly one month apart. A series of written assignments, designed to culminate in a practicum proposal, accompanies the Practicum Research sequence.

Upon completion of the written assignments, participants engage in a Preliminary Inquiry (PI) about the topic to be pursued in their practicum following the submission of a practicum outline. This is a telephone conference with a practicum advisor. Upon approval of the practicum topic, participants prepare a formal proposal, which is evaluated by the practicum advisor 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 oral 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 often associated with the annual Summer Institute - Education U.S.A. 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 practicum during the second year of program activity. Following demonstration of a verified educational improvement in this first significant problem-solving effort, they are then encouraged to begin work on their proposal for the Major Applied Research Project (MARP). The final practicum (MARP) is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings.
The Summer Institute

The final element in the instructional program, Education U.S.A. (the summer institute), is a way of providing a national perspective for participants - one of the major goals of the program.

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

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

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

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

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

Each Nova participant must attend two summer institutes during his or her involvement in the program. Attendance at all sessions and residence at the summer institute site are required. Participants are responsible for their own travel and living expenses. Summer institutes are held in South Florida, Washington, D.C., and in the Western States.
Since this is a field-based program, traditional campus-based library facilities must be supplemented by additional, special resources. While students generally have ready access to local community, university, or school system libraries, additional resources have been developed specifically for the field-based students of the National Ed. D. Program for Educational Leaders. These resources include the following:

- **AN INFORMATION RETRIEVAL SERVICE (IRS)** that houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers over 280,000 documents and is growing at the rate of about 1,700 documents per month. Using widely available printed indexes or computer searches, participants may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 67,000 documents on microfiche.

  The IRS has computer access to ERIC and more than 250 other databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which IRS has access contain more than 150 million records. The IRS does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

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

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

- **MICROFICHE** copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are available to each participant. The Thesaurus of ERIC Descriptors is provided for each cluster. The Practicums Manual, previously referred to, is given to each participant.

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

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

Academic Year 1988-89

APPRAISING LEADERSHIP IN EDUCATION

CURRICULUM DEVELOPMENT

EDUCATION POLICY SYSTEMS

EVALUATION


RESEARCH FOR IMPROVING THE SCHOOLS

RESOURCE MANAGEMENT FOR IMPROVING EDUCATION


SCHOOL FINANCE AND BUDGETING
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 a regionally accredited institution, current employment in an administrative position, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Program Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. Applicants for clusters meeting in South Carolina are also required to submit the results of the Graduate Record Examination. An application fee is also required.

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

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

Application materials and other information may be obtained from the Director, National Ed. D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7365.

CREDITS AND CERTIFICATION

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

Credits

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

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

<table>
<thead>
<tr>
<th>Study Areas (eight 3 credit hour study areas)</th>
<th>24 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8111 Curriculum Development</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8121 Evaluation</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8131 School Finance</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>EDL 8141 Management/Supervision</td>
<td>3 Credit Hours</td>
</tr>
</tbody>
</table>
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<tr>
<th>Study Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8111 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8121 Evaluation</td>
<td>3</td>
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<tr>
<td>EDL 8131 School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8141 Management/Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8151 Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8161 Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8171 Appraising Leadership in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicums**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8201 Practicum Research 1</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8202 Practicum Research 2</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8203 Practicum Research 3</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8204 Practicum Research 4</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8210 Practicum 1</td>
<td>6-12</td>
</tr>
<tr>
<td>EDL 8220 Major Applied Research Project</td>
<td>12-24</td>
</tr>
</tbody>
</table>

**Summer Institutes (two 3 credit hour Institutes)**

<table>
<thead>
<tr>
<th>Institute</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8301 Summer Institute 1</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8302 Summer Institute 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Sixty-six hours are required for graduation.

**Typical Schedule**

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

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Area</td>
<td>None</td>
<td>ALE (EDL 8171)</td>
</tr>
<tr>
<td>Practicum</td>
<td>Practicum Research 1*</td>
<td>Practicum Research 2*</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Area</td>
<td>Research (EDL 8151)</td>
<td>Summer Institute</td>
</tr>
<tr>
<td>Practicum</td>
<td>Practicum Research 3</td>
<td>Practicum Research 4 or Practicum**</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

*Credit awarded after completing both PR 1 and PR 2.
**Credit awarded after completing the Practicum.
TRANSFER OF CREDITS
Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a very restrictive credit transfer policy. Participants are encouraged to experience the total program. Consequently, no provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing, except consideration will be given for granting up to six hours credit in postmaster's work earned within the past ten years for the same or equivalent courses.

Academic Requirements

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

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

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

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

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

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

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the school. In fact, the average age of Nova candidates at the time of admission for this degree is 42.
If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50, some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided to make possible degree completion for those who have had personal or program problems during the first three years.

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

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

**Rules of Conduct and Academic Responsibility**

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

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

**Cost** (All fees are subject to change without notice.)

The program is designed to be completed in three years. The tuition fee of $4,200 per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is $800 per three-month term.
TUITION PAYMENT PLAN Participants may pay their tuition in one single payment of $4,200 before the cluster start date (plus an initial application fee of $30.00), thereby avoiding $45.00 in registration fees, or payments can be made in four installments over the year as follows:

First Payment $30 non-refundable application fee to be submitted with application
$1050 tuition
$15 registration fee
$1095 to be paid before or at registration

Second Payment $1050 tuition
$15 registration fee
$1065 to be paid before or at registration

Third Payment $1050 tuition
$15 registration fee
$1065 to be paid before or at registration

Fourth Payment $1050 tuition
$15 registration fee
$1065 to be paid before or at registration

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

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

A $30 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

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

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

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

If an application is rejected, the applicant will be refunded all monies except the $30 application fee.
A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the comptroller, the registrar, and a representative of the president of the University.

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

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

Program Withdrawal and Re-entry

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

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

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

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

The second point at which participant performance is formally reviewed and a judgment made about continuation or termination is at the completion of the study areas. At this point, participants are expected to have completed the study areas, practicum research, and the practicum; to have attended at least one Summer Institute; and, have secured approval on the proposal for the Major Applied Research Project.
At the conclusion of the fourth calendar year in the program a third review is conducted. Participants expecting to complete the program within six months may, upon request, be granted a one-time, six-month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given an additional six months, are terminated. They may appeal, as discussed below.

Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure (see above, p.9) is automatically terminated.

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

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

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

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

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

**Progress Records for VA Students**

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

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

**Alumni Association**

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

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

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

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

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

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

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

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

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

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

ABRAHAM S. FISCHLER
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Nova University

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Great Neck Public School District
Great Neck, New York

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EVELYN BLACKWELDER
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ARMANDO HENRIQUEZ
Superintendent
Monroe County Schools
Key West, Florida

ROBERT "BUD" SPILLANE
Superintendent
Fairfax County Schools
Fairfax, Virginia
Nova University Learning Resources

Library Resources

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

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

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

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

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

Learning Technology Laboratory

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

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

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

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

General

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

Institutional and Academic Information

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

Financial Aid

Student Financial Aid at Nova University

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

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

The priority deadline for the 1989-90 academic year is April 1989. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1988-89 is April 1, 1989.

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

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

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

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

Grievance

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

Veterans' Benefits

All programs described in this bulletin are approved for veteran's training by the Florida Department of Education. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information on the main campus. Telephone (305) 495-7414; Wats: 1-800-541-NOVA, Ext. 7414

Nondiscrimination

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

Educational Records and Privacy

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

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

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

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

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided --
1. the student is notified of the categories designated as directory information,
2. the student is given the opportunity to refuse disclosure of any or all of the categories,
3. the student is given a reasonable period of time in which to submit said refusals in writing.

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

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

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

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

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

Academic Rights and Responsibilities

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

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

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

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

Original Work at Nova University

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

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

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

Reservation of Power

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

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

Doctor of Arts (D.A.) in:
  Information Science
  Training and Learning
  Technology
Doctor of Business Administration (D.B.A.)
Doctor of Education (Ed.D.) in:
  Computer Education
  Early and Middle Childhood
  Higher Education
  Leadership in Adult Education
  School Administration
  Vocational, Technical, Occupational Education
Juris Doctor (J.D.) in Law
Doctor of Philosophy (Ph.D.) in:
  Child Clinical/Applied Developmental Psychology
  Clinical Psychology
  Oceanography
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.)
Doctor of Science (D.Sc.) in:
  Computer Science

Specialist Degrees
Educational Specialist (Ed.S.) in:
  Computer Applications
  Computer-Based Learning
  Computer Education
  Computer Studies
  Education (19 majors)
  School Psychology

Master's Degrees
Master of Accounting (M.Ac.)
Executive Master of Business

Administration in Banking (M.B.A.--Ex.)
Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Public Administration (M.P.A.)
Master of Science (M.S.) in:
  Child and Youth Care Administration
Coastal Zone Management
  Computer Applications
  Computer Education
  Computer-Based Learning
  Computer Science
  Computer Studies
  Counseling Psychology
  Criminal Justice
  Education (19 majors)
  Health Education
  Health Services Administration
  Human Resource Management
  Human Services
  International Economics and Finance
  Learning Resources
  Marine Biology
  Microcomputer Applications in Management
  School Guidance
  Speech and Language Pathology
  Telecommunications Management
  Training and Learning

Bachelor's Degrees
Bachelor of Science (B.S.) in:
  Accounting
  Administrative Studies
  Business Administration
  Community Psychology
  Computer Engineering
  Computer Information Systems
  Computer Science
  Computer Systems
  Elementary Education
  General Psychology
  Legal Studies
  Professional Management
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The provisions set forth in this catalog are not to be regarded as an
irrevocable contract between the student and Nova University. The
regulations and requirements herein, including tuition and fees, are
necessarily subject to change without notice at any time at the discretion
of the administration. The University further reserves the right to
require a student to withdraw at any time, as well as the right to impose
probation on any student whose conduct is unsatisfactory. Any admission
on the basis of false statements or documents is void upon the discovery of
the fraud, and the student is not entitled to any credit for work which he
may have done at the University. Upon dismissal or suspension from the
University for cause, there will be no refund of tuition and fees. The
balance due Nova University will be considered receivable and will be
collected.

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

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

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

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

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

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

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