Program for School Leadership Development
National Ed.D. Program for Educational Leaders
1986-87

Nova University
NOVA UNIVERSITY
Program for School Leadership Development
National Ed.D. Program for Educational Leaders
1986-87 Catalog
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National Ed.D. Program for Educational Leaders

1986-87 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.
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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National Ed.D. Program for Educational Leaders
Purpose and Overview of the Program

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

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

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

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

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

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

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

The National Ed.D. Program for Educational Leaders entered their 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. To facilitate the pedagogical and social goals related to cluster concept, admission is closed once the cluster begins.

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

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

<table>
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<tr>
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<th>START DATE</th>
<th>CLUSTER COORDINATORS</th>
<th>CONTACT</th>
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<tbody>
<tr>
<td>Atlanta, Georgia III</td>
<td>April 14, 1984</td>
<td>Cade T. Gervais - Assistant to Superintendent, Fulton County Schools Atlanta, GA</td>
<td>786 Cleveland Ave., SW</td>
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<td></td>
<td>Atlanta, GA 30315</td>
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<td></td>
<td></td>
<td></td>
<td>(404) 768-3600</td>
</tr>
<tr>
<td>Boston/Seekonk</td>
<td>May 17, 1986</td>
<td>Herb Drew, Consultant, Westfield, MA</td>
<td>9 Spartan Lane</td>
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<td></td>
<td>Westfield, MA 01085</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(413) 562-9713</td>
</tr>
<tr>
<td>Central Florida</td>
<td>April 13, 1985</td>
<td>Eric Whitted - Area I Superintendent, Pinellas County Schools, St. Petersburg, FL</td>
<td>1001 51st St., S.</td>
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<td>St. Petersburg, FL 33707</td>
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<td>(813) 321-3461</td>
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<td>Colorado Springs, CO 80911-1199</td>
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<tr>
<td></td>
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<td></td>
<td>(303) 392-3481</td>
</tr>
<tr>
<td>Columbia, South Carolina</td>
<td>Jan. 26, 1985</td>
<td>Evelyn Blackwelder - Superintendent, Lexington Co. School Dist. 1 Lexington, SC</td>
<td>P.O. Box 219</td>
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<td>Lexington, SC 29072</td>
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<td>Dallas, Texas IV</td>
<td>Oct. 20, 1984</td>
<td>Dwain Estes</td>
<td>Chairman, Dept. of Administration,</td>
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<td>Foundation &amp; Supervision, Baylor</td>
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<td>University</td>
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<tr>
<td>Indiana</td>
<td>Jan. 26, 1985</td>
<td>Fred Dykins</td>
<td>Principal</td>
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<td>Central Elementary School</td>
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<tr>
<td>Macon, Georgia</td>
<td>May 18, 1985</td>
<td>Columbus Watkins</td>
<td>Principal</td>
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<td>Miller A. Middle School</td>
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<tr>
<td>Miami, FL</td>
<td>Oct. 13, 1984</td>
<td>Bert Kleiman</td>
<td>Director of Secondary Schools</td>
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<td>Dade County, FL</td>
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<td>Miami II FL</td>
<td>Oct. 11, 1986</td>
<td>Bert Kleiman</td>
<td>Director of Secondary Schools</td>
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<tr>
<td>Myrtle Beach, SC</td>
<td>Nov. 19, 1983</td>
<td>Floyd Wright</td>
<td>Superintendent</td>
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<tr>
<td>Phoenix, AZ</td>
<td>Jan. 28, 1984</td>
<td>William Wright</td>
<td>Superintendent</td>
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<tr>
<td>Potomac, DC</td>
<td>Nov. 5, 1983</td>
<td>Eugene Karol</td>
<td>Superintendent</td>
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<tr>
<td>Raleigh, SC</td>
<td>Sept. 29, 1984</td>
<td>Charles Davis</td>
<td>Director of Federal Programs</td>
</tr>
<tr>
<td>Richmond, VA</td>
<td>Oct. 27, 1984</td>
<td>John Galloway</td>
<td>Non-Instructional Personnel</td>
</tr>
<tr>
<td>San Francisco, CA</td>
<td>Nov. 16, 1985</td>
<td>Don Johnson</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Location</td>
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<tr>
<td>Springfield</td>
<td>April 14, 1984</td>
<td>Neil Macy</td>
<td>Education &amp; Labor Relations Consultant</td>
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<tr>
<td>Massachusetts</td>
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<tr>
<td>South Park</td>
<td>Jan. 26, 1985</td>
<td>Robert S. Piatt</td>
<td>Director of Elementary Education</td>
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<tr>
<td>Pennsylvania</td>
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<td>Illinois</td>
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<tr>
<td>Williamsport</td>
<td>Feb. 4, 1984</td>
<td>Harry I. Sharp, Jr.</td>
<td>Superintendent</td>
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<tr>
<td>Philadelphia</td>
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<tr>
<td>Wilmington</td>
<td>Jan. 21, 1984</td>
<td>J. Howard Hunt</td>
<td>Consultant</td>
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<td>J. Howard Hunt</td>
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*As of June, 1986*
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 the 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;
- Finance;
- Management and Supervision;
- Research for Improving Schools;
- Resource Management: Utilizing Resources for Improving Education.

Each study area was conceived to present a perspective rooted in traditional disciplines and to provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from 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.

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

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

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

When the AEP has been completed, it is submitted to an outside evaluator selected by the Director of Instruction; the lecturers for the relevant study area are not utilized for this purpose. Thus, a totally independent judgment is made as to the participants' competency in the area. The judgment made by the outside evaluator is reviewed by the Director of Instruction, who makes the final decision.
General Description.
While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

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

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

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

Associate Lecturer: Richard Willard

CURRICULUM DEVELOPMENT

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 the 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

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: Louis Masotti, Frederick M. Wirt.

EVALUATION

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 has been conceived of as a consumer of the more technical kind of evaluative information especially of statistics and test theory. In other words, the skills needed are often those of a user of evaluation, a customer of evaluators, rather than those of a specialist evaluator.

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organization skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. Reporting and cost-analysis are other key elements. All are applied to the evaluation of educational programs, products, plans, and personnel.
Instructional Methods and Materials. The study guide, readings, and presentations of national lecturers focus on understanding and skill development necessary for educational leaders. The study guide provides many illustrations, pretests, and sample questions to direct the participants' reading and to encourage self-monitoring. In order to direct study and assist the lecturers in working with each cluster, prepared readings and exercises are required in advance of each lecture. Examples used for discussion and examination are taken largely from a pool to which participants contribute. One of the seminars is a true workshop concerned principally with working examples and skill development. All seminars are aimed at providing a good grasp of the basic concepts, and techniques in the field rather than highly technical methodology. Approximately one-third of the study area is devoted to the quantitative aspects of evaluation.

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

Associate Lecturers: Richard M. Jaeger, Alexander Law, Karen M. Kirkhart

SCHOOL FINANCE

General Description. This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach that goes far beyond traditional concerns: the design of this study area is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes, intensely, the school finance arrangements of particular states of special interest to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to society from investment in schooling, the relationship between cost and educational quality, equal protection suits, and the relationship of school finance to overall public finance problems such as tax policy. School finance reform proposals are also discussed - among them, "Full State Assumption" and "District Power Equalizing."
Instructional Methods and Materials. In dealing with this volatile subject, a blanket ing approach is used. In addition to presentations from three National Lecturers, participants are provided with a series of readings in economics and finance and a study consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of various authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.

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

Associate Lecturers: Jack W. Osman, Robert Singleton

MANAGEMENT AND SUPERVISION

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

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**RESEARCH FOR IMPROVING THE SCHOOLS**

**EMIL S. HALLER**  
Senior National Lecturer

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

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

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

**Instructional Methods and Materials.** While a good deal of reading and reflection is required, involving a fugitive literature as well as standard texts, the study area is designed around activities. Many of the activities are designed to be accomplished by small groups of
participants over the duration of the study period. Assignments are designed and sequenced to require that the topics of Research for Improving Schools, and questions related to this general topic, be in the forefront of the thoughts of the participants as they pursue their daily administrative activities.

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

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

Associate Lecturers: Charles Achilles, and Charol Shakeshaft

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION

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.

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

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

* During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, and study area and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.
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.

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

Materials of instruction utilized throughout the practicum program component start with the Practicums Manual, a set of descriptive and explanatory publications, and related samples of actual practicum proposals and final report elements. Video and audio tapes are used by participants to supplement the written and spoken communications exchanged during the orientation experience. All telephone conferences are routinely tape recorded, with the knowledge of all involved, and cassettes are mailed to participants for study and review. Exercises in the critical analysis of representative practicum documents and the preparation of proposal parts are assigned within the progression of instructional events. Such activities are also used at the Practicum Workshop 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 Introductory Practicum during the first year of program activity. Following demonstration of a verified educational improvement in this first significant problem-solving effort, they are then encouraged to join with one or two others in their clusters with similar interests and concerns for the organizing of a Group Practicum extending through the second program year. The third and final practicum is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings. While this sequence of work is typical, alternative patterns are quite acceptable. For example, the period after completion of the Introductory Practicum may be devoted to an ambitious two-year, individual undertaking or two one-year projects, depending on problematic conditions facing participants at particular times and places.
The Summer Institute

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

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

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

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 but there is no fee for the summer institute. Summer institutes are held in South Florida, Washington, D.C., and in the Western States.

### Instructional and Research Materials

**ELIZABETH POLINER**  
Director, Information Retrieval Service

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

- **AN INFORMATION RETRIEVAL SERVICE (IRS)**, which houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 265,000 documents and is growing at the rate of about 1,500 documents per month. Using widely available printed indexes or computer searches, participants may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 58,000 documents on microfiche.

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

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

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

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Author</th>
<th>Revised/Reprinted</th>
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<tbody>
<tr>
<td>Appraising Leadership in Education</td>
<td>Allan B. Ellis</td>
<td>1984</td>
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<tr>
<td>Curriculum Development</td>
<td>Louis J. Rubin</td>
<td>1984</td>
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<tr>
<td>Education Policy Systems</td>
<td>Laurence Iannaccone</td>
<td>1985</td>
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<td>Evaluation</td>
<td>Michael Scriven</td>
<td>1982</td>
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<td>Finance</td>
<td>James W. Guthrie</td>
<td>1984</td>
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<tr>
<td>Management and Supervision</td>
<td>Harvey B. Scribner</td>
<td>1984</td>
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<tr>
<td>Research for Improving the Schools</td>
<td>Gerald E. Sroufe</td>
<td>1984</td>
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<tr>
<td>Resource Management:</td>
<td>Mario D. Fantini</td>
<td>1984</td>
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<tr>
<td>Utilizing Resources for Improving Education</td>
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</table>
Study Materials - by study areas, provided to each cluster

Academic Year 1986-87

APPRAISING LEADERSHIP IN EDUCATION
McConkey, Dale, NO NONSENSE DELEGATION, New York: American Management Association. (OUT OF PRINT 2-85)

CURRICULUM DEVELOPMENT

EDUCATION POLICY SYSTEMS


RESEARCH FOR IMPROVING THE SCHOOLS


RESOURCE MANAGEMENT


EVALUATION


FINANCE


MANAGEMENT AND SUPERVISION


Report by the Study Commission on Undergraduate Education and the Education of Teachers, TEACHER EDUCATION IN THE UNITED STATES: THE RESPONSIBILITY GAP, Nebraska: University of Nebraska Press, 1976.
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 (where appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Admissions Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. Deposit and application fees are 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.
During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, and study area and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.

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

### Block Credit System

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<th>FIRST YEAR ¹</th>
<th>BLOCK I</th>
<th>BLOCK II</th>
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<th>SECOND YEAR ³</th>
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¹ A "year" is 12 sequential months.
² Study areas sequence is irrelevant to award of credits. Each of the eight study areas carries 6 credits (that is: Appraising Leadership in Education = 6; Policy = 6; School Finance = 6; Management and Supervision = 6; Research = 6; and, Resource Management = 6).
³ Credits are awarded only for successfully completed blocks of work.
TRANSFER OF CREDITS
Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a very restrictive credit transfer policy. Participants are encouraged to experience the total program. Consequently, no provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing, except consideration will be given for granting up to six hours credit in post master's work earned within the past ten years for the same or equivalent courses.

Academic Requirements

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

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

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.
The program is designed to require three calendar years beyond the 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.

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

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the 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 (with reduced charges) to make possible degree completion for those who have had personal or program problems during the first three years.

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

A vital aspect of on-the-job performance relates to completing contracted-for-efforts within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule both on the job 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  The program is designed to be completed in three years. The tuition fee of $3,800. per year (October, 1986) 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 (1986) beyond the third year is $800 per three-month term.
TUITION PAYMENT PLAN *
Participants may pay their tuition in one single payment of $3,800 before the cluster start date (plus an initial application fee of $50.00 the first year only), thereby avoiding $50.00 in service charges, or payments can be made in three installments over the year as follows:

FIRST YEAR

First Payment  $ 1266.00 (tuition)
               $ 1316.00 (to be paid before first meeting)

Second Payment $ 1266.00 (tuition)
                $ 25.00 (service charge)
                $ 1291.00 (due before the fifth month of the cluster.)

Third Payment  $ 1266.00 (tuition)
                $ 25.00 (service charge)
                $ 1291.00 (due before the ninth month of the cluster.)

*During the 1986-87 academic year, a pilot program will be instituted that will alter credit allocation, practicum requirements, study areas and tuition schedules. Details will be made available to persons in clusters participating in the pilot program.
SECOND AND THIRD YEARS

First Payment $ 1266.00 (tuition-due before the first month of the cluster year)

Second Payment $ 1266.00 (tuition)
$ 25.00 (service charge)
$ 1291.00 (due before the fifth month of the cluster.)

Third Payment $ 1266.00 (tuition)
$ 25.00 (service charge)
$ 1291.00 (due before the ninth month of the cluster.)

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

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

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

LATE FEES AND REINSTALLMENT FEES All payments must be consummated according to this schedule presented above. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the participant may be dropped from the program. If reinstatement is desired, an additional fee of $100 must be paid.
REFUNDS If a participant has not notified the registrar - in writing - of his or her withdrawal before the first official meeting, he will be liable for the first tuition payment. On the other hand, a participant notifying the registrar in writing of his or her intent to withdraw, before the first meeting of the cluster, will receive a full refund less the application fee.

Persons paying the total annual tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdraw before the due date of the second payment, $2534 refund; withdrawal before the due date of the third payment, $1267 refund.

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

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

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

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

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

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

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

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

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

**Termination** Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. While status reports are prepared for participants for purposes of information and evaluation each academic year, there are two periods in which participants' work is reviewed and a formal decision made about their continuing in the program. First, after eighteen months in the program each 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 eighteen 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 end of four calendar years in the program. At this point, participants expected to be able to complete the program in six additional months are granted a one-time, six-month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given additional six months, are terminated. They may appeal, as discussed below.

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

Finally, the program reserves the right to terminate any 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.

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

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

JAMES W. GUTHRIE  
Senior National Lecturer

LAURENCE IANNACCONE  
Senior National Lecturer

about the development and measurement of educational leadership. His most recent books include The Use and Misuse of Computers in Education (McGraw-Hill) and Educational Leadership Appraisal (Nova University). Mr. Ellis earned his B.A. and M.S. degrees from Queens College, and his Ed.D. degree from Harvard University.

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MARIO D. FANTINI, Senior National Lecturer in Resource Management: Utilizing Resources for Improving Education, is professor and dean of education at the School of Education, University of Massachusetts/Amherst. Mr. Fantini has been Professor and Dean at the State University of New York at New Paltz. He has been a teacher and Director of Special Projects in the Syracuse (New York) Public Schools. While a Program Officer with the Ford Foundation, he designed the controversial school decentralization plan for New York City. He was responsible for promoting some of the most inventive efforts at school improvement. He served as chief consultant to a number of cities and states including the F. Lincoln New Town and Anacostia Community School Projects in Washington, D.C., and to the Superintendent of the Boston Public Schools during the controversial 1975-1976 period of school desegregation.


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DAVID S. FLIGHT, Director of Practicums and National Education Professor, has served as principal, assistant principal, and teacher in public elementary and secondary schools in Connecticut, Missouri, and Illinois. He was principal of the Lower School at the University of Chicago Laboratory Schools, and later directed a preservice and inservice teacher preparation program in the Amherst, Massachusetts, public schools. As professor at the School of Education, University of Massachusetts, he held positions of Director of the Center for Leadership and Administration, and Chairman of the Division of
Educational Planning and Management. He was also a director of the Consortium for Educational Leadership as well as professor-in-charge of Consortium training activity on the University of Massachusetts campus. He was editor of the Newsletter of the University Council for Educational Administration and assistant editor of the Educational Administration Quarterly. He did his undergraduate work at the University of Pennsylvania where he was elected to Phi Beta Kappa. After master's work at Teachers College, Columbia University, he completed his Ph.D. at the University of Chicago. His publications include a number of articles on general educational topics. He joined the Ed Leaders faculty in 1975 and completed six years as Practicum Director in 1986.

ADRIENNE M. GARCIA, National Lecturer in Resource Management, is a private consultant assisting programs to secure grants from public and private sources. She has worked with colleges and universities, social service agencies, hospitals, mental health centers, and arts institutions in pursuit of funds, and editing or developing proposals.

Dr. Garcia earned a doctoral degree in Psychological Foundations of Education and a master's degree in Early Childhood Education from the University of Florida.

Past work experiences include teaching at the primary level, serving as Education Coordinator for a local child development program, providing training and technical assistance for Head Start programs in the state of Florida, and coordinating a regional program serving 2000 infants and preschoolers in 15 states.

She has taught at various colleges and universities, offering classes in grantsmanship, children development, psychology, early childhood education, and administration and supervision. Currently, Dr. Garcia serves as a consultant to school districts and Head Start programs; and conducts workshops and seminars.

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JAMES W. GUTHRIE, Senior National Lecturer in Finance, is a Professor in the School of Education at the University of California at Berkeley. He was Deputy Director of the New York State Education Commission from 1970 to 1972. Stanford University awarded him the degrees of B.A. in anthropology, M.A. in education, and Ph.D. in educational administration. He was selected as an Alfred North Whitehead Postdoctoral Fellow at Harvard University, 1969-1970. His publications include: Schools and Inequality, with George B. Kleindorfer, Henry M. Levin, and Robert T. Stout (Cambridge, Mass.: M.I.T. Press, 1971); New Models for
GORDON L. McANDREW  
Associate National Lecturer

LOUIS MASOTTI  
Associate National Lecturer

JOAN MIGNEREY  
Associate in Practicums

American Education, edited with Edward Wynne (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971); and "What the Coleman Reanalysis Didn’t Tell Us," in Saturday Review, July 22, 1972. He has been a consultant to the U.S. Commissioner of Education, the Ford Foundation, the Florida State Legislature, the California State Department of Education, the New York State Department of Education and National Urban Coalition, among others. He has served as Educational Specialist to the U.S. Senate and was Deputy Director, 1970 to 1972, and Director, Urban Education Program, School of Education, University of California, Berkeley, 1968 to 1971. Mr. Guthrie was elected to the Berkeley Unified District Board of Education in 1975 and was elected President of the body in 1977.

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EMIL J. HALLER. Senior National Lecturer for the study area Research for Improving the Schools, is Professor of Educational Administration at Cornell University. Prior to taking that position he was on the faculty of the Ontario Institute for Studies in Education at the University of Toronto. He has held visiting research positions at the University of Oregon’s Center for Educational Policy and Management and at the University of British Columbia. He has taught in public schools in Missouri and New York. He received his Bachelor’s degree from the University of Missouri and his Ph.D. from the University of Chicago. In addition to numerous research articles in educational and sociological journals, he has written (with Kenneth A. Strike), An Introduction to Educational Administration: Social, Legal and Ethical Perspectives (Longman, 1986) concerned with the difficulties of doing research on school governance. His current research pertains to the problems of small rural schools and to the issues surrounding ability grouping and tracking.


LAURENCE IANNACCONE, Senior National Lecturer in Education Policy Systems, is Professor of Education at the University of California, Santa Barbara. Mr. Iannaccone has been a member of the faculties of the Ontario Institute for Studies in Education, Harvard, Claremont Graduate School, Washington University and Teachers College, Columbia. Mr. Iannaccone has served as a member of the Advisory Board of the Educational Policy Research Center at Syracuse and as a consultant to the Federally-supported Experimental Schools Program. He is presently a member of the National Institute of Education’s Task Force on
ROBERT C. MILES
Associate National Lecturer

RON NEWELL
Associate in Practicums

JACK W. OSMAN
Associate National Lecturer


He earned his B.A. and M.A. degrees in Government at the University of Buffalo, studied Scienza Politica at the University of Florence, and earned his Ed.D. degree from Teachers College, Columbia.

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RICHARD M. JAEGER, National Lecturer in Evaluation, is a Professor in the School of Education, University of North Carolina at Greensboro. He was Professor in the College of Education, University of South Florida, 1971 to 1976. He has served as Director of the Federal-State Developmental Staff of the Office of the Deputy Commissioner for Development, U.S. Office of Education, and Chief of Evaluation Methodology and of Evaluation Design in the Bureau of Elementary and Secondary Education. From 1965 to 1967 he was a mathematical statistician in the Mathematical Sciences Department, Stanford Research Institute.

Previously he had been a senior research engineer for General Motors Corporation, a mathematical statistician for Philco Corporation, and an analyst and statistician at the Space Technology Laboratories-Aerospace Corporation. He received a B.A. degree in mathematics from Pepperdine College. Stanford University awarded him an M.S. degree in mathematical statistics and a Ph.D. degree in educational research. He has been a consultant to Virginia Polytechnic Institute and State University, the National Center for Educational Research and Development of the U.S. Office of Education, the Right to Read Program, and the National Center for Educational Statistics of the U.S. Office of Education, and co-director, American Educational Research Association Training Institute, Sampling Design and the Statistics of Sampling for Educational Researchers. His books, include Minimum Competency Achievement Testing, (McCutcheon, 1980); Statistics: A spectator Sport (Sage, 1983); Sampling in Education and the Social Sciences (Longman, 1984). Mr. Jaeger is past President of the Florida Educational Research Association (1976-1977), past Chairman of the Research Training Committee of the American Educational Research Association (1976-1979), past President of the North Carolina Association for Research in Education (1982-
1983), former editor of the Journal of Educational Measurement, and on the Board of Directors of the National Council on Measurement in Education.

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JAMES A. JOHNSON, JR., is the program’s Director of Instruction and a National Education Professor. He joined the staff after serving as Director of the Jefferson County Education Consortium in Louisville, Kentucky, where he also held the rank of Associate Professor at the University of Kentucky. Mr. Johnson’s professional career began as a teacher in New York City, where he also served as administrator and consultant to various educational projects. He later became an Associate Director of the Far West Laboratory for Educational Research and Development, San Francisco, and then served as Associate Superintendent for Planning, Research and Evaluation in the District of Columbia Public Schools. He has also taught at a number of higher education institutions. Mr. Johnson did his undergraduate and master’s level work at the City University of New York and was awarded the Ph.D. degree at the University of California at Irvine. He has been consultant to numerous school systems and to such organizations as the Community Relations Division of the Justice Department; the National Educational Broadcasters Association, the National Association of Community Schools, the National Urban League, and the U.S. Office of Education. His extensive publications focus on urban problems, with particular attention to early childhood and the education of black children. Mr. Johnson serves as Chairman of the National Alliance of Black School Educator’s Council of Affiliate Presidents and as Chairman-Elect of the Alliance Program Development, Research and Evaluation Commission.

ALEXANDER I. LAW, National Lecturer in Evaluation, is Assistant Superintendent and Chief, California State Department of Education, Office of Program Evaluation and Research. Mr. Law has served as a psychologist in the U.S. Army, a school psychologist in California, and performed a variety of duties with Educational Testing Service. In 1963 Mr. Law taught educational data processing at Stanford University, and during the period 1967-1969 he taught educational tests and measurement at Sacramento State University. Mr. Law has been a visiting scholar at UCLA (1978) and Stanford University (1979). He has also served on the Board of Directors of the Stanford Center for Research and Development in Teaching, the California Advisory Council on Educational Research, and the ERIC Clearinghouse on tests and measurements. Mr. Law has, in addition, been responsible for the publication of more than 50
evaluation reports for the California State Department of Education. His Ed.D. degree in educational psychology was earned at the University of Southern California.


LOUIS H. MASOTTI, National Lecturer in Education Policy Systems, Professor of Management and Urban Affairs and a member of the Research Faculty of the Center for Urban Affairs and Policy Research at Northwestern University. He had been a faculty member at Case Western Reserve and Johns Hopkins (Bologna, Italy), and a consultant to Los Angeles and Detroit in their efforts to redesign their education electoral systems. He is the author of thirteen books, among them: Education and Politics in Suburbia (Western Reserve Press, 1967), Metropolis in Crisis (Peacock, 1971), Urbanization of the Suburbs (Sage, 1973), Urban Policy and Urban Problems (Lexington, 1975), The New Urban Politics (Ballinger, 1976), and After Daley: Chicago Politics in Transition (University of Illinois Press, 1982). His M.A. and Ph.D. degrees in political science were earned at Northwestern University.

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GORDON L. McANDREW, National Lecturer in Managing the Schools, is Senior Research Fellow, U.S. Dept. of Education, and he is on the faculty of the University of South Carolina. Previously he was Superintendent of Schools, Columbia, S.C., Gary, Indiana; Director of the Learning Institute of North Carolina, Director of the North Carolina Advancement School; Instructor at the University of California at Berkeley; Director of the Interagency Project of the Oakland California Public Schools; and Coordinator of Secondary Education and Summer Schools at Oakland. His degrees from the University of California at Berkeley are: M.A. in education; and Ph.D. with concentration in administration and curriculum. He did graduate work in comparative education at the University of London also.

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JOAN M. MIGNEREY, Associate in Practicums, joined the faculty in January 1985. Prior to joining the Nova University National Ed.D. Program for Educational Leaders she was a national lecturer in management development and group dynamics for the National Management Association. She has had extensive experience as a classroom teacher and supervisor. In addition, she has been a faculty member at University of Toledo, Lansing Community College and St. Petersburg Community College.
She has held adjunct faculty positions at Eckerd College, University of South Florida, St. Leo's College and Nova University in the Center for the Study of Administration. Dr. Mignerey holds the designation of a Certified Manager which was earned through experience, education and national examination. The CM designation was granted in 1980. She is the author of Learning Through Discussion (NMA Press, 1980), Handbook for Discussion Leaders (NMA Press, 1980), Chairman's Guide to Effective Leadership (NMA Press, 1983), Face to Face Communications (Dow Jones-Irwin, 1983) and has been the Technical and/or Consulting Editor for more than twenty management publications by Macmillan, NMA Press, and ICPM Press. She received her undergraduate training at Bowling Green State University and Defiance College. Her Master's degree is from Bowling Green University and she received her Ph.D. from Michigan State University.

ROBERT C. MILES, National Lecturer in Appraising Leadership in Education, is Director of Corporate and State Relations at Nova University. In the past 20 years he has served in a variety of administrative positions, including superintendent of schools in Connecticut, Long Island, and New Jersey. His administrative experience has been in private and public schools and in urban and suburban school districts. Mr. Miles has been an adjunct professor in school administration at the University of Connecticut, and the University of Hartford. He has been an educational consultant to a number of school districts and the U.S. Office of Education. He has published educational materials for and consulted for organizations such as the Proctor and Gamble Company, Harcourt, Brace, Jovanovich, Inc., Hammond Company, Century Publishers, Coca Cola, Media Company of America and Rabbinical College of America. He received his B.A. in Psychology from the University of Oklahoma, a B.S. in Education from Southern Connecticut State College and a M.A. and Ph.D. in Educational Administration from the University of Connecticut.

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RON NEWELL, Associate in Practicums and National Education Professor, joined the faculty in October 1982. Previously he was Director of the Graduate Division of Biscayne College in Miami, 1980-82. Throughout the 1970's, he served as director, dean or administrator of programs at Nevada, Central Florida, Florida International, and Florida Atlantic Universities. At FIU he was also Director of the School Service Center and Off-Campus Credit Program. Concurrently with these administrative responsibilities, he taught in departments of secondary education, sociology, and education. His public school
teaching career extended from 1959-66 and embraced grades 6-12 in Sterling (IL), Las Vegas, and Tucson. Newell completed the Ed.D. degree in Secondary Education and School Administration at the University of Arizona in 1966. He holds two prior degrees from Southern Illinois University, the M.S. in Education with a Sociology major and the B.S. in Education. Newell has consulted widely in Florida and other states, and has supervised a large number and variety of programs and projects, for many of which he also secured funding. Two recent projects illustrate the range of his research and development interests: "The Effect of Observation Techniques on Classroom Interaction" and "The Development of a Model for Migrant Social Education." Programs he has conducted have addressed issues in such areas as Urban Agent Training, Learning Resources Centers, Volunteer Training, Educational Programs in Prisons, and Relicensure of Cuban Refugee Professionals.

JACK W. OSMAN, National Lecturer in Finance, is Professor of Economics at San Francisco State University, where he is also a member of the Public Administration (MPA) faculty. He has also taught at Rutgers University, the University of California at Berkeley (School of Education) and the University of California at Davis (Department of Economics). He has been affiliated with research projects in the economics and finance of education at Stanford University and the University of California at Berkeley. He received his B.S. in Industrial Engineering (1961), and the M.A. (1963) and Ph.D. (1966) in Economics from Rutgers University. Dr. Osman's regular teaching assignments include quantitative methods in economics, public finance, and economic analysis for policy and administration. His research specialty is the economics and finance of education, including revenue analysis and the public choice of public or private education. He was granted the Exceptional Merit Service Award at San Francisco State University in 1983-84, the inaugural year of the program. Dr. Osman's recent publications include "California School Finance: Policy Perspectives," (with John M. Gemello) in California Policy Choices, 1984; "Estimating the Demand for Private School Enrollment," (with John M. Gemello) American Journal of Education, University of Chicago, May, 1984; "The Choice for Public and Private Education: An Economist's View," (also with John M. Gemello) in Thomas James and Henry M. Levin, eds., Public Dollars for Private Schools: The Case of Tuition Tax Credits, Temple University Press, 1983; "Adjustments from Disequilibrium in Local Finance: School Referenda in California," (with W. Norton Grubb), Western Tax Review, Spring 1982; and Regional Analysis of Adequate School Funding.


ELIZABETH (BETH) A. POLINER, Director of the Information Retrieval Service, supervises bibliographic research and disseminations for the National Ed.D Program for Educational Leaders and six other graduate programs at Nova University. In addition, Ms. Poliner continues to serve as an adjunct instructor and curriculum consultant to Nova’s Center for the Advancement of Education. Ms. Poliner has been a teacher and educational specialist/curriculum writer for elementary and secondary education and federally funded projects for the Dade County Public Schools in Miami, Florida. She also served as a staff associate for Research for Better Schools in Philadelphia, Pennsylvania, and a teacher/workshop consultant for McGraw-Hill Book Company. Ms. Poliner has designed and developed curriculum for elementary students and handicapped secondary students. At Nova, she developed, wrote, and edited a proposal submitted to the Florida State Department of Education entitled, Evaluation of Teacher Education Centers in Florida, and she served as editor for A Book of Readings in Modern Curriculum Design, published in 1982. Ms. Poliner attended Lesley College in Cambridge, Massachusetts, and received a bachelor of education degree from the University of Miami in Coral Gables, Florida. She also earned a master of education degree in college student personnel services from the University of Miami, with additional graduate work completed for Florida State Certification in educational administration.

LOUIS J. RUBIN, Senior National Lecturer in Curriculum, is Professor of Education at the University of Illinois, Urbana. He holds a Master’s degree in Musicology and a Ph.D. degree in Curriculum from the University of California at Berkeley. He has served as a visiting professor at Emory University; the University of Nebraska; the University of California, Berkeley; and Stanford University. He has also served as Director of the Center for Coordinated Education at the University of California, Santa Barbara, and as Executive Director of the Communications Coalition for Educational Change in Washington, D.C. At various points in his career he has worked as an educational consultant for the United States Peace Corps, UNESCO, the United States Department of State, and many school districts throughout the nation. His writings include Process as Content (Rand-McNally, 1965); Frontiers in Educational Leadership (Rand-McNally, 1967); Facts and Feelings in the Classroom (Walker Publishing Company, 1973); Improving In-Service Education - Proposals and Procedures for Change (Allyn-Bacon, 1971); The Alternative Futures of Education (Allyn-Bacon, 1975); and the Handbook of Curriculum, 2 volumes (Allyn-Bacon, 1977). Three other books Educational Reform In A Changing Society: Critical Issues in Educational Policy; An Administrator’s Overview; and In-Service Education: Trends.
Processes & Prescriptions; have also been published by Allyn-Bacon. His most recent book Artistry In Teaching, 1984, was published by Random House.

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HARVEY SCRIBNER, Senior National Lecturer in the Managing the Schools study area, is Professor of Education, University of Massachusetts. He has been Chancellor of Education in New York City, State Commissioner of Education in Vermont and Superintendent of Schools in Teaneck, New Jersey. Mr. Scribner has also served as a teacher and principal in a number of New England communities. He earned his Ed.D. degree at Boston University and his M.A. at the University of Maine. Mr. Scribner's most recent book is Make Your School Work, written with Leonard Stevens (Simon and Schuster, 1975).

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ROBERT SINGLETON, National Lecturer in Finance, is the President of Robert Singleton and Associates. Mr. Singleton was Director of the Education Reform Project, an Economist at the Graduate School of Business Administration, Director of Afro-American Studies Center, and Economics Professor at the University of California. He has held various positions as a researcher for government agencies as well as for the University of California. Representative of his many honors and awards, he is listed in Marquis Who’s Who, the International Who’s Who in Community Service, and Community Leaders and Noteworthy Americans. His publications and presentations cover a wide range of topics, including the problems of dropouts; poverty; school finance; and presentations to the California legislature. He has also written numerous unpublished articles, and has held several positions as President or Chairman of a wide-range of organizations. He was the Founder and Chairman of the Journal of Black Studies, the Founding Director of the UCLA Center for Afro-American Studies; Board Member of the American Education Finance Association; Member of the Board of the Education Commission of the States - School Finance Division; and a member of at least ten other organizations. He received his B.A. in Political Science and his M.A. and Ph.D. in Economics from the University of California, Los Angeles. He also holds an Interpreter-Translator’s Certificate from the Army Language School. Mr. Singleton joined Nova’s staff in October of 1978.

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MICHAEL SCRIVEN, Senior National Lecturer in Evaluation, is Professor of Education, University of Western Australia, and Director of the Evaluation & Development Group, Inverness, California. He received his B.A. degree from the Honors School of Mathematics, University of Melbourne, and his M.A. degree from the Combined Honors School of Mathematics and Philosophy, University of Melbourne. The School of Literae Humaniores, Oxford University, granted him the D.Phil. degree. In 1970-71 he received an Alfred North Whitehead Fellowship for Advanced Study in Education at Harvard University. From 1960 to 1966 he was Professor, Department of the History and Philosophy of Science, at Indiana University. He taught at the University of
California, Berkeley, 1966-78, and ran the Evaluation Institute at the University of San Francisco, 1978-82. His summer and visiting appointments include: Center for the Study of Democratic Institutions, RAND Corporation; Center for Advanced Study in the Behavioral Sciences; Wesleyan University; Yeshiva University; and New School for Social Research. He holds numerous appointments to editorial boards and editorial consultanthips, including those of Journal for the History of the Behavioral Sciences, Educational Researcher, Journal of Educational Computing Research, and Metaphilosophy. He is ex-president of the Evaluation Network, first editor of Evaluation News and he was president of the American Educational Research Association in 1978. He has current consultant positions with six federal and many state and local agencies. He has more than two hundred publications, ranging over fields from curriculum, program and personnel evaluation to computer science.

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ULYSSES VAN SPIVA, National Lecturer in Management and Supervision, is Professor of Educational Leadership and Services, Old Dominion University, Norfolk, Virginia. Before joining the ODU staff in March 1979, Dr. Spiva served as Associate Executive Vice President at Florida International University. Prior to joining the FIU staff in 1972, he served as Special Assistant to the Director of the National Follow Through Program in the Division of Compensatory Education, U.S. Office of Education, Washington, D.C. Prior to that, Dr. Spiva served as Assistant to the Dean of the Graduate School of Education at Stanford University.

He began his career in education as a mathematics teacher in the Cleveland, Ohio school system in 1955 and, for several years, served as a senior high school mathematics department chairman and as principal of an adult education school. Dr. Spiva received the B.S. degree in mathematics from Tennessee State University, M.A. in Educational Administration from Case-Western Reserve University, and the Ph.D. degree in general educational administration and political science from Stanford University. His numerous publications include three books.

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

CONTACT: EDAC-Lesley College, 49 Washington Ave., Cambridge, MA 02140. (617) 492-0505.
FREDERICK M. WIRT, National Lecturer in Education Policy Systems, is Professor, Department of Political Science, University of Illinois at Champaign-Urbana. From 1969 to 1972 he was Research Political Scientist, Institute of Governmental Studies, and Lecturer, School of Education, at Berkeley; from 1970 to 1972 he directed the Institute for Desegregation Problems there under a federal grant. He received the B.A. degree from DePaul University, and the M.A. and Ph.D. degrees from Ohio State University. He served as instructor through professor at Denison University from 1952 to 1969. He is author of Power in the City: Decision Making in San Francisco (University of California Press, 1974) and Politics of Southern Equality: Law & Social Change in a Mississippi County (Aldine, 1970), forward by Gunnar Myrdal, which received honorable mention for best book that year from the American Political Science Association. He is editor of The Policy of the School (Heath, 1975), and co-author of Schools in Conflict: The Politics of Education, with Michael Kirst (McCutcheon, 1982) and of On the City's Rim: Suburban Politics and Policies (Heath, 1972). He is also the author of articles on the politics of education in the U.S. and abroad. He is a member of the editorial boards of Policy Studies Journal and Social Science Quarterly. Since 1973 he has been consultant with Rand Corporation and the National Institute of Education.

CONTACT: University of Illinois, Department of Political Science, Urbana, IL 61801. (217) 333-1144 or 384-5455.
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. Four 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 work with Nova participants as a National Lecturer in the Curriculum 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. DAVID MINAR began work with Nova participants as a National Lecturer in the Policy study area in 1972. He died having provided inspiration and insight to his Political Science students at Northwestern to scholars throughout the Nation, and to several hundred school administrators in the Nova program.

DR. 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.
University's policy on satisfactory progress for financial aid recipients.

The priority deadline for the 1986/87 academic year is April 15, 1986. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1986/87 is April 15, 1987.

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
Florida Wats: 1-800-432-5021 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.

Veteran's 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.
Housing

Located on the main campus is the Nova Cultural and Living Complex. Three buildings of 90 one- and two-bedroom unfurnished apartments are available for graduate and married students. A five-story building of two-bedroom furnished apartments is available for undergraduate and other students. Apartments are leased to full-time students on an annual basis. Monthly rental includes utilities and central air conditioning. Rates will be furnished to interested students who are invited to request further information from the Housing Office, Nova University, 3301 College Avenue, Fort Lauderdale, Florida, 33314. Housing is limited by program and availability.

Applications for housing for the fall term should be submitted prior to May 31.

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 facts 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 Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Mailman-Hollywood Building on the main campus and houses Nova 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, and education.

Several special library services are available to Nova University students through the librarian at the Einstein Library. These services include computer searches through the DIALOG Information Retrieval Service, Interlibrary Loan service to locate materials not immediately available at Nova's Library, and access to several area university libraries through the Southeast Florida Educational Consortium.

This facility contains individual carrels, a media room, and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week. For further information, call 475-7496.

Also located on the main campus is the GEORGE ENGLISH LIBRARY in the Parker Building. It holds a specialized collection of books and periodicals that reflect and support the teaching of life sciences. This library is open for research and study more than 65 hours per week. For more information, call 475-7326.

The UNIVERSITY SCHOOL MEDIA CENTER is located in the University School Building for preschool through middle school students. High school students are provided a collection of books and periodicals located in the George English Library. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed in the Oceanographic Center at Port Everglades, 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 475-7487.
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 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state court reports and statutes; administrative rulings, legal encyclopedias, 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 the United Nation's documents. The Law Center also houses a majority of the United States Government documents which are deposited with Nova University.

The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova libraries are connected with the DIALOG Information Retrieval System and other national bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as those of Miami-Dade Community College, Barry University, Florida International University, and St. Thomas University. Believing in maximum interchange of community educational resources, Nova University also maintains cooperative arrangements with other academic libraries in the area including the Professional Library of the Broward County Public Schools.

The Library Media Services provide a complete non-print media service including educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

The Library Media Services also provide a complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

Nova University provides appropriate learning resources at each of its academic centers. In addition, many resources within the broader community are utilized to enrich the learning environment of the students.
Information Retrieval Service

Provides computer searches for students in all programs of the Center for the Advancement of Education. The students have direct access to more than 250,000 ERIC documents.

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 excellent 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 needs 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 other University sites in the Fort Lauderdale area. 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 coursework.

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. Two additional Board Members will be appointed during 1986-87.
NOVA UNIVERSITY BOARD OF TRUSTEES

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

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

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

DOCTORAL AND PROFESSIONAL DEGREES

Doctor of Arts (D.A.) in:
- Information Science
- Training and Learning Technology

Doctor of Business Administration (D.B.A.) in:
- Business Administration
- International Management

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.) in:
- Public Administration

Doctor of Science (D.Sc.) in:
- Computer Science
- Human Resource Management

SPECIALIST DEGREES

Educational Specialist (Ed.S.) in:
- Computer Applications
- Computer-Based Learning
- Computer Education
- Computer Studies
- Education (23 majors)
- School Psychology

MASTER'S DEGREES

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

Master of Business Administration (M.B.A.) in:
- Business Administration
- Master of International Business Administration (M.I.B.A.) in:
- International Business Administration
- Master of Public Administration (M.P.A.) in:
- Public Administration

Master of Science (M.S.) in:
- Child and Youth Care Administration
- Coastal Zone Management
- Computer Application
- Computer-Based Learning
- Computer Science
- Computer Studies
- Counseling Psychology
- Criminal Justice
- Education (23 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

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

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

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

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students.

If 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 Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

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

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