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A New Alternative The national Ed.D. Program for Educational Leaders 1973

Nova University

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**A
New
Alternative**

**The National Ed.D. Program
for Educational Leaders**

**NOVA UNIVERSITY
Fort Lauderdale, Florida
April 1973**

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The National Ed.D. Program for Educational Leaders

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Bucks County Public Schools
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Motivated by the proposition that education is not limited to a specific geographical site, Nova University has inaugurated an Ed.D. doctoral program that transports the University to the candidate.

This three-year off-campus program is called the National Ed.D. Program for Educational Leaders. It mitigates the provincialism that is the ordinary underpinning of an Ed.D. doctoral program.

The Nova cluster concept for qualified school administrators makes the University accessible on a national scale. Nova is bringing the campus, the curriculum, national lecturers, and state and local resources to the participant.

The program allows for the formulation of a pattern and pace to pursue a doctoral degree that will not interrupt the responsible individual's employment.

A NEW TYPE OF GRADUATE EDUCATION

The cluster program for educational leaders describes an alternative for graduate study that employs the entire socio-economic components of our society. It is novel in that its orientation is to develop competencies, to introduce a new type of resource and to encourage performance.

Nova's National Ed.D. Program is flexible and responsive to the history of the participant. The candidate functions in the dynamics of this flexibility in that he is an educational leader with on-the-job opportunities.



*Senator Mondale, Chairman Bair and
President Fischler confer in Washington*

The cluster program incorporates five basic components in its offerings: independent study, local seminars, on-campus institutes, field practicums and substantive examinations.

The basic design of the program is for the participant to work alone and with his colleagues in his vicinity under the supervision of a qualified local cluster coordinator. Study guides and additional materials selected by the coordinators and the national lecturers are made available to the participant. These are usually mailed to his home at no additional cost.

Once a month a Nova national lecturer in a particular substantive area visits with the participant and his cluster of fellow doctoral candidates for an intensive all-day session.

Funds are provided for local consultants to meet with clusters to pursue in greater depth topics which need clarification or further development. Selection of local consultants is shared by the coordinator and participants.

NATIONAL INSTITUTES

Participants are required to attend two of the annual Summer Institutes at Nova during their involvement in the program. It is the intent of the Institute to serve as a vehicle for the interchange of ideas between program participants, representatives from the political community and specialists in varied fields. These Summer Institutes will probe implications from a national perspective. Maximum interaction among the consultants, lecturers, coordinators and participants from the various clusters is an Institute goal.



Rep. Shirley Chisholm and Nova Trustee Chairman Farquhar at Summer Institute.

SUBSTANTIVE AREAS

The participant is responsible for the mastering of eight fields of competence, each important to the professional development of the school leader:

Supervision, Curriculum Development, Finance, Education Policy Systems, Evaluation, Resources for Improving Schools, Managing the School, and Technology and Systems Management.

Offerings are sufficiently flexible to accommodate individual objectives. They meet the optimum imperatives of professional skills and intellectual understanding consistent with the role of the practicing school administrator. Each of the study fields is considered from the local, state and national points of view.

Within these various areas many other topics are explored: school law, teachers' and students' rights, statistics and research, the teacher as a curriculum agent, determination of the cost-benefit ratios of educational programs . . . to mention a few.

PRACTICUMS

A practicum in an educational setting is doing something that promises to achieve improvements. It is a project that addresses itself to a specific problem confronting a practitioner who is anxious to deal with the problem realistically and resolve it constructively. It is an experiment or test project to ascertain whether a specific idea is valid or useful. It is a learning experience through doing. In performing a practicum, a participant applies his intellectual resources to enlarge his professional qualifications and contacts and, where applicable, to contribute toward advancing the standards of his profession.

Thus, the practicum involves choosing an actual problem with which the participant is confronted on his job, analyzing its causes, and arriving at a practical solution through implementing a course of action. Each participant is expected to successfully complete four practicums as follows:

The MINI PRACTICUM is a three-month experience intended to introduce the participant to the basic steps in doing and reporting a

practicum. The MIDI PRACTICUM is more complex; it addresses itself to at least two of the eight study areas in the Nova Ed.D. Program; and it is performed over a six-month span.

The MAXI I practicum is a group effort to make a significant change in an educational system. It requires a task-force effort over a one-year span.



The Practicum Review Staff meets on Problems and Policies

The MAXI II practicum, requiring individual work for one year, is the culminating effort of a participant. The final practicum results should make a significantly useful contribution to a school system and to the body of educational knowledge. It requires familiarity with the literature, concepts, issues and developments pertinent to the practicum problem. It requires a high level of performance that demonstrates professional competence in educational administration and leadership.

CLUSTERS

Present plans call for the establishment and operation of 32 clusters in various part of the country. Each cluster will have 25 to 28 participants. Additional clusters beyond the 32 will not be formed prior to 1974 or 1975 in order that the emphasis will be on improving the quality of the program rather than the quantity of persons served.



Senator Chiles talks with John Thurber, West Palm Beach Coordinator

The National Ed.D. Program for Educational leaders is not a specific attempt to train potential superintendents or supervisory or administrative personnel as there is no plan to meet state certification requirements for such positions. These requirements are usually so detailed and different from state to state that any attempt to train for specific positions would inhibit the program by making it controlled by the existing credentialing system.

EVALUATION

Assisted by a grant from the Ford Foundation, the program is presently being reviewed, evaluated and improved. Plans for further developmental evaluation are in process of being carried out.



Allan Ellis, President, Educational Research Corporation reporting on Evaluation of the Program.

REQUIREMENTS FOR ENROLLMENT

To enroll in the program it is necessary to have a school administrative license or other credentials, a master's degree from an accredited institution (the transcript indicating this degree must come directly from the institution), current employment in a school leadership capacity and letters of recommendation directly from the selected individuals.

FINANCIAL ASSISTANCE

Participants in the program are eligible for federally insured loans. The program is also approved for Veterans Administration education assistance allowance on a three-fourth time basis.

COSTS

A \$200 deposit is required with the application form, plus a \$25 non-refundable processing fee. Total tuition is \$1,500 per study year, for the first 32 clusters, payable at the time of acceptance, but no later than the first meeting of the cluster. Persons making payment after the first meeting of their cluster will be subject to an additional \$100 late payment charge. Travel and living costs to attend the National Institute at Nova are the only additional expenditures for candidates.

The tuition rate for clusters starting in 1974 and 1975 will be set in January, 1974.

It is anticipated that most students will complete their doctorate program in three years. The tuition fee must be paid for each year the candidate is actually working on his competency requirements.

ACCREDITATION

In 1971 Nova University was accredited as a special purpose institution by the Southern Association of Colleges and Schools. Nova is a special purpose university in that it is strictly a graduate institution that does not offer undergraduate degree programs. The program is accredited by all other regional associations in the U. S.

OPERATIONAL CLUSTERS AND CLUSTER COORDINATORS

(Cluster Starting Date)

JACKSONVILLE, FLORIDA (February 18, 1972)

Bernice S. Scott
Coordinator, Special Programs in Continuing
Education University of Florida
2325 Costa Verde Blvd - Apt. 302
Jacksonville Beach, Florida 32250

WEST PALM BEACH, FLA. (February 25, 1972)

John C. Thurber
Director of In-Service Education
Palm Beach County Schools
P. O. Box 2469
West Palm Beach, Florida 33402

FAIRFIELD, CALIFORNIA (March 4, 1972)

Daniel Muller
Asst. Supt. of Instructional Services
Solano County Office of Education
655 Washington Street
Fairfield, California 94533

FORT LAUDERDALE, FLA. (March 11, 1972)

Bert M. Kleiman
Director of Secondary Schools
North Central Area
Dade County Schools
489 East Drive
Miami Springs, Florida 33166

HARTFORD, CONNECTICUT (March 18, 1972)

Robert C. Miles
Asst. Superintendent for Instruction
Hartford Board of Education
249 High Street
Hartford, Connecticut 06103

GAINESVILLE, FLORIDA (March 25, 1972)

Jack B. Christian
Asst. Superintendent for Instruction
Alachua County Board of Public Instruction
3750 N. W. 17th Lane
Gainesville, Florida 32601

NEW ROCHELLE, NEW YORK (April 8, 1972)

Robert R. Spillane
Superintendent of Schools
City School District of New Rochelle
515 North Avenue
New Rochelle, New York 10801

OLD WESTBURY, NEW YORK (April 15, 1972)

John F. Borum
Dean of Teacher Education
New York Institute of Technology
Wheatley Road
Old Westbury, L. I., New York 11568

WASHINGTON, D. C. (May 13, 1972)

Paul E. Cawein
Assistant Superintendent of Schools
415 12th Street, N. W.
Room 1001
Washington, D.C. 20004

PINELLAS COUNTY, FLORIDA (May 27, 1972)

Peter Donchian
Consultant
Pinellas County School District
P. O. Box 4688
Clearwater, Florida 33518



Cluster Coordinators Ross, Harris and Kleiman

BOSTON, MASSACHUSETTS (May 27, 1972)

Allan B. Ellis
President
Educational Research Corporation
55 Chapel Street
Newton, Massachusetts 02158

BUCKS COUNTY, PA. (October 7, 1972)

H. James Ross
Assistant Executive Director
Bucks County Public Schools
Intermediate Unit, No. 22
Administration Building Annex
Doylestown, Pennsylvania 18901

EARLY CHILDHOOD EDUCATION

(October 7, 1972)

Marilyn Segal
Director of Instruction for Early Childhood
And Open Education
Nova University
3301 College Drive
Fort Lauderdale, Florida 33314

SACRAMENTO, CALIF. (October 14, 1972)

Fred J. Stewart
Director
Sacramento School District
Staff Training Services
P. O. Box 2271
Sacramento, California 95810

CHICAGO, ILLINOIS (October 21, 1972)

Virginia F. Lewis
Assistant Superintendent of Schools (retired)
Chicago Public Schools
127 North Dearborn
Chicago, Illinois 60602

ERIE, PENNSYLVANIA (October 25, 1972)

William E. Bryan
Deputy Superintendent
Erie City School System
1511 Peach Street
Erie, Pennsylvania 16501

NEW YORK CITY, N. Y. (October 28, 1972)

David S. Seeley
Director
Public Education Association
20 West 40th Street
New York City, New York 10018

NEW HAVEN, CONN. (November 4, 1972)

George D. Harris, Jr.
Assistant Superintendent of Schools -
Operations
New Haven Public Schools
New Haven, Connecticut 06511

DELAWARE (January 27, 1973)

Randall Broyles
Assistant State Superintendent of Instruction
State Department of Public Instruction
Townsend Boulevard
Dover, Delaware 19901

DALLAS, TEXAS (February 10, 1973)

Frank Alexander
Director of Elementary Operations
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

RICHMOND, VIRGINIA (March 17, 1973)

John E. Galloway
Assistant Superintendent, Curriculum
and Instruction
Chesterfield County Public Schools
Chesterfield, Virginia 23832

CINCINNATI, OHIO (March 31, 1973)

James N. Jacobs
Assistant Superintendent of Schools
Education Center
230 East 9th Street
Cincinnati, Ohio 45202

PHILADELPHIA, PA. (March 31, 1973)

Thomas K. Minter
Superintendent of Schools - District 7
Stearne School
Hedge and Unity Streets
Philadelphia, Pennsylvania 19124

BALTIMORE, MARYLAND (April 14, 1973)

Howard Allison
Assistant State Superintendent in
Certification and Accreditation
Maryland Department of Education
P. O. Box 8717
Baltimore, Maryland 21240

WAUKEGAN, ILLINOIS (April 28, 1973)

Marjory Lerner
Principal
Donoghue Elementary School
707 East 37 Street
Chicago, Illinois 60653

DENVER, COLORADO (April 28, 1973)

Harold A. Stetzler
Director of Elementary School
Personnel Services
Denver Public Schools
414 14th Street
Denver, Colorado 80202

ATLANTA, GEORGIA (April 28, 1973)

Robert Flanders, Director
Educational Services Center
P. O. Box 195
Griffin, Georgia 30223

PROGRAM STAFF



DIRECTOR
Donald P. Mitchell



**DIRECTOR OF PRACTICUMS
AND CASE DEVELOPMENT**
William Applebaum



DIRECTOR OF INSTRUCTION
Gerald E. Sroufe

ABOUT NOVA UNIVERSITY

Nova University was chartered in 1964 as a graduate university. It became affiliated with the New York Institute of Technology in 1970.

The University also offers Ph.D. research degrees in the fields of oceanography, behavioral sciences and life sciences. Master of Science degrees are offered in counseling and guidance, early childhood education and instructional systems.

Private, non-sectarian and non-profit, the University is an autonomous component of a 1,000-acre education complex, including:

1. A public elementary, middle and high school system
2. A two-year community college
3. The University School, an innovative institution for children from pre-school to college-preparatory age, where much of Nova's educational research is applied

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