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Bulletin of the National Ed.D. Program for Educational Leaders 1977-1978

Nova University

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Bulletin of the National Ed.D. Program for Educational Leaders

**Nova University
Fort Lauderdale, Florida
1977-1978**



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PURPOSES OF THE PROGRAM



DONALD P. MITCHELL
Director

The National Ed.D. Program for Educational Leaders offers a comprehensive, integrated program of study, assessment, and action to people with positions of responsibility in the school system. It is designed for school administrators who already have an advanced degree and want to raise their level of competence. An alternative to existing doctoral programs, successful completion of the three-year program results in the Doctor of Education Degree.

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

While the goals of the Nova program are similar to those of some 'traditional' programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the 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. For information on the background of persons associated with this program, see the section containing biographical information.

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 each other, Nova staff, academicians from other disciplines, and leaders in the political world. There is no equivalent in American education to Education USA in addressing the problem of provincialism among school administrators.

School leadership requires a broad knowledge of social, political and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the role 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 proposals are explored, tested, implemented, and evaluated.

Identifying the qualities that make a leader in education has been a problem that the program has faced by investing heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA)TM 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, race or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.

PARTICIPANTS AND THE CLUSTER CONCEPT

LOCAL CLUSTERS

Instead of bringing students to courses, Nova organizes participants into local clusters. The word 'participant' is used because each candidate for the doctorate in the National Ed.D. Program is a responsible colleague and potential leader.

The local cluster is the setting for exploring substantive study areas, undertaking practical projects, and developing educational activities relating to the community. Flexible in nature, clusters serve as centers where participants come to view themselves as resources to one another and to local and state educational policy-makers. Each cluster numbers around 30 participants who pursue independent study and meet regularly over a three-year period. Once a month, a Nova national lecturer visits each cluster for an intensive all-day Saturday session. Clusters also conduct local seminars and provide the milieu for administering substantive examinations. New clusters are formed as others complete the program. The program is designed to operate with a maximum of 32 different clusters at any given time.

CLUSTER COORDINATORS

Since leadership cannot be developed without the experience of responsibility through decision-making, Nova regards participant control of cluster activities as an important goal. Every cluster is organized by a coordinator who serves as an expeditor and motivator of participants. But he continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As soon as it becomes feasible, for example, he turns over responsibility for the budget, schedule, direction of the study program, self-evaluation and program evaluation to participants.

OVERVIEW OF PARTICIPANTS' PROGRESS TO DATE

In February of 1977, five years after the start of the program, an analysis was made of the progress made by participants in moving through the program. At that time, seventeen clusters had finished the full four years of the program. (See section below on "Program Time Limits.") Of the participants in those clusters who had completed their relationship with the program, 66 percent had been graduated. Twenty-six percent voluntarily withdrew, while the other 8 percent were terminated. Full details on candidates' progress during the first five years of the program are provided in the *Gatekeepers' Gazette*, vol. 6, no. 3 (1976-77), available on request.

CHARACTERISTICS OF PARTICIPANTS

A detailed analysis of the demographic characteristics of participants enrolled in the first thirty-two clusters was done in February 1974 when enrollment was at 797. That analysis revealed the following:

Sex of Participants: 81.4% males;
18.6% females

Race of Participants: 79.3% white; 16.7% Black;
4.0% other minorities

**Median Age of Participants
on Registration:** 42.4 years

Positions Held by Participants: 51.1% principals, assistant and associate principals; 11.3% superintendents, deputy and assistant superintendents; 37.6% other administrators (including such personnel as curriculum coordinators, special project directors, and system-wide supervisors).

Full details on the characteristics of participants are provided in the *Gatekeepers' Gazette*, vol. 6, no. 3, mentioned above.



KATHY DITTMER
Administrative Assistant

Assisting the Director



PATRICIA BURKE
Financial Secretary

STUDY AREAS

JAMES A. JOHNSON, JR.
Director of Instruction



Broadening the scope of understanding complex problems of society and schools was the central objective in selecting specific study areas for the Nova Ed.D. Program. Eight study areas were chosen to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, the instructional program is not helpful to all persons seeking graduate preparation. Those who are interested in a career as a basic researcher or specialist in education technology, for example, will find other graduate programs more appropriate to their needs.

The eight study areas deemed necessary for professional development are: Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Finance, Managing the Schools, Resources for Improving Education, and Supervision. Each study area was conceived to present a perspective rooted in traditional disciplines and provide the necessary breadth of interdisciplinary understanding. Within the eight substantive areas, many other topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for reform. Each substantive area is considered from the local, state, and national point of view and each is sufficiently flexible to accommodate individual objectives. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussions.

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for formal instruction. Working under the guidance of the Nova director of instruction the senior national lecturer in each subject area designs his own program of study, selects and monitors associate lecturers, and evaluates participants. Each study area is designed to be covered in a three-month period. 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 subject on a Saturday, after which his associates conduct subsequent seminars. A month of independent study, cluster, or sub-cluster work intervenes between the appearance of lecturers at a cluster.

Presentations are designed to offer historical perspective and a critique of the theoretical readings as well as current developments in a field. While they include much substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster 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. They 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 in the first attempt, additional opportunities to earn a passing grade are given, if allowed by 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 granted to participants in only two of the eight study areas. Once an AEP has been used for two study areas, it is no longer available.

Participants wishing to take advantage of this procedure must propose to the Director of Instruction, in writing, a procedure whereby they

Assisting the Director of Instruction



ELAINE LIVINGSTON

may demonstrate their competency within a given study area. The proposal, generally an outline 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 will be the basis for developing a formal understanding between the Director of Instruction and the participant. Once it has been approved, in writing, the participant may proceed.

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

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS
Senior
National Lecturer*



General Description. While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimensions. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this module 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 own leadership proclivities is a system called Educational Leadership Appraisal (ELA)TM. ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the national lecturers, each participant will perform

various ELA exercises. Then a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary to performing a rich self-appraisal.

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

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

Associate Lecturers: Norman W. Becker; Leonard J. Glick.

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN
Senior
National Lecturer



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

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with

*Biographical information on all lecturers can be found on pp. 37-43.

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

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

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

EDUCATION POLICY SYSTEMS

LAURENCE IANNACONE
Senior
National Lecturer



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

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

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation

of a paper which requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

Associate Lecturers: Louis Masotti; Frederick M. Wirt.

EVALUATION

MICHAEL SCRIVEN
Senior
National Lecturer



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

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

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

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

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

FINANCE

JAMES W. GUTHRIE
Senior
National Lecturer



General Description. This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach that goes far beyond traditional concerns: the design of this study area takes advantage of the turmoil in the field. The overall purpose is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes intensely the school finance arrangements of particular states of special interest to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to 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 blanketing approach is used. In addition to presentations from three national lecturers, participants are provided with a series of readings in economics and finance and a study guide consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of different authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.

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

Associate Lecturers: John M. Gemello; Donald R. Winkler

MANAGING THE SCHOOLS

HARVEY SCRIBNER
Senior
National Lecturer



General Description. This study area emphasizes development of management skills and analysis of administrator behavior. The term "managing the schools" was used in preference to "administering the schools" because it focuses on the responsibility of school administrators in directing school resources for the improvement of children's education. The national lecturers therefore 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 discuss general concepts derived from organization theory, personnel management, and decision theory within a framework of organization leadership. Decision-making skills such as planning technology, event calendars, and information systems form one focus of the study area 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. Administration skills form the third general area of study. Delegation, personnel management, and staff development are discussed under this heading. Three contemporary issues of management are discussed: (1) organizational constraints and innovation strategies; (2) negotiations; 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 resources and stimulate change in educational systems. They raise questions about the alternative leadership roles available to participants by discussing large management issues such as decentralization, planning and budgeting systems, citizens' councils, and collective bargaining. Readings focus on the role of leadership in complex organizations. These include Herbert Simon's "Organizations" and Peter Blau's "Formal Organizations," which deal with the relevant disciplines of sociology and economics.

Evaluation Process. Participants are required to demonstrate ability to provide a sophisticated analysis of an actual management decision in which they have been instrumentally involved.

Associate Lecturers: Gordon L. McAndrew; Aubrey V. McCutcheon, Jr.

RESOURCES FOR IMPROVING EDUCATION

MARIO D. FANTINI
Senior
National Lecturer



General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but in general education resources have been defined exclusively as professionally trained teachers utilizing public funds in classrooms. 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 resources as well as ways of putting them together to work for students. 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 human resource 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 service delivery system within the community and as a potential catalytic agent for mobilizing resources in behalf of children. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources for education. This study area explores the concepts, issues, and procedures of resource development and application from their point of view. It directly assaults the one-role view of school administrators and assists them in breaking out of it in several ways. 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 style.

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 a plan focusing on a new dimension of resource utilization aimed at improving education in a specific setting. 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.

Evaluation Process. Participants are expected to demonstrate competency in strengthening 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 developing and implementing a "mini delivery system."

Associate Lecturers: Nathaniel Blackman; Anita Moses.

SUPERVISION

MORRIS L. COGAN
Senior
National Lecturer



General Description. This study area focuses on the function of supervision in the schools. Often by default, school administrators must see that the supervisory function is performed. All too often, the school principal or other administrator on whom the responsibility falls has no special competence or resources to bring to the problem. The task is made more difficult in education because no extrinsic rewards are offered for providing leadership through supervision. This study area therefore devotes attention to examining the intrinsic rewards of teaching, group processes, interpersonal relations, understanding personalities, and learning theories in which human motivation stems from self-actualization. The national lecturers analyze major approaches to supervision in education. The senior national lecturer devotes most of his energies to assisting participants in gaining a perspective on the function of supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervision and supervisors in education. The associate lecturers continue these themes and develop experiences related specifically to interests expressed by the clusters.

Instructional Methods and Materials. Selecting from a broad range of supervision topics such as theory and diagnostic supervision, 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 supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. program of instruction. The study guide provides theoretical considerations, relevant research and experimental findings, mastery exercises to develop skills and comprehension, and assessment techniques appropriate to each cluster. Assigned readings supplement other discussions of historical perspective, comparative analysis of idea-type models of supervision, and contemporary criticism of the supervisory function.

Evaluation Process. Early in the study of supervision, a self-assessment is made of areas of greatest need. Reading assignments and exercises are then based on these assessments. Procedures are included for evaluating participants' growth in the competencies covered. In addition to completing modules and gaining a sound understanding of general techniques and procedures of supervision in education, participants are required to demonstrate that they can prepare a convincing critique of an approach they select.

Associate Lecturer: Ulysses Van Spiva.

SCHEDULE

For Study Areas: Group II Clusters

Boston II	1-76 FIN	4-76 SUP	10-75 APP	1-77 EDU	4-77 EVA	10-77 CUR	1-78 RES	4-78 MAN
Bucks County II	4-75 SUP	10-75 EVA	1-76 EDU	4-76 MAN	10-76 RES	1-77 CUR	4-77 FIN	10-77 APP
Chicago II	10-75 CUR	1-76 APP	4-76 MAN	10-76 EDU	1-77 SUP	4-77 RES	10-77 EVA	1-78 FIN
Dade County	10-77 EDU	1-78 RES	4-78 EVA	10-78 CUR	1-79 APP	4-79 SUP	10-79 MAN	1-80 FIN
Dallas III	10-76 SUP	1-77 FIN	4-77 EDU	10-77 EVA	1-78 MAN	4-78 APP	10-78 RES	1-79 CUR
Douglas	10-76 FIN	1-77 RES	4-77 EDU	10-77 EVA	1-78 CUR	4-78 APP	10-78 SUP	1-79 MAN
Dover	1-75 SUP	4-75 CUR	10-75 FIN	1-76 EVA	4-76 EDU	10-76 MAN	1-77 RES	4-77 APP
Dover II	1-77 SUP	4-77 FIN	10-77 EDU	1-78 CUR	4-78 RES	10-78 MAN	1-79 EVA	4-79 APP
Emporia	10-77 MAN	1-78 EDU	4-78 CUR	10-78 FIN	1-79 APP	4-79 SUP	10-79 EVA	1-80 RES
Fairfield II	4-77 RES	10-77 SUP	1-78 EVA	4-78 FIN	10-78 MAN	1-79 APP	4-79 EDU	10-79 CUR
Henrico County	10-75 CUR	1-76 MAN	4-76 EVA	10-76 EDU	1-77 SUP	4-77 RES	10-77 APP	1-78 FIN
Jacksonville II	4-76 FIN	10-76 CUR	1-77 MAN	4-77 SUP	10-77 RES	1-78 APP	4-78 EVA	10-78 EDU
Los Angeles II	10-76 EVA	1-77 CUR	4-77 MAN	10-77 APP	1-78 SUP	4-78 EDU	10-78 RES	1-79 FIN
Maryland	10-75 RES	1-76 SUP	4-76 APP	10-76 EVA	1-77 EDU	4-77 MAN	10-77 FIN	1-78 CUR
Miami/Ft. Lauderdale	1-75 CUR	4-75 SUP	10-75 FIN	1-76 EVA	4-76 EDU	10-76 RES	1-77 MAN	4-77 APP
New Haven II	4-77 FIN	10-77 CUR	1-78 MAN	4-78 EVA	10-78 APP	1-79 SUP	4-79 RES	10-79 EDU
Philadelphia II	10-76 FIN	1-77 MAN	4-77 CUR	10-77 SUP	1-78 APP	4-78 RES	10-78 EVA	1-79 EDU

Portsmouth	1-77 FIN	4-77 CUR	10-77 EVA	1-78 APP	4-78 EDU	10-78 SUP	1-79 RES	4-79 MAN
Prince George's County	4-77 MAN	10-77 FIN	1-78 EVA	4-78 SUP	10-78 RES	1-79 APP	4-79 CUR	10-79 EDU
Rimass	4-77 CUR	10-77 EDU	1-78 SUP	4-78 APP	10-78 FIN	1-79 EVA	4-79 RES	10-79 MAN
Sacramento II	1-76 CUR	4-76 SUP	10-76 RES	1-77 APP	4-77 EVA	10-77 MAN	1-78 EDU	4-78 FIN
San Francisco	1-75 SUP	4-75 CUR	10-75 EVA	1-76 EDU	4-76 RES	10-76 MAN	1-77 FIN	4-77 APP
South Park	4-76 FIN	10-76 CUR	1-77 EVA	4-77 SUP	10-77 RES	1-78 MAN	4-78 EDU	10-78 APP
Stamford	4-76 MAN	10-76 SUP	1-77 EVA	4-77 CUR	10-77 EDU	1-78 APP	4-78 RES	10-78 FIN
Tampa	4-77 RES	10-77 FIN	1-78 MAN	4-78 EVA	10-78 APP	1-79 SUP	4-79 EDU	10-79 CUR
Trenton	4-77 EVA	10-77 CUR	1-78 SUP	4-78 FIN	10-78 APP	1-79 RES	4-79 MAN	10-79 EDU
Washington, D.C. II	10-75 RES	1-76 SUP	4-76 CUR	10-76 EVA	1-77 APP	4-77 EDU	10-77 MAN	1-78 FIN
Waukegan II	10-76 CUR	1-77 EVA	4-77 FIN	10-77 SUP	1-78 RES	4-78 APP	10-78 MAN	1-79 EDU
West Palm Beach II	4-76 EVA	10-76 FIN	1-77 RES	4-77 SUP	10-77 APP	1-78 CUR	4-78 MAN	10-78 EDU

Key:

APP: Appraising Leadership in Education
 CUR: Curriculum Development
 EDU: Education Policy Systems
 EVA: Evaluation
 FIN: Finance
 MAN: Managing the Schools
 RES: Resources for Improving Education
 SUP: Supervision

Information about meetings of individual clusters, including dates of cluster seminars with national lecturers, may be obtained through cluster coordinators or Nova University.

PRACTICUMS

SAMUEL O. KAYLIN
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of Practicums



The Nova Ed.D. Program for Educational Leaders defines a practicum as "an action taken to improve an educational system." A practicum invariably requires research, but it is not a research project. It is an experience in problem-solving in a real school-system setting. It provides a learning as well as a doing experience.

As a learning experience, a practicum uses a participant's intellectual resources to enlarge his leadership skills and administrative competence and, at the same time, to advance the standards of public education. Each practicum requires the participant to identify a problem that requires solution, devise a strategy for its solution, implement that strategy, and demonstrate whether the effort succeeded in achieving its objectives. The output of a practicum may be a product or a process. But the practicum is incomplete until that output is inserted into or adopted by the system.

The practicum sequence comprises a series of efforts graduated in difficulty and complexity, which the participant must carry out in a specified order. These efforts are monitored by the practicum staff, acting in a collegial role, to develop facility with the practicum as a problem-solving technique. Before any action is taken, the participant is expected to telephone or write to the Director of Practicums with a Preliminary Inquiry describing the proposed practicum topic. The Preliminary Inquiry is analyzed, and guidance is given to the participant in the formulation of a formal proposal. The participant is required to submit the formal proposal in a prescribed format. Evaluation of proposals by the practicum staff is critical to the success of the practicum program. A participant may be required to rewrite a proposal until it provides an acceptable design for the practicum effort. After the participant has performed a practicum, a report of the effort is required for evaluation and grading by the Nova staff. The report also serves as a vehicle to improve the participant's ability to apply the scientific method of solving problems and to write

clearly. But the practicum cannot terminate with a report. The result must be a changed educational operation — a legacy to education.

The relationship of practicum to other components of the Nova program tends to be informal and reciprocal. Concepts developed in the Nova study areas and through Education USA are applied by participants through their practicum efforts. Experiences are gained in practicum work that enrich participants' perceptions of the concerns of the study areas and Education USA.

PRACTICUMS SEQUENCE

During the first year, participants engage in a Practicum Laboratory experience that includes the reading of a **Practicums Manual**, the performance of several exercises, the initiation of a Preliminary Inquiry concerning a nine-month Introductory Practicum, and the preparation of a formal proposal for that practicum. The carrying out of the practicum, and the writing of a report about it, complete the first year's experience. The practicum must produce an improvement in an educational system. Its performance should assist the participant to understand the practicum process.

By the time a participant enters the second year of the program, he should be ready to go on to the performance of a substantial action that brings about significant improvement in an educational situation or system. The second-year practicum is an effort performed by a small group — a task force assembled to accomplish a specified job. Emphasis is placed on the accountability of individuals in the performance of the team effort. From the outset, cluster members are expected to discuss problems encountered in their schools and systems and to identify problems of common concern. These discussions should result in plans to perform practicum as team efforts.

The third-year practicum is an individual effort to achieve a major improvement in an educational system or situation. Other practicum configurations are possible to meet the needs of individual participants.

The practicum sequence described here applies specifically to Group III clusters; earlier clusters had slightly different configurations.

INSTRUCTIONAL METHODS AND MATERIALS

As a guide in formulating practicum proposals, performing the work, evaluating the results, and presenting reports, a **Practicums Manual** is supplied to each participant. A series of exercises, including assignments in the critical analysis of actual practicum proposals, is included in the **Practicums Manual**. They are intended to focus on conceptualizing problems, demonstrating needs, and creating feasible solutions to problems. A video tape, "What Is a Practicum?", is also supplied to reinforce the message of the **Manual**; it forms an essential part of the permanent library of every cluster.

A growing library of practicum reports is maintained at Nova. Practicum reports are also being integrated with the program's information retrieval system that provides access to the U.S. Office of Education's ERIC (Educational Resources Information Center) system and other sources in order to make them available as resources to participants and others in the educational community. To date approximately 180 practicum reports have been indexed and microfiched by ERIC. A set of microfiche copies of reports is provided to each cluster.

IMPACT ON EDUCATION

With more than 3,000 practicums completed or in process, Nova practicums have already had an impact on the efficiency of schools and school systems and on the quality of education. The program's news publication, **The Gatekeepers' Gazette**, Vol. 6, No. 2, 1976-77, provides abstracts of the first 100 practicum reports to be indexed and microfiched by ERIC. Subsequent editions of the **Gazette** will provide additional abstracts.

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THE SUMMER INSTITUTE: EDUCATION USA

The third element in the instructional program, Education USA (the Summer Institute), was conceived as a way of providing a national perspective for participants — one of the major goals of the program.

The event, held for eight days every summer, either in the vicinity of Nova University or in Washington, D.C., provides this off-campus program with a national forum. Daily meetings, discussions and presentations provide the opportunity for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the country. Resource people are brought in not just to lecture formally but also to be available for individual discussion with participants. Participants meet individuals and share ideas that are shaping education and society. Interaction of participants and achievement of the desired national perspective are fostered through the mechanism of national clusters — a regrouping of local cluster members into an array of new 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 and across the nation.

The themes and activities of the meeting change from year to year, but one procedure has become a tradition. Participants assume responsibility for identifying relevant topics and selecting 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 expressed through this involvement enhance the evaluation function of Education USA and provide Nova staff with a compendium of participant views and attitudes.

Each Nova participant must attend Education USA for two summers during his involvement in the program. Attendance is required but no credit is given for the experience. Participants are responsible for their own travel and living expenses; however, no charges are made for their participation.

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Joseph K. Young, Jr. (73)
Executive Director, National Advisory
Council on Education Professions
Washington, DC

Mark Yudof (75)
Professor of Law
University of Texas
Austin, TX

Louis Zeyan (77)
Deputy Executive Director, American
Association of School
Administrators
Arlington, VA



**Program Graduate

INSTRUCTIONAL AND RESEARCH MATERIALS



RICHARD W. PRATT
Information
Retrieval Specialist

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

- An Information Retrieval Service (IRS), established in collaboration with Nova University's Ed.D. Program for Community College Faculty. The IRS houses the entire microfiche collection of documents from the Educational Resources Information Center (ERIC), which is a project funded by the National Institute of Education. This collection now exceeds 150,000 documents, with about 1,200 new entries each month. Using widely-available printed indexes or computer searches, participants can identify needed documents and obtain them from the IRS free of charge. During its first year of operation, the IRS distributed over 3,000 documents or microfiche.

The IRS also has computer access to ERIC and more than 60 other data bases, including several social sciences data bases that contain education-related information. The IRS does computer searches of these data bases for program participants. A computer search results in a printout of citations of documents that meet the participant's specifications. This service is available for a small fee that can usually be paid for with cluster operating funds (that is, at no cost to participants).

For more details about the IRS, see the *Gatekeepers' Gazette*, vol. 6, no. 1 (1976-77), available on request.

- Video-taped overviews of each subject area and a library of books and other materials relevant to each study area supplied to the cluster. (See list on page 18)

- Microfiche copies of the more than 100 Nova practicum reports that have been indexed and microfiched by ERIC provided to each cluster.

- A financial allotment to each cluster than can be used to purchase any kind of supplementary materials deemed necessary by the group.

- A Study Guide for each of the eight study areas, provided at no additional cost to each participant. The guides, written by the senior national lecturer or prepared under his direction, provide participants resources for gaining access to the burgeoning literature within the disciplines and the behavioral sciences in general, and 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 within 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 Education Policy Systems and Managing the Schools, the guides synthesize large amounts of substantive knowledge, theory, concepts, and research into an introduction to the discipline. In the case of Supervision, a programmed guide has been prepared in which the participant assesses his needs and interests and is then directed to specific substantive information, exercises, and procedures for self-evaluation. In Finance, extensive use is made of audio cassettes because of the changing nature of the subject matter.

STUDY GUIDES

Study Area	Study Guide Author	Last Revised
Appraising Leadership in Education	Allan Ellis	In draft
Curriculum Development	Louis J. Rubin	1974
Education Policy Systems	Laurence Iannaccone	1975
Evaluation	Michael Scriven	1974
Finance	James Guthrie	1975
Managing the Schools	Harvey Scribner	1976
Resources for Improving Education	Mario Fantini Anita Moses	1976
Supervision	John Morgan David Champagne	1974

STUDY MATERIALS

by Study Areas,
Provided to Each Cluster

APPRAISING LEADERSHIP IN EDUCATION

Relevant Materials are identified by the participants.

CURRICULUM

Boulding, Kenneth. *The Meaning of the Twentieth Century*. New York: Harper and Row Publishers, 1964.

Bruner, Jerome S. *The Process of Education*. Cambridge: Harvard University Press, 1961.

DeCecco, John. *Psychology of Learning and Instruction*. New Jersey: Prentice-Hall, 1968.

Eisner, Elliot W., and Ballance, Elizabeth. *Conflicting Conceptions of Curriculum*. Berkeley: McCutchan Publishers, 1974.

Krug, Mark M. *What Will Be Taught—the Next Decade*. Itasca, Illinois: F.E. Peacock Publishers, 1972.

Purpel, David E., and Belanger, Maurice. *Curriculum and the Cultural Revolution*. Berkeley: McCutchan Publishing Corporation, 1972.

Raths, Louise E., et al. *Teaching for Thinking: Theory and Application*. Columbus: Charles E. Merrill Publishing Company, 1967.

Rubin, Louis J. *Facts and Feelings in the Classroom*. New York: Walker and Company Publishers, 1973.

Taba, Hilda. *Curriculum Development: Theory and Practice*. Atlanta: Harcourt, Brace and Jovanovich, Inc., 1962.

EDUCATION POLICY SYSTEMS

Dahl, Robert. *Who Governs*. New Haven and London: Yale University Press, 1974.

Edelman, Murray. *The Symbolic Uses of Politics*. Urbana, Illinois: University of Illinois Press, 1967.

Iannaccone, Laurence, and Cistone, Peter J. *The Politics of Education*. Eugene, Oregon: Eric Clearinghouse on Educational Management, University of Oregon, 1974.

MacIver, R. M. *Web of Government*. New York: Macmillan Publishing Company, 1965.

Schattschneider, E. E. *The Semi-Sovereign People*. New York: Holt, Rinehart and Winston, Incorporated, 1961.

Strickland, D.A., and Wade, L.L. *A Primer of Political Analysis*. Chicago: Markham Publishing Company, 1968.

Wirt, Frederick M., and Kirst, Michael W. *The Political Web of American Schools*. Boston: Little, Brown and Company, 1972.

EVALUATION

Anderson, Scarbia B.; Ball, Samuel; Murphy, Richard T. and Associates. *Encyclopedia of Educational Evaluation*. San Francisco: Jossey Bass Publishers, 1975.

Downie, N. M., and Heath, R. W. *Basic Statistical Methods*. New York: Harper and Row, 1970.

House, Ernest. *School Evaluation: Politics and Process*. Berkeley: McCutchan Publishers, 1973.

Popham, James. *Educational Evaluation*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975.

Popham, James. *Evaluating Instruction*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Popham, James. *An Evaluation Guidebook*. Los Angeles: The Instructional Objectives Exchange, 1972.

Stufflebeam, Daniel, et al. *Educational Evaluation and Decision Making*. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.

Thorndike, Robert and Hagen, E. P. *Measurement and Evaluation in Psychology*. New York: John Wiley and Sons, 1977.

Tuckman, Bruce W. *Conducting Education Research*. New York: Harcourt, Brace and Jovanovich, 1964.

Worthen, Blain and Sanders, James. *Educational Evaluation and Theory and Practice*. Worthington, Ohio: Charles Jones Publishers, 1973.

FINANCE

Benson, Charles S. *The Economics of Public Education*. Atlanta: Houghton-Mifflin Company, 2nd Edition, 1968.

Ecker-Racz, L. Laszlo. *The Politics and Economics of State-Local Finance*. New Jersey: Prentice-Hall, 1970.

Schultz, Charles. *The Politics and Economics of Public Spending*. Washington, D.C.: The Brookings Institution, 1969.

MANAGING THE SCHOOLS

Allen, Dwight. *Controversies in Education*. Philadelphia: W. B. Saunders Publishers, 1974.

Houston, Robert W. *Exploring Competency Based Education*. Berkeley: McCutchan Publishing Company, 1974.

Koontz, Harold, and O'Donnell, Cyril. *Management: A Book of Readings*. New York: McGraw Hill Book Company, 1976.

Simon, Herbert A., and March, James. G. *Organizations*. New York: John Wiley and Sons, 1958.

Thomas, J. Alan. *The Productive School*. New York: John Wiley and Sons, 1971.

RESOURCES FOR IMPROVING THE SCHOOLS

Relevant materials are identified by the participants.

SUPERVISION

Amidon, Edmund and Hough, John. *Interaction Analysis*. Massachusetts: Addison-Wesley, 1967.

Cogan, Morris L. *Clinical Supervision*. Massachusetts: Houghton-Mifflin Company, 1973.

Heald, James E., Romano, Louis G., and Georgiady, Nicholas P. *Selected Readings on General Supervision*. New York: Macmillan Company, 1970.

Hyman, Ronald. *Ways of Teaching*. New York: J.B. Lipincott, 1970.

Lucio, William, and McNeil, J. *Supervision—A Synthesis of Thought and Action*. New York: McGraw-Hill, 1969.

Unruh, Adolph, and Turner, Harold E. *Supervision for Change and Innovation*. Boston: Houghton Mifflin Company, 1970.

ADMISSIONS



BETSY HARRISON
Admissions/Records Coordinator

REQUIREMENTS FOR ENROLLMENT

Participants with intellectual ability and a penchant for action are sought for the National Ed.D. Program for Educational Leaders. Based on formal learning and professional experience, admission standards are no less rigorous than those of traditional doctorate-granting institutions, but they have been developed to carry out the special objectives of the Nova program. Accordingly, a candidate must be employed in an educational administrative position and show leadership potential. An applicant must have a school administration license or other credentials, a master's degree from an accredited institution, and three letters of recommendation from persons familiar with his performance in the administrative position. Because the program is not designed to train "potential" leaders in educational administration but instead focuses on developing present leaders, it is not open to teachers or other non-administrative personnel. Academic transcripts of the applicant's prior college-level record must be sent directly from the institution awarding the degree, and the applicant is required to submit a satisfactory resume of a recent task involvement. A "Statement of Educational Philosophy" and a statement on career plans and expectations are also required of each candidate.

CREDITS AND CERTIFICATION

Since the Nova program is not intended to train potential superintendents or supervisory or administrative personnel, it does not attempt to meet state certification requirements for such positions. These requirements are usually quite detailed and vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and flexible nature of the Nova educational leadership program. In addition, attempting to meet constantly changing and diverse state regulations would be an extremely difficult task if the goals of consistency and high quality are to be met.

Credits are granted for successful completion of blocks of work including both substantive study areas and practicums. They 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 module (9 credits) consists of one study area and the Practicums Laboratory experience. The second module (18 credits) consists of two study areas and one nine-month-long Introductory Practicum. The third module (27 credits) consists of three study areas and one year-long Group Practicum. Under certain circumstances, a participant who cannot meet the Group Practicum requirement may perform a year-long Individual Practicum in lieu of the Group Practicum, but the preferred alternative is the performance of a two-year-long Individual Practicum intended to achieve a major improvement in the educational system. The fourth module (18 credits) consists of two study areas and one year-long Individual Practicum. An entire module must be completed satisfactorily before the registrar will issue any credit. No credits are offered for professional or life experience.

Schematically the credit system is as follows:

Module Credit System

FIRST YEAR¹

Study Areas²

Practicum

Credits⁴

MODULE I		MODULE II	
A		B	C
Practicums Lab ³		Introductory Practicum	
9		18	

SECOND YEAR

Study Areas

Practicum

Credits

MODULE III		
D	E	F
Group Practicum		
27		

THIRD YEAR

Study Areas

Practicum

Credits

MODULE IV		
G	H	
Individual Practicum		
18		

¹ A "year" is twelve sequential months.

² Study areas are interchangeable for credit purposes. Letters are used only to indicate that a given study area may receive credit only once.

³ Completion of the Practicums Laboratory experience is achieved when the Introductory Practicum Proposal has been approved.

⁴ Credits are given only for complete modules.

TRANSFER OF CREDITS AND SPECIALIST DEGREE

Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a no-credit transfer policy. Participants are expected to experience the total program. Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. Transfer credits are therefore not accepted in fulfillment of Ed. D. requirements. In addition, the Education Specialist degree is not offered; participants are expected to experience the total program leading to the doctorate.

COST

It is anticipated that most students will complete this doctoral program in three years. The tuition fee of \$2,300 per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Charges beyond the third year are based on services rendered to each participant. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. **Schedule of Payments.** Two schedules are available. The first gives a discount of \$100 to persons making payment in advance, thus making total tuition \$2,200 per year. The second method arranges three partial payments of \$700.00 each payable at the time of the first official cluster meeting, and before the beginning of the fourth and eighth months. (Use of this plan involves a \$25.00 service charge with the fourth and eighth-month payment.) Each plan requires that a \$200 deposit and a \$25.00 application fee be paid at the time application is made. During the second and third years, the first payment is \$900.00, and a \$15.00 registration fee replaces the application fee.

A description of Group III payment schedules follows:

PAYMENT SCHEDULE FOR GROUP III CLUSTERS

(A Group III cluster is any Educational Leaders cluster formed between January 1, 1978, and December 31, 1980.)

TUITION — \$2,300 per year

FIRST YEAR AMOUNT		
To be paid by new applicants before the first cluster meeting.	\$ 25.00	Application fee refundable only if cluster does not form.
	\$200.00	Deposit with application refundable if applicant does not begin program.
	\$700.00	Tuition to be paid before first official cluster meeting.
Total	\$925.00	
To be paid on or before the 1st day of the fourth month following the first cluster meeting.	\$700.00	Tuition
	\$ 25.00	Service charge
Total	\$725.00	
To be paid on or before 1st day of the eighth month following the first cluster meeting.	\$700.00	Tuition
	\$ 25.00	Service charge
Total	\$725.00	

SECOND AND THIRD YEARS

AMOUNT		
To be paid by returning participants before the first of the month during which the fourth study area begins*	\$ 15.00	Registration fee
	\$900.00	Tuition to be paid before first official cluster meeting.
Total	\$915.00	
To be paid on or before 1st day of the fourth month following the first cluster meeting.	\$700.00	Tuition
	\$ 25.00	Service charge
Total	\$725.00	
To be paid on or before 1st day of the eighth month following the first cluster meeting.	\$700.00	Tuition
	\$ 25.00	Service charge
Total	\$725.00	

* In the third year, to be paid before the first of the month during which the seventh study area begins.

DISCOUNT FOR PRE-PAYMENT

A participant may pay the entire year's tuition and fees before the first cluster meeting to receive a discount of \$100.00 and avoid paying the \$50.00 service charge. Total annual tuition under this option is \$2,200.

LATE FEES AND REINSTATEMENT FEES

All payments must be consummated according to this schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50.00 will be assessed each time a payment date is missed. When a payment is delayed excessively, the candidate is 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 of his resignation by the first official meeting, he will be liable for the first tuition payment and all connected fees.

Persons paying the total discounted tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdrawal before the due date of the second payment — \$1,300 refund; withdrawal before the due date of the third payment — \$600 refund.

If an application is rejected, the applicant will be refunded all monies except the \$25.00 application fee.

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

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.

FEES FOR FOURTH-YEAR SERVICES

Although the National Ed. D. Program is a three-year program, some participants may encounter unforeseen obstacles that could prevent completion within the specified three years. The program, therefore, includes provision for an additional year to permit making up deficiencies in the substantive or practicum work.

For participants who have completed all requirements of the program with the exception of a single, final practicum report or a single, final study area, there will be no charge beyond the third year. Services by the Nova staff for report or examination make-up in excess of one final practicum report or one substantive area examination beyond the three-year period will be subject to a \$200 charge for each Nova review step, as in the following examples:

Practicums

1. Proposals — \$200
2. Final reports — \$200

No additional charge will be made for reviewing addenda or interim reports at any time.

Substantive Areas

1. Re-taking of final evaluation in study area — \$200
2. Initiating alternative evaluation procedure in an area — \$200
3. Having an alternative evaluation procedure reviewed in an area — \$200

It should be specifically noted that candidates are allowed a maximum of four years to complete the program. Only extraordinary documented circumstances will permit a time extension beyond the fourth year.

DIPLOMA FEE

Candidates enrolling in all Nova Programs after January 1, 1976, will be charged a Diploma fee of \$15 upon graduation.

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

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50; some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the system is designed to be completed by

most administrators in three years. A fourth year is provided (with minimal service charges) to make possible degree completion for those who have had personal or program problems during the first three years. Permission to continue work beyond the fourth year will be granted in only the most unusual documented situations and only through an appeals process. And once admitted to a given cluster, with its specific three to four year term, participants will not be allowed to withdraw from one cluster and enter another at a later date.

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. All 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 is motivating candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule in both the job and the program.

APPEALS PROCESS

If a participant is dissatisfied with an evaluation received in any of the program areas, if he feels that more time is needed to complete requirements, or if he feels he has been treated unfairly in a procedural matter, an appeals process is available.

As suggested by participants, this process draws upon program graduates, who are in the best position to judge their peers, having satisfied all of the program requirements themselves. In addition, the program's own graduates have a special interest in maintaining the program's integrity and standards.

The full text of the appeals process is available on request. The overall purpose of the process is to maintain high program standards while preserving the rights of individuals with respect to three categories: time, quality, and process. Appellants must pay \$250 when the appeal is initiated to cover such costs as travel, telephone, and other out-of-pocket expenses incurred by members of the appeals panel. All other costs, including the time of central office personnel, supplies and the like, are paid by the program.

The appeals panel, made up of program graduates, is allowed access to all records and files relating to the appellant and may seek further information from the appellant and members of the program staff. Each member of the panel submits an *independent* written report to the Director after examining all relevant evidence.

LISTING OF CLUSTERS: Group II

PARTICIPANTS: THE HEART OF THE PROGRAM

On this and the following pages, the names, positions, business addresses and telephone numbers of participants in the program are listed by cluster.

Supportive interaction among participants is an important feature of the program. This occurs both on the local and national level. Beginning with Education USA-1973, national clusters were formed. These provided an opportunity for participants from various clusters in different regions of the country to discuss their work. This organized intermixing has become a continuing practice at the summer meetings. The list provided here is intended to aid participants in the process of sharing ideas, both during and after their years in the Nova program.

COORDINATORS: EXPEDITORS OF THE ED.D. PROGRAM

These lists also contain the names of the coordinators and provide information about their qualifications and interests.

While the coordinator is not a teacher in the Ed.D. program, he does act as liaison with the Nova staff and, if needed, plays the role of ombudsman. Participants are encouraged to discuss their concerns with the coordinator at all stages of their work.

As a resource to the cluster, the coordinator helps the cluster to become aware of local resources and utilize them in solving local educational problems. A special budget is provided each cluster for this purpose. These allocated funds are used for additional study resources or to involve local educational leaders in the program.

BOSTON, MASSACHUSETTS II



RICHARD J. LAVIN, coordinator, has been Executive Director of the Merrimack Education Center since its inception in 1967. Prior professional experiences include having served as Director of Educational Services and Systems at Raytheon Education Company and faculty member of Boston College. For six years, Mr. Lavin was Assistant Superintendent and then Acting Superintendent of a school district. His B.A. degree was earned at Holy Cross College, his M.B.A. degree at the Babson Institute, and his Ed. D. at Boston University. Mr. Lavin has consulted for the U.S. Office of Education, serves as a proposal reader in the N.I.E. State Capacity Building program, and has consulted for such private firms as the System Development Corporation.

Contact: 101 Mill Road, Chelmsford, MA 01824.
(617) 256-3985.

Cluster starting date: January 12, 1976.

JUSTUS D. ANDERSON, Guidance Director, Seekonk High School, Seekonk, MA 02771. (617) 336-7272

WARREN E. BOUCHARD, Principal, Groveton High School, Lancaster, NH 03584. (603) 636-1619

LAWRENCE R. BYRON, Supervising Principal, White School, Woburn, MA 01801. (617) 933-8058 x 160

HOWARD L. CLARK, Principal, Windsor School, Putnam Pike, Greenville, RI 02828.

JOSEPH J. CONNELLY, Principal, Woburn Street School, Wilmington, MA 01887. (617) 658-3494

JOHN A. CRISAFULLI, Assistant Superintendent, Westford Public Schools, Westford, MA 01886. (617) 692-4783.

JOHN W. CUSTER, Consultant, ESEA Title IV, State Dept. of Education, Providence, RI 02904. (401) 277-2617

GLORIA C. DEANGELIS, Director, Staff Development, 26 Court St., Boston, MA 02108. (617) 726-6305

JOHN D. DELANEY, Principal, Parker Junior High School, Reading, MA 01867. (617) 944-0768

JOHN G. DULMAGE, Meetinghouse Road, Windham, NH 03087.

F. KENNETH FANGER, Principal, Elementary School, Bristol, RI 02809. (401) 253-3359

CHARLOTTE FELLMAN, Assistant Director, Music Education, Boston Public Schools, Boston, MA 02111. (617) 726-6284

ANN M. FORD, English Coordinator, Randolph Public Schools, Randolph, MA 02368. (617) 963-7800 x 36

HOWARD GOODROW, Assistant Superintendent, Bellerica Public Schools, Bellerica, MA 01821. (617) 667-2142

JOHN M. HUGHES, Acting Principal, Richard Murphy School, Dorchester, MA 02122. (617) 288-7620

JANICE HURWITZ, Principal, Bentley School, Salem, MA 01970. (617) 744-4650

DEREK R. LITTLE, Assistant Superintendent, Wilmington Public Schools, Wilmington, MA 01887. (617) 658-4241

ROCCO J. MALFITANO, Principal, Lincoln School, Revere, MA 02151. (617) 289-9200

ERNEST J. MAZZONE, Director, Bureau of Bilingual Education, Massachusetts Dept. of Education, 31 St. James Ave., Boston, MA 02116. (617) 727-8300

BRUCE W. MORSE, Director, Audio-Visual Department, Bedford Public Schools, Bedford, MA 01730. (617) 275-1700

GEORGE E. MURPHY, Community Superintendent, District II, Theodore Parker School, Church St., West Roxbury, MA 02132. (617) 323-5250

ILDEBERTO L. PEREIRA, Associate Director, National Assessment & Dissemination Center for Bilingual Education, 9 Mellen St., Cambridge, MA 02138. (617) 492-0505

ROBERT L. SALAMONE, Assistant Director, Staff Development, Boston Public Schools, Boston, MA 02108. (617) 742-2296

JEAN E. SANDERS, Director, Research & Information, Merrimack Education Center, Chelmsford, MA 01824. (617) 256-2985.

ROBERT C. WING, Elementary Supervisor, S.A.D. 44, Bethel, ME 04217. (207) 824-2185

FELIX ZOLLO, JR., Director of Research, Massachusetts Teachers Association, Boston, MA 02111. (617) 742-7950

BUCKS COUNTY, PENNSYLVANIA II



JAMES M. GALLAGHER, coordinator, is principal of Central Bucks High School East in Buckingham, Pennsylvania. His previous experience has been as a teacher, coach, Athletic Director, and Assistant Principal in Philadelphia and suburban school districts. He was responsible for the planning and building of Central Bucks High School East, which is a comprehensive high school. For the past twenty years he has served on Middle Atlantic States evaluation teams as a member or as a chairman. Mr. Gallagher obtained his B.A. degree at LaSalle College in Philadelphia, his M.Ed. degree at Temple University in Philadelphia, and his Ed.D. degree at Nova University.

Contact: Central Bucks High School East, East Anderson & Holicong Roads, Buckingham, PA 18912. (215) 794-7481.

Cluster starting date: April 26, 1975.

JAMES E. BARKSDALE, Principal, Alain Locker School, 46th & Haverford Ave., Philadelphia, PA. (215) 386-3369

SAMUEL P. BEARD, JR., Administrative Assistant, School District of Philadelphia, Philadelphia, PA. (215) 448-3656

JOSEPH M. CRAWFORD, Principal, Middle School, 185 Peninsula Blvd., Hempstead, Long Island, NY 11550.

JOHN L. DIXEY, Assistant Executive Secretary, Middle States Association, CSS, Philadelphia, PA. (215) 386-3995

DONALD T. DONOFRIO, Principal, Garfield Elementary School, Long Branch, NJ. (201) 229-0409

HERBERT DRUCKER, Principal, Pennypacker Elementary School, Willingboro, NJ. (609) 871-9000

JOSEPH P. FOTOS, Superintendent, Clarion Area School District, Liberty St., Clarion, PA 16214.

JOSEPH FURST, JR., Assistant Principal, Conrad Weiser Area Schools. (215) 693-3121

PAULETTE G. GEORGE, Director, Day Care Program, Wharton Center, 1704 N. 22 St., Philadelphia, PA. (215) 232-8137

JOHN J. GILLESPIE, Administrative Assistant, Hillcrest Junior High School, Erdenheim, PA. (215) 233-2600

MARVIN A. GOLDENBERG, Principal, H.A. Brown School, Jasper & Sergeant Sts., Philadelphia, PA. (215) 739-9360

ROBERT A. GREEN, Supervisor, Colonial Northampton Intermediate Unit No. 20. (215) 759-7600

RALPH H. HALLENBECK, Principal, Glassboro Intermediate School, Glassboro, NJ. (609) 881-2313

JAMES M. HITE, Psychologists Supervisor, BCIU 14, Special Education Services, 302 St. Lawrence Ave. (215) 779-1551

ROBERT MARCUS, Principal, Harrisburg Middle School, 301 S. 13 St., Harrisburg, PA.

GEORGE M. MCLAIN, JR., Principal, Conrad Weiser Junior/Senior High School, Robeson, PA. (215) 693-3121

NORMAN H. MILLER, Principal, Pennbrook Junior High School, 1201 Walnut St., North Wales, PA. (215) 368-0400 x 245

SADIE S. MITCHELL, Administrative Assistant to Superintendent, District No. 7, Stearns & Eedhe St., Philadelphia, PA. (215) 769-6828

DUSTIN A. PETERS, Principal, Elizabethtown Area School District. (717) 367-1521

CUMMINGS A. PIATT, Superintendent, Warren Hills Regional Schools, Washington, NJ. (201) 689-3143

HAROLD ROBINSON, Wilmington Public Schools, 14 & Washington Sts. (302) 429-7422

LINWOOD A. ROHRBACH, Director, Elementary Education, Bristol Township Schools, Bristol, PA 19007. (215) 943-3200

THOMAS F. SCHMOYER, Supervisor, Berks County Intermediate Unit No. 14, Courthouse, Robeson, PA. (215) 779-1551

WALTER H. SCOTT, Principal, W. Philadelphia High School. (215) 476-4332

RUSSELL A. SGRO, Principal, Marshall School, Philadelphia, PA. (215) 535-4995

RUSSELL E. TREIBLE, Director of Elementary Schools, Stroudsburg Area, 123 Linden St., Stroudsburg, PA. (717) 421-2880

FRED W. ULMER, JR., Assistant Principal, Concord High School, Wilmington, DE. (302) 478-5000

AARON WILSON, JR., Assistant Director, Vocational Education, Chester Upland School District, Chester, PA. (215) 874-4271 x351

CHICAGO, ILLINOIS II



VIRGINIA F. LEWIS, coordinator, was a teacher; principal; District Superintendent of District 20; and Assistant Superintendent of Schools, Departments of Education Extension and Human Relations, in the Chicago Public Schools. She received her B.S. and M.A. degrees from Northwestern University and her Ed.D. degree from Harvard University. In August, 1976, Nova University conferred upon her the title of Nova University Fellow, making her the first recipient of that award.

Contact: 1212 North Lake Shore Drive, Chicago, IL 60610. (312) 337-2516.

Cluster starting date: October 18, 1975.

JUAN W. ALVAREZ, Assistant Superintendent, Educational Service Region, Cook County, 33 W. Grand Ave., Chicago, IL 60610. (312) 443-7610

LOLITA S. BACON, Coordinator, Hearing Impaired Programs, Bureau of Physically Handicapped Children, 228 N. LaSalle St., Room 660, Chicago, IL 60601. (312) 641-4154

ROOSEVELT BRASSEL, Assistant Principal, Corliss High School, 821 E. 103 St., Chicago, IL 60628. (312) 521-2515

FREIDA J. BROWN, Coordinator of Early Childhood Education for Handicapped, Board of Education, 228 N. LaSalle St., Room 654, Chicago, IL 60601. (312) 641-4126

PRESTON BRYANT, District Superintendent, District 10, 3100 S. Redzie Ave., Chicago, IL 60623. (312) 641-4885

ROOSEVELT D. BURNETT, Principal, W. Smith School, W. Smith Road, 774 E. 103rd, Chicago, IL 60628. (312) 821-7423

ELOUISE CANTRELL, Principal, Truth Elementary School, 1443 N. Ogden Ave., Chicago, IL 60610. (312) 664-0348

EMERINE A. CLARKSTON, Principal, Evers Elementary School, 9811 S. Lowe Ave., Chicago, IL 60619. (312) 239-7919

DAVID H. COX, Principal, New Trier West, 7 Happ Road, Northfield, IL 60093. (312) 446-5300

EMMA C. DIXON, Principal, Alain Locke Elementary School, 3757 W. 21st St., Gary, IN 46404. (219) 949-1875

CHARLES F. DYKINS, Principal, Lincoln Elementary School, 2450 Lincoln Ave., Highland, IN 46322. (219) 924-7400

WILLIAM H. FINCH, District Superintendent, District 20, 400 W. 69th St., Chicago, IL 60621. (312) 488-5110

EILEEN A. GREENE, Principal, Parker Elementary School, 6800 S. Stewart Ave., Chicago, IL 60620. (312) 224-2274

ALICE H. HARPER, Principal, Bon Temps Elementary School, 1241 W. 58th St., Chicago, IL 60636. (312) 776-3922

ROSEMARY HAYES, Principal, Laura S. Ward School, 410 N. Monticello, Chicago, IL 60612. (312) 638-5253

RAYMIEL KANDELMAN, Assistant Principal, Burbank School, 2035 N. Mobile, Chicago, IL 60639. (312) 637-4700

THOMAS E. KELLY, Superintendent, Pleasantdale School District No. 107, 7450 S. Wold, LaGrange, IL 60525. (312) 246-3210

CONSTANTINE P. KIAMOS, Principal, Lovett School, 10845 S. Union Ave., Chicago, IL 60639. (312) 637-8573

MATTHEW MCDOWELL, JR., Principal, Dunne Elementary School, 10850 S. Lowe, Chicago, IL 60628. (312) 468-0848

IDA G. MOORE, Assistant Principal, Mason Primary School, 4219 W. 19th St., Chicago, IL 60623. (312) 522-1710

BETTYE R. MORTON, Assistant Coordinator, Whitney Young High School, 211 S. Laflin, Chicago, IL 60607. (312) 641-8230

JOSEPH PATRICELLI, Principal, Ardmore Elementary School, 644 S. Ardmore, Addison, IL 60101. (312) 543-4700

LOUISE PEREZ, Principal, Beale Upper Grade Center, 6043 S. Peoria St., Chicago, IL 60621. (312) 723-1183

WALTER E. PILDTCH, Principal, Jungman Elementary School, 1746 S. Miller, Chicago, IL 60608. (312) 226-4270

RICHARD A. SAMLIN, Assistant Principal, Joliet West Township High School, 401 N. Larkin, Joliet, IL 60435. (815) 727-6942

HARRY C. TRUMFIO, Principal, Hynes Elementary School, 9000 Belfort, Morton Grove, IL 60053. (312) 965-4500

DONALD E. WHARTON, Principal, Argo Elementary School, District 104, 7555 64th St., West Argo, IL 60501. (312) 458-0505 x 50

LILLIE M. WHITE, Principal, Oglesby Elementary School, 7646 S. Green St., Chicago, IL 60620. (312) 783-0840

MELVA L. WILLIAMS, Assistant Principal, Collins High School, 1313 S. Sacramento Blvd., Chicago, IL 60623. (312) 521-1500

JOHN J. YOUNG, Principal, Stone Elementary School, 1404 Stone Ave., Addison, IL 60101. (312) 543-4700 x 275

DADE COUNTY, FLORIDA



BERT M. KLEIMAN, coordinator, is Director of Secondary Schools of Dade County, Florida. His educational experience was obtained at various Florida schools and colleges. He developed a television show on consumer education, *Dollars to Donuts*, produced by the University of Florida. He received his B.B.A. degree from City University of New York, his M.Ed. degree from University of Florida and his Ed.D. degree from Harvard University.

Contact: North Central Area, Dade County Schools, 489 East Drive, Miami Springs, FL 33166. (305) 885-2543

Cluster starting date: October 8, 1977

DALLAS, TEXAS III



FRANK ALEXANDER, coordinator, is Administrator-Northeast Subdistrict in the Dallas Independent School District. He previously taught at several Texas elementary schools and Texas State University, and served in administrative positions at Christian Schools, Inc., Dallas County Junior College, and in the Dallas Independent School District. He earned his B.S., M.Ed. and Ph.D. degrees from East Texas State University.

Contact: Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204. (214) 824-1620.

Cluster starting date: October 23, 1976.

EMMA M. ADAMS, Principal, Cope Center North, Miami, FL. (305) 836-3300

ALEXANDER J. ANDRON, Youth Programming Director, Judaic High School, 4200 Biscayne, Miami, FL 33137. (305) 576-4030

ETHEL L. AUERBACH, Assistant Principal, Sylvania Heights Elementary School, 5901 S.W. 16th St., Miami, FL 33155. (305) 266-3511

CHARLES W. BALES, Principal, Miami Springs Junior High School, 150 S. Royal Poinciana, Miami Springs, FL. (305) 888-6457

MAGDALENE J. BENNIEFIELD, Administrative Assistant, Pines Middle School, 200 N. Douglas Rd., Pembroke Pines, FL. (305) 966-4050

HARVEY L. DIXON, JR., Coordinator of Student Activities, Highlands County School Board, Sebring, FL. (813) 385-5127

KENNETH DOOLEY, Director, Instructional Services, Hendry County School Board, LaBelle, FL. (813) 675-0606

WAYNE H. DUNCAN, Director, Tri County Teacher Education Center, Sebring, FL. (904) 382-1120

JOSEPH A. FERNANDEZ, Director, Community and Informational Services, Dade County Public Schools, Miami, FL 33132.

EDNA GAWN, Director of Guidance, Palm Beach Gardens High School, 4245 Holly Dr., Palm Beach, FL. (305) 622-3636

RICHARD J. GREENBERG, Principal, Palmetta Elementary School, 12401 S.W. 74th Ave., Miami, FL 33156. (305) 238-3406

ANTONIO GRIZZELL, Assistant Principal, Brownsville Junior High School, 4899 N.W. 24th Ave., Miami, FL 33142. (305) 633-1481

LARRY J. KELLOGG, Director of Student Activities, Miami Southridge Senior High School, 19355 S.W. 114th Ave., Miami, FL. (305) 238-6110

JOYCE KRUEGER, Director, Good Shepard Day Center, 18601 S.W. 97th Ave., Miami, FL 33157. (305) 235-1756

ROSE J. LAWSON, Administrative Assistant/Assistant Principal, Coconut Creek High School, Coconut Creek, FL. (305) 974-3100

NORMAN D. LINDEBLAD, Principal, Redlands Junior High School, 16001 S.W. 248 St., Homestead, FL 33030.

WALTER LOCKE, Administrative Assistant, West Area Schools, Palm Beach County School System, West Palm Beach, FL. (305) 683-0050

ROBERT L. LYNCH, Community School Administrator, Nova Davie Community School, 3600 S.W. 70 Ave., Davie, FL. (305) 765-6969

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ANTHONY M. PARISO, Principal, Ida M. Fisher Junior High School, Miami Beach, FL. (305) 531-0451

JIMMY O. PHIFER, Principal, Clewiston High School, Clewiston, FL. (305) 983-6165

JUDITH C. RICHARDSON, Assistant Principal, Shenandoah Elementary School, Miami, FL. (305) 643-4433

FREDERICK C. RODGERS, Assistant Principal, Miami Southridge Senior High School, 19355 S.W. 50 Terrace, Miami, FL 33157. (305) 238-6110

GEORGIA M. SLACK, Assistant Director, Community and Informational Services, Dade County Public Schools, Miami, FL. (305) 350-3871

LUKE C. THORNTON, Principal, Palm Beach Gardens High School, 4245 Holly Drive, Palm Beach Gardens, FL. (305) 622-3636

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ROSA L. WHITE, Community School Coordinator, Richmond Heights Junior High School, 15015 S.W. 103 Ave., Miami, FL 33176.

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BARBARA A. WOODS, Assistant Principal, Miami Springs Junior High School, Miami Springs, FL. (305) 888-6457

ROBERT L. ARWINE, Resource Administrator, Maynard Jackson School, 2929 Thigpen Rd., Dallas, TX 75241. (214) 371-4346

GWEN T. CLARK, Principal, Clinton P. Russell School, 3031 S. Beckley Ave., Dallas, TX 75224. (214) 941-2105

GERALDINE H. DEWS, Assistant Director, Title I Operations, Administration Bldg., 3700 Ross, Dallas, TX 75204. (214) 824-1620 x 393

WILLIAM R. DURRETT, Assistant Principal, T. W. Browne School, 3333 Sprague Dr., Dallas TX 75233. (214) 337-4741

ARTHUR H. GILLUM, Assistant Principal, Fred F. Florence Junior High School, 1625 Masters Dr., Dallas, TX 75217. (214) 285-8755

LEON A. KING, Principal, James Madison School, 3000 Forest Ave., Dallas, TX 75215. (214) 421-5395

HOWARD D. KIRVEN, Principal, Dallas Independent School District, 3700 Ross Ave., Dallas, TX. (214) 421-5394

JACK R. LONDON, Principal, Lenore Kirk Hall, 2120 Keats Dr., Dallas, TX 75211. (214) 339-7128

ANDREW D. MARTIN, Principal, Kleberg School, 200 School Rd., Dallas, TX 75145. (214) 286-7300

RUTH MURRAY, Administrative Intern, Umphery Lee School, 7808 Racine Dr., Dallas, TX 75232. (214) 224-8236

HAZEL L. PARTEE, Principal, Nathan Adams School, 12600 Welch Rd., Dallas, TX 75234. (214) 239-7221

JOAN R. PATTERSON, Instructional Resource Teacher, Stephen C. Foster School, 3700 Clover Lane, Dallas, TX 75220. (214) 357-6309

MARY M. PAUL, Instructional Leader, Jose Navarro School, 3530 Kingsbridge, Dallas, TX 75212. (214) 637-5792

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PAUL RIDDLES, Principal, John Q. Adams School, 8239 Lake June Rd., Dallas, TX 75217. (214) 391-3117

HENRY T. RODDY, Assistant Principal, Robert T. Hill School, 505 Easton Rd., Dallas, TX 75218. (214) 348-0200

JOHN T. SHINN, Assistant Principal, William Brown Miller Elementary School, 3111 Bonnie View Rd., Dallas, TX 75216. (214) 375-4252

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CHARLES ETTA WILLIAMS, Administrative Intern, Boude Storey School, 3000 Maryland, Dallas, TX 75216. (214) 376-8223

DOUGLAS, GEORGIA



HAROLD T. DANIEL, coordinator, is employed by the Cooperative Educational Service Agency, Griffin, Georgia. He was a teacher and principal in Middle Georgia School Systems and served almost 28 years as superintendent of the Pike County (Georgia) School System. He served as President of the Georgia Association of School Superintendents in 1958-59. Mr. Daniel received the A.B.J. degree in 1937 and the M.Ed. degree in 1948 from the University of Georgia, where he was initiated into Phi Kappa Phi in 1963. He earned the Ed.D. degree from Nova University in 1976.

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Cluster starting date: October 30, 1976.

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BILLY J. BASSETT, Principal, Crawford County High School, Roberta, GA 31078. (912) 836-3181

WILLIAM H. BATES, JR., Assistant Principal, Albany High School, Albany, GA 31701. (404) 436-6313

ROBERT A. CLAY, Superintendent, Lee County Schools, Leesburg, GA 31763. (912) 759-6414

BENJAMIN D. DIAL, Principal, Emerson Park Elementary School, Waycross, GA 31501. (912) 283-3181

HUGH F. EDWARDS, Principal, Coffee High School, Douglas, GA 31533. (912) 384-2094

CHARLIE D. GEORGE, Elementary Curriculum Director, Glynn County Public Schools, P.O. Box 1677, Brunswick, GA 31520. (912) 265-6590

DALLAS G. HOUSTON, Principal, Lee County Upper Elementary School, Leesburg, GA 31763. (912) 759-6842

WILLIE MAZYCK, Coordinator of Science, Richmond County Board of Education, Augusta, GA 30904. (404) 733-5575

MARY FRANCES MCNEILL, Curriculum Director, Lee County Board of Education, Leesburg, GA 31763. (912) 759-2355

WILLIAM NESBIT, Coordinator of Visiting Teachers and Social Services, Griffin-Spalding Board of Education, Griffin, GA 30224. (404) 228-1015

JOE F. OLLIFF, Social Studies Coordinator, Richmond County Board of Education, 1740 Walton Way, Augusta, GA 30906. (404) 733-5575

TRAVIS J. OUZTS, Director, Heart of Georgia Educational Service Agency, Eastman, GA 31023. (912) 374-2240

LEONA RAUGHTON, Principal, Macon County Junior High School, Ogelthorpe, GA 31068. (912) 472-7045

VINCENT S. STADNICK, Principal, Wayne County High School, Screven, GA 31545. (912) 427-3705

JOHN P. STRELEC, Principal, Glenn Hills High School, 2840 Glenn Hills Drive, Augusta, GA 30906. (404) 793-1526

WENDELL R. TANNER, Principal, Bacon County Junior High School, Alma, GA 31510. (912) 632-4662

THEODORE A. TURNBOUGH, Director, Special Education, Georgia Southwestern College, Americus, GA 31709. (912) 928-1292

COLUMBUS WATKINS, Associate Director of Personnel, Bibb County Public Schools, Box 6157, Macon, GA 31208. (912) 742-8711

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DOVER, DELAWARE



RANDALL L. BROYLES, coordinator, is Assistant State Superintendent of Instruction in Delaware where he previously served as State Supervisor of Social Studies and State Director of Secondary Education. He also served as teacher and principal in Virginia, West Virginia, and Delaware schools, and Supervisor of Student Teachers in German and Social Sciences at West Virginia University. He earned his master's degree at West Virginia University and his doctorate at American University where he received the Highest Academic Distinction Honor. He was a member of the Army Intelligence Service as an interpreter and interrogator. Mr. Broyles is the author of several books and articles on public and Christian education.

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Cluster starting date: February 22, 1975.

WILLIAM A. CALDWELL, Assistant Principal, Claymont Middle School, Green St., Claymont, DE 19703. (302) 798-1474

FREDERICK L. COTTRELL, Assistant Principal, Claymont School District, Central Office, Middle School Building, Green St., Claymont, DE 19703. (302) 798-1417

HERMETTA JO FISHER, Principal, Temple Hills Elementary School, 5214 Temple Hills Rd., Temple Hills, MD 20031. (301) 894-4434

EDWARD W. GOATE, Assistant Superintendent, Capital School District, 945 Forrest St., Dover, DE 19901. (302) 678-5500

WILLIAM E. GRIFFIN, Superintendent, Woodbridge School District, 307 Laws St., Bridgeville, DE 19933. (302) 284-9292

***GARY L. HOUP**, Supervisor of English, Department of Public Instruction, Townsend Building, Dover, DE 19901. (302) 678-4885

ARCHIE R. JORDAN, Director of Personnel, Caesar Rodney School District, Old North Rd., Box 188, Camden-Wyoming, DE 19934. (302) 697-2173

CHRISTIAN LEHR, Assistant Principal, Caesar Rodney Junior High School, 25 East Camden-Wyoming Ave., Camden-Wyoming, DE 19934. (302) 697-3203

JEROME M. LEVY, Assistant Principal, Ogletown Middle School, Chestnut Hill Rd., Newark, DE 19713. (302) 731-2164

REBECCA A. LOWE, Reading Supervisor, Conrad Area School District, 99 Middleboro Rd., Richardson Park, Wilmington, DE 19804. (302) 998-0107

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WILLIAM J. MCCORMICK, Supervisor, Elementary Curriculum, State Department of Public Instruction, Townsend Building, Dover, DE 19901. (302) 678-4885

WILLIAM T. MCLAIN, Administrative Assistant, Newark High School, East Delaware Ave., Newark, DE 19711. (302) 731-2151

***DAVID H. MOYER**, Assistant Principal, Bayard Middle School, South duPont and Chestnut Streets, Wilmington, DE 19805. (302) 429-7327

WILLIAM L. MURRAY, Principal, Evan G. Shortledge Elementary School, 18th and West Streets, Wilmington, DE 19802. (302) 429-7345

RICHARD C. MUSSELMAN, Associate Principal, Newark High School, East Delaware Ave., Newark, DE 19711. (302) 731-2151

JAMES J. NARDOZZI, Principal, Darley Road Elementary School, Darley Rd., Claymont, DE 19703. (302) 798-1474

NANCY A. NELSON, ESEA Title II Administrator, Project CUBE, Newark High School, E. Delaware Ave., Newark, DE 19711. (302) 731-2338

MARGARET B. PHELPS, Assistant Principal, Lake Forest High School, Felton, DE. (302) 284-9291

FREDERICK W. RAYMOND, Coordinator, P.S. duPont High School, 34th and Van Buren Streets, Wilmington, DE. (302) 429-7266

RITA M. RYAN, Assistant Principal, Caesar Rodney High School, 239 Old North Rd., Camden-Wyoming, DE 19934. (302) 697-2161

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NORMAN ZIMMERMAN, Principal, Bordentown Regional High School, Bordentown, NJ. (609) 298-0025

*Participant has been awarded the Ed.D. degree.

DOVER, DELAWARE II



RANDALL L. BROYLES, coordinator, is Assistant State Superintendent of Instruction in Delaware where he previously served as State Supervisor of Social Studies and State Director of Secondary Education. He also served as teacher and principal in Virginia, West Virginia, and Delaware schools, and Supervisor of Student Teachers in German and Social Sciences at West Virginia University. He earned his master's degree at West Virginia University and his doctorate at American University where he received the Highest Academic Distinction Honor. He was a member of the Army Intelligence Service as an interpreter and interrogator. Mr. Broyles is the author of several books and articles on public and Christian education.

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Cluster starting date: January 29, 1977.

RALPH BAGNATO, Assistant Principal, Nether Providence School, Wallingford, PA 19086. (215) LO-6-9000

JACK BRANDT, Principal, Glasgow High School, 1901 South College Ave., Newark, DE 19702. (302) 731-2381

KENNETH BROWN, Chairman/Mathematics Department, Wilmer E. Shue Middle School, 1500 Capitol Trail, Newark, DE 19711. (302) 731-2171

RAE BURTON, Assistant Principal, P. S. duPont High School, 34th and Van Buren Streets, Wilmington, DE 19802. (302) 429-7252

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VINCENT R. COSTELLO, Principal, Tincum Elementary School, 1st and Seneca St., Essington, PA 19029. (215) 521-1500 x 85

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CHARLES HUDSON, Principal, Frankford Elementary School, Frankford, DE 19945. (302) 732-6455

WILLARD L. HUNSINGER, Principal, Richardson Park Junior High School, Idella Ave., Richardson Park, Wilmington, DE 19804. (302) 994-1444

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CHARLES JOHNSON, Supervisor of Guidance, Claymont High School, Green St., Claymont, DE 19703. (302) 798-1474 x 84

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WM. J. MESSICK, Saint Joseph Central High School, 600 Thirteenth St., Huntington, WV 25701.

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EDWARD W. SMITH, Principal, Samuel G. Elbert Elementary School, C & Townsend Streets, Wilmington, DE 19801. (302) 429-7522

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RHODA WITLIN, Assistant Principal, Forwood Junior High School, 2000 Westminister Drive, Holiday Hills, Wilmington, DE 19810. (302) 478-5000 x 305

EMPORIA, VIRGINIA



MARION L. FISHER, JR., coordinator, is Superintendent of Schools in Weldon, North Carolina, a position he has held since 1969. Earlier professional experiences include having served as teacher at the high school level, principal at both the junior and senior high school levels, and central office staff member. Mr. Fisher received his B.A. degree from Defiance College and his M.Ed. degree from Bowling Green State University.

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Cluster starting date: October 1, 1977.

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SALVADORE CHERRY, Assistant Superintendent, Northampton County Schools, P.O. Box 158, Jackson, NC 27845. (919) 534-2561

ROBERT CLARY, SR., Assistant Superintendent, Roanoke Rapids Graded School District, 536 Hamilton Street, Roanoke Rapids, NC. (919) 537-1171

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STANLEY M. EDWARDS, Principal, Everettes Elementary School, Box 213, Roanoke Rapids, NC. (919) 537-5484

MARION FISHER, JR., Superintendent, Weldon Graded School District, P.O. Box 31, Weldon, NC 27890. (919) 536-4821

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R. WAYNE GRAY, Assistant Principal, Manteo High School, Box 600, Manteo, NC 27954. (919) 473-3401

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GEORGE W. JACOBS, Principal, Garysburg Elementary School, Drawer J., Garysburg, NC. (919) 536-4149

GEORGE H. JOHNSON, Assistant in Personnel, Richmond Public Schools, 701 N. Ninth St., Richmond, VA 23224. (804) 780-5313

JAMES J. KNIGHT, Principal, Andrew Jackson Elementary School, P.O. Box 100, Halifax, NC 27839. (919) 583-2021

ARTHUR C. LARRIMORE, JR., Principal, Parkland Senior High School, Brewer Rd., Winston-Salem, NC. (919) 727-2828

THOMAS B. LOCKAMY, Director of Instruction, Tarboro City Schools, P.O. Box 370, Bridgers St., Tarboro, NC 27886. (919) 823-3658

EARL MARTIN, Director, Title I, Franklin County Schools, P.O. Box 449, Louisburg, NC 27549. (919) 496-2116

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WAYMON H. PAYNE, Principal, Chaloner Middle School, 2100 Virginia St., Roanoke Rapids, NC. (919) 537-8540

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MILLARD E. WHITEHEAD, JR., Principal, Murfreesboro High School, P.O. Box 190, Murfreesboro, NC. (919) 398-3000

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FAIRFIELD, CALIFORNIA II



DANIEL H. MULLER, coordinator, is Deputy Superintendent of Solano County, California. He was formerly a teacher in Mexico City, Director of Secondary Education in California, and Director of Latin American Project and Associate Professor of Education at the University of Wisconsin. He received his B.A. degree from the University of California at Berkeley, his M.A. degree in Spanish from Mexico City College, his M.A. degree in school administration from San Francisco State College, and his Ph.D. degree from the University of California at Berkeley.

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Cluster starting date: April 16, 1977

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DIANE L. BROOKS, Elementary Field Services, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. (916) 322-3064

DONALD L. CALDEIRA, Principal, Fairmont School, 355 Marshall Rd., Vacaville, CA 95688. (916) 448-8694

THOMAS C. CHALK, Principal, Bransford Elementary School, 900 Travis Boulevard, Fairfield, CA 94533. (707) 425-4633

JAN COOK, Valley View Intermediate School, Viking Drive, Pleasant Hill, CA 94523. (415) 686-6136

FANNIE L. DAWSON, Principal, Madison Junior High School, 400 Capistrano Drive, Oakland, CA 94603. (415) 568-5889

NORMAN L. DENARDO, Asst. Principal, Barnard White Middle School, 725 Whipple Rd., Union City, CA 94587. (415) 471-5363

CARLA J. EIDE, Director, Personnel, New Haven Unified School District, 33480 Western Ave., Union City, CA 94587. (415) 471-1100

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ANTHONY R. TURCOTTE, State Dept. of Education, Bureau of Management Services, 721 Capitol Mall, Sacramento, CA 95814. (916) 322-2470

HENRICO COUNTY, VIRGINIA



JOHN E. GALLOWAY, coordinator, is Assistant Superintendent, Curriculum and Instruction, of the Chesterfield County (Virginia) Public Schools. He earned his A.B. and M.A. degrees at Marshall University and his Ed.D. degree at the University of Tulsa.

Contact: Chesterfield County Public Schools, Chesterfield, VA 23832. (804) 748-1444

Cluster starting date: November 1, 1975.

ALVIN W. ANDERSON, Educational Coordinator, RSA Schools, 2800 B West Ave., Newport News, VA 23507. (804) 247-6543

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HENRY C. BOWERS, Principal, Harrisonburg High School, 300 W. Grace, Harrisonville, VA 22801. (703) 433-2651

JAMES C. BRADFORD, Superintendent, Buena Vista City Schools, 2039 Sycamore St., Buena Vista, VA 24416. (703) 261-2129

ARTHUR BROWN, Assistant Superintendent, Hertford County Board of Education, Winton, NC 27986. (919) 358-5911

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HAROLD R. DAVIS, Assistant Principal, Hermitage School, 7800 Woodman Rd., Richmond, VA 23228. (804) 262-6519

EDNA L. DIGGS, Assistant Principal, Kraft Elementary School, 600 Concord Dr., Hampton, VA 23666. (804) 826-6517

EDWARD FOX, JR., Headmaster, Charlotte Latin School, Box 6143, Charlotte, NC 28207. (704) 847-4401

RICHARD L. HARRIS, Assistant Director, Elementary & Middle School Education, Henrico County School Board, Highland Springs, VA 23075. (804) 737-4191

BARRY S. HENSLEY, Director, Special Education Services, Harrisonburg City Public Schools, P.O. Box 551, Harrisonburg, VA. (703) 434-2752

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WADE A. VALENTINO, Assistant Principal, Brookland Middle School, 9200 Lydell Dr., Richmond, VA 23228. (804) 266-3331

JACKSONVILLE, FLORIDA II



FRAZIER M. LONG, coordinator, is Assistant Superintendent for Educational Services of the Duval County school system. Prior to assuming this post, he served as principal of a senior high school for 5½ years, principal of a junior high school for 6¼ years, assistant principal at the high school level for 3 years, and high school teacher for 5 years. His B.S. and M.A. degrees were earned at Western Carolina University and his Ed.D. degree was earned at Nova University. He has held several offices in local professional organizations.

Contact: Duval County School Board, 1325 San Marco Blvd., Jacksonville, FL 32207. (904) 633-6078.

Cluster starting date: May 1, 1976.

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PETER J. BAKER, Camden County High School, St. Marys, GA 31558. (912) 882-4351

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AILENE B. HOWARD, Placement Coordinator, 1450 Flagler Ave., Jacksonville, FL 32207. (904) 633-5875

HERMAN H. HOWARD, Principal, Eugene Butler 7th Grade, 900 Acorn St., Jacksonville, FL 32207. (904) 633-3410

BOBBY J. MCDUFFIE, Principal, John E. Ford School, 1057 W. 1 St., Jacksonville, FL 32209. (904) 633-4167

CURTIS RANDOLPH, Assistant Principal, D.U. Fletcher High School, Seagate Ave., Neptune Beach, FL 32233. (904) 249-5635

JOHN D. THOMAS, Assistant Principal, John E. Ford School, 1057 W. 1 St., Jacksonville, FL 32209. (904) 633-6675

JAMES L. TYLK, Principal, Wildwood High School, P.O. Box 158, Wildwood, FL 32785. (904) 748-1541

ALVIN G. WHITE, Area Assistant Superintendent, Duval County School Board, 1701 Davis St., Jacksonville, FL 32209. (904) 633-5380

WILLIE D. YOUNG, Principal, Mary McLeod Bethune Elementary School, Jacksonville, FL. (904) 768-5252

LOS ANGELES, CALIFORNIA II



BOB BELL, coordinator, is Assistant Superintendent for the Ontario-Montclair School District in California, and co-author of *The Experiential Taxonomy: A New Approach to Teaching and Learning* (Academic Press, 1978). He received his B.A. degree at Occidental College and his M.S. and Ed.D. degrees at the University of Southern California.

Contact: P.O. Box 313, Ontario, CA 91761. (714) 983-9501.

Cluster starting date: October 9, 1976.

PATRICK J. BACKUS, Principal, Orangethorpe Elementary School, 1400 S. Brookhurst, Fullerton, CA 92633.

JEREMIAH F. BRESHAHAN, Director of Center Operations, Southern California Regional Occupational Center, 2133 Hawthorne Blvd., Torrance, CA 90503. (213) 320-6700

ALFRED T. CLARK, JR., Deputy Area Administrator, Los Angeles City Unified School District, 6519 8th Ave., Los Angeles, CA 90043. (213) 753-4551

LEO C. DAVIS, Vice Principal, U.S. Grant High School, 13000 Oxnard St., Van Nuys, CA 91401. (213) 781-1400

MARGARET A. FERGUSON, Supervisor, Business Education, Los Angeles Unified School District, 450 N. Grand, Los Angeles, CA 90051. (213) 625-6657

EUGENE R. FERKICH, Supervisor, School Psychological Staff, Los Angeles Unified School District, 450 N. Grand, Los Angeles, CA 90051. (213) 753-4551

THOMAS D. FIELLO, Principal, 75th Street School, 142 W. 75th St., Los Angeles, CA 90003. (213) 971-8885

EMERY H. FILLMORE, Dean of Students, Huntington Beach High School District, 1905 Main, Huntington Beach, CA 92648. (714) 893-1381

CAROL E. GORTON, Acting Assistant Principal & Dean of Students, U.S. Grant High School, 13000 Oxnard St., Van Nuys, CA 91401. (213) 781-1400

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LOIS E. HOTCHKISS, Principal, Belmont Community Adult School, 1575 W. 2nd St., Los Angeles, CA 90026. (213) 626-3162

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RODOLFO MEDINA, Principal, Center Intermediate School, 5500 N. Cerritos Ave., Azusa, CA 91702. (213) 334-4518

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JOHN H. PLIMPTON, Administrator, Division of Career & Continuing Education, Los Angeles City Unified School District, 450 N. Grand, Los Angeles, CA 90051. (213) 625-6651

JOSEPH SPIRITO, Elementary School Principal, 3699 N. Holly Ave., Baldwin Park, CA 91706. (213) 962-3311

RICHARD L. WINCH, Principal, Will Rogers Elementary School, 11250 Duncan Ave., Lynwood, CA 90262. (213) 623-7791

MARYLAND



EUGENE M. KAROL, coordinator, is Superintendent of Schools for Somerset County, Maryland, a position he has held since 1975. Prior to that, he served as executive assistant to the Maryland State Superintendent of Schools for five years. Mr. Karol has also worked as a high school science teacher, junior high school administrative assistant, and vice principal. His B.S. degree was awarded by the University of Maryland, his M.Ed. degree by Western Maryland College, and his Ed.D. degree by Nova University. Among his professional and civic activities are having served as President of the Maryland State Teachers Association, on the executive committee of the NEA, and as member of the President's Commission on National Priorities in Education.

Contact: 116 Prince William Street, Princess Anne, MD 21853. (301) 651-1616.

Cluster starting date: November 15, 1975.

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ROBERT F. ENGELMEYER, Coordinator of Driver Education, Anne Arundel County Public Schools, 2644 Riva Rd., Annapolis, MD 21401. (301) 224-1698

NOEL T. FARMER, JR., Director of High Schools, Howard County Public School System, 8045 Route 32, Columbia, MD 21044. (301) 531-5744

JIM FORAN, Principal, Baldensburg High School. (301) 779-6920

ROBERT W. GADDIS, Superintendent of Schools, Board of Education of Worcester County, Snow Hill, MD 21863. (301) 632-2582

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MIAMI/FT. LAUDERDALE, FLORIDA



BERT M. KLEIMAN, coordinator, is Director of Secondary Schools of Dade County, Florida. His educational experience was obtained at various Florida schools and colleges. He developed a television show on consumer education, *Dollars to Donuts*, produced by the University of Florida. He received his B.B.A. degree from City University of New York, his M.Ed. degree from University of Florida and his Ed.D. degree from Harvard University.

Contact: North Central Area, Dade County Schools, 489 East Drive, Miami Springs, FL 33166. (305) 885-2543.

Cluster starting date: January 18, 1975.

JOHN T. COURSEY, Director, Lindsey Hopkins Education Center, 1410 N.E. 2nd Ave., Miami, FL. (305) 350-3234

FRANCIS G. DELAURIER, Principal, Key Biscayne Community School, Key Biscayne, FL. (305) 361-5418

JOELLA C. GOOD, Principal, Coconut Grove Elementary School, Miami, FL.

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THOMAS A. ZELENAK, Principal, Homestead Junior High School, 650 N.W. 2nd Ave., Homestead, FL. (305) 247-4221

*Participant has been awarded the Ed.D. degree.

NEW HAVEN, CONNECTICUT II



ANDREW S. CARRANO, coordinator, is Assistant Executive Director of the Area Cooperative Educational Services agency located in New Haven, a position he has held since 1972. For two years before that, Mr. Carrano served as Coordinator of Curriculum and Inservice for that agency. Earlier professional experiences include having served as Science Supervisor for a school system and as teacher of mathematics, science, and reading in the public schools. Mr. Carrano's B.S. and M.S. degrees were awarded by Southern Connecticut State College and his Ed.D. degree was earned at Nova University. His community activities include service on a local school board and on the governing board of Wightwood School.

Contact: 800 Dixwell Avenue, New Haven, CT 06511. (203) 562-9967.

Cluster starting date: April 2, 1977

MERIK AARON, Science Coordinator, Carle Place Public Schools, Carle Place, NY 11514. (516) 334-1900 x 246

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MARTIN GALVIN, JR., Supervisor of Learning Handicaps, City of Waterbury, 20 South Elm St., Waterbury, CT. (203) 757-1191 x 205

STEWART L. GOLDBERG, Principal, BOCES III, Woodbury Learning Center, 31 Walt Whitman Rd., Huntington Station, NY 11746. (516) 427-7100

ELLIOTT B. GOLDEN, Secondary School Principal, Pine Plains Central School, Pine Plains, NY 12567. (518) 398-7181

ARLENE M. HEISSAN, Director of Work Study Program, Ridgefield High School, North Salem Rd., Ridgefield, CT 06877. (203) 438-3785

DAVID W. MCCAIN, Principal, Wallace Middle School, Hallaran Rd., Newington, CT 06111. (203) 667-0861

LELAND MCEL RATH, Program Coordinator, ACES, 1450 Whitney Ave., Hamden, CT 06517. (203) 248-5331

PALMER MCWEENEY, Assistant Principal, Lyman Hall High School, Wallingford, CT. (203) 265-2014

FRANCIS MONTEROSSO, Assistant Executive Officer, BOCES, 1015 Water-villet-Shaker Rd., Albany, NY 12205. (518) 456-9227

DOMINICK J. MORREALE, Principal, BOCES III, James E. Allen Learning Center, Carman Rd., Melville, NY. (516) 549-4900 x 270

RICHARD D. NOLAN, Director, State and Federal Programs - Bristol, 985 Farmington Ave., Bristol, CT 06010. (203) 584-0971

RICHARD O'CONNELL, Assistant Principal, Paramus Catholic Boys High School, 425 Paramus Rd., Paramus, NJ 07652. (201) 445-3660

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LOUIS J. TREMBLAY, Assistant Principal, Woodstock Union High School, Woodstock, VT 05091. (802) 457-1317

ARLINE WINERMAN, Director, School Executives Institute, c/o SCOPE, Box 17, Smithtown, NY 11787. (516) 360-0800

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PHILADELPHIA, PENNSYLVANIA II



ROY C. EIKERENKOETER, coordinator, is Dean of Technical and Applied Sciences, Cheyney State College. Prior to assuming this post, he served for 3 years as superintendent of a school district in New York. Earlier professional experiences include having served as principal at the elementary school level and teacher at the junior high and high school levels. Mr. Eikerenkoeter's B.S. and M.Ed. degrees were awarded by Temple University and his Ed.D. degree was awarded by the Harvard Graduate School of Education. He is co-author of *Report on the Massachusetts Racial Imbalance Act* (Center for Law and Education, 1972).

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Cluster starting date: October 9, 1976.

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PORTSMOUTH, VIRGINIA



ORAL EDWARD WARE, coordinator, is Director of the Virginia Peninsula Vocational Centers in Hampton, Virginia. Prior to assuming this post, he served as Principal and Director of the Sweethaven Christian School. Mr. Ware was, for six years, superintendent of a Virginia school district; he has also been a high school principal and a teacher at the high school level. Mr. Ware was awarded B.A. and B.S. degrees by Fairmont State College, an M.Ed. degree by the University of Virginia, and the Ed.D. degree by Nova University.

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Cluster starting date: January 29, 1977.

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PRINCE GEORGE'S COUNTY, MARYLAND



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Cluster starting date: April 16, 1977.

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RIMASS (RHODE ISLAND-MASSACHUSETTS)



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Cluster starting date: April 13, 1977.

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SACRAMENTO, CALIFORNIA II



FRED J. STEWART, coordinator, is Deputy Superintendent, Division of Instruction, of the Sacramento City Unified School District. Prior to joining the central office staff, Mr. Stewart served the Sacramento schools as teacher at the elementary and junior high school levels and as principal of an elementary school. His B.A. degree was awarded by the University of California at Santa Barbara; his M.A. degree by California State University, Sacramento; and his Ed. D. degree by Nova University. Mr. Stewart has served as president of the Sacramento City Teachers Association and as vice president and then president of the California Elementary School Administrators Association. Among his publications have been articles in the *American School Board Journal*, the *California Elementary School Administrator*, and the *Deaf Californian*.

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Cluster starting date: February 28, 1976.

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JOHN P. DeRUITER, Principal/Summer School Area Principal, Hollywood Park School, 4915 Harte Way, Sacramento, CA 95822. (916) 454-8127.

GERALD D. FLOWERS, Academic Vice Principal, Palm High School, 919 Iverson St., Salinas, CA 93901. (408) 422-6391.

ROBERT L. GAINES, Supervisor, Psychological and School Social Work Services, Sacramento City Unified School District, 407 Q St., Sacramento, CA 95814. (916) 454-8556.

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SAN FRANCISCO, CALIFORNIA



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Cluster starting date: January 25, 1975.

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SOUTH PARK, PENNSYLVANIA



ROBERT S. PIATT, coordinator, is Director of Elementary Education for the South Allegheny School District in Pennsylvania. His career as an educator has included serving as teacher, junior high school principal, senior high school principal, curriculum coordinator, and business manager. He received his B.F.A. degree from Carnegie Mellon University, his M.A. degree from Duquesne University, and his Ed.D. degree from Nova University.

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Cluster starting date: April 24, 1976.

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STAMFORD, CONNECTICUT



NEIL MACY, coordinator, is currently serving as a consultant in the area of personnel and labor relations for a number of school districts in Connecticut as well as being an instructor and negotiations consultant for the University of Connecticut. Previously he was a teacher of economics and government and the Administrator for Personnel and Labor Relations for the Hartford (Connecticut) Public School System. He received his B.S. degree at Central Connecticut State College, an M.A. degree in Educational Administration at Columbia University, and his Ed.D. at Nova University.

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TAMPA, FLORIDA



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Cluster starting date: March 30, 1977.

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TRENTON, NEW JERSEY



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Cluster starting date: April 16, 1977.

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WASHINGTON, D.C. II



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Cluster starting date: November 22, 1975.

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WAUKEGAN, ILLINOIS II



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Cluster starting date: October 2, 1976.

WEST PALM BEACH, FLORIDA II



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Cluster starting date: April 24, 1976.

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The National Ed.D. Program is a component within the Center for School Leadership Development, one of several such units into which Nova University is organized. Among the others are the Center for the Study of Law, the Behavioral Sciences Center, and the Center for Higher Education.

In addition to the Doctor of Education degree, Nova also offers the Doctor of Philosophy, the Juris Doctor, and the Doctor of Public Administration degrees. At the master's degree level, a Master of Science is offered in several fields, and is the Master of Arts in Teaching, the Master of Business Administration, and the Master of Human Resource Management. Very recently, programs at the bachelor's degree level have been instituted. For a full description of all programs offered, a university-wide bulletin is available on request.

Nova University's accreditation was reaffirmed for ten years by the Southern Association of Colleges and Schools in December 1975. The University is a private, non-profit, non-sectarian, racially non-discriminatory institution.

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