Spring 1974

Bulletin of the National Ed.D. Program for Educational Leaders Spring 1974

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PURPOSES OF THE PROGRAM

The purpose of this report is to present in one document complete information concerning the Nova University National Ed.D. Program for Educational Leaders—a new program for improving leadership in the elementary and secondary schools of the United States. This program is designed to:

- develop persons already in administrative roles in the schools to assure that leadership improvements attained by candidates are felt in the schools immediately—not to add to the oversupply of trained persons for jobs that probably will not exist
- focus on real life situations and real job problems by using the schools as real laboratories—not by pulling participants out of the system to spend time on university campuses and then be reintroduced through artificial "internships"
- make maximum use of the top talents of outstanding scholars and practitioners drawn from the universities and educational systems of the entire nation—not to presume that any single university or system in isolation is able to provide the level and diversity of talent needed
- provide a national point of view through systematic interaction with those from other areas and backgrounds to mitigate the provincialism now present in local school systems and local universities—not to reinforce inbred attitudes
- work through a supportive mechanism—the cluster (both local and national)—where candidates aid one another in a professional manner—not to encourage competition in isolation for individual trophies
- operate a total program involving a significant number of peers in both individual and group efforts—not bits and pieces whereby each person alone shops around from university to university
- provide support and help to participants beyond the period of actual involvement in graduate work—not to communicate only for alumni funding events
- assure its financial continuance as a program by providing its essential elements through the tuition paid by its working candidates—not to depend on the whims and fancies of governmental or philanthropic groups' support for survival
- offer a unique national laboratory for the research and development interests of the participants, local and state authorities, foundations and others interested in the improvement of the schools, by keeping the emphasis on growth and change throughout the system—not by placing a research cachet on existing systems
- keep testing whether the program is fulfilling its purposes in the real world—not assuming that meeting standards in treatises based on theories is the only sure road to credibility.

Nova University attained its accredited status at the end of 1971 from the Southern Association of Colleges and Schools. The Southern Association had spent three years studying "non-traditional study programs" and thus was receptive to external degree proposals in December 1971. The program was announced to the education field in January 1972. By June of 1972 eleven clusters were in operation. There are now 32, the maximum number planned for the first cycle (Group I) of three years. The Nova program is under continual evaluation by both internal and external bodies. A summary of a full-scale evaluation by the Educational Research Corporation, funded by the Ford Foundation, appears in the
Summer 1973 issue of The Gatekeepers' Gazette, a periodical publication of the Nova program. Copies are available on request.

The following sections describe the substantive areas, the practicums, and the Summer Institutes; throughout details are given on the persons involved—the participants, cluster coordinators, national lecturers, Institute contributors and central staff. Detailed administrative information is included with regard to admission, costs and future program plans.

**DESCRIPTIVE MATERIALS IN THIS BULLETIN RELATE LARGELY TO GROUP I CLUSTERS.**

**GROUP II CLUSTERS 1974-1976**

Present plans for beginning new clusters are directed towards those areas of the country where Group I clusters are presently not operating.

Persons interested in the program should note that Group II clusters will operate under somewhat different conditions, i.e. tuition, study areas, practicums.

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**NOVA UNIVERSITY**

The National Ed.D. Program for Educational Leaders

**ADVISORY BOARD**

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*Participant

**Cluster Coordinator
STUDY AREAS

Among the requirements for successful completion of the Nova Ed.D. Program is the following: each participant must demonstrate competency in each of eight substantive areas. Participants are helped to develop their competencies in these areas through all-day seminars with National Lecturers, specially prepared study guides, local cluster activities, and study group activities; they must also devote a great deal of time to independent study.

The study areas are designed to provide participants an opportunity to gain conceptual skills and substantive understanding that will assist them in providing leadership to schools and school systems. The primary goal of improving the leadership of school administrators provides a rationale for content and pedagogy associated with each study area. Similarly, the instructional program is not equally 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.

Formal instruction in the program is provided by National Lecturers. Work in each study area lasts three months and includes three all-day seminars with National Lecturers. The Senior National Lecturer in each study area is responsible for designing the area of study, identifying and monitoring the Associate Lecturers, and evaluating the participants.

While the lecturers present much substantive information, they emphasize development of perspectives and understandings that help the cluster and participants to move ahead on their own. Local clusters and individual participants have much opportunity to shape their own learning experiences in each study area. They inform lecturers of foci within the study area especially relevant to the cluster; they use special cluster funds to involve local experts in the instructional program; they develop or purchase special materials or equipment and they use one another as resources by forming task-oriented study groups.

Participants are formally evaluated on the basis of examinations, projects, or papers. The common characteristic of the evaluation procedure is that they emphasize analytic, interpretative, and conceptual skills rather than information recall. Instruction and evaluation procedures are increasingly process-oriented. When appropriate, however, participants may test out of a given study area by working out a suitable evaluation procedure with the Senior National Lecturer.

ALTERNATIVE EVALUATION PROCEDURES

A Pass-No Pass System. Each participant must pass all eight areas. In no more than two of the eight areas, under special circumstances, a participant may request an alternative evaluation from the Nova staff. In such cases, it is the participant's responsibility to propose and justify the alternative procedure, and to complete it to the satisfaction of the Nova staff.

The alternative evaluation procedure is not easier than a regular exam; it must result in persuasive evidence of a participant's competency in the study area. There is no stigma attached to success through an alternative examination.
The unit in Curriculum Development is designed to provide a comprehensive overview of current theory and practice in curriculum development. Substantial emphasis is given to current curricular movements such as the open classroom, humanistic education, accountability, and sex role stereotyping. In addition, considerable attention is devoted to foundational elements of curriculum instruction: learning theory, planned educational change, innovative failure, and evaluation.

Because of the importance of the teacher’s role in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification.

Working with the independent study guide and representative texts and articles from the professional literature, the student gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and para-professional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavioral 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-student interaction. Evaluation takes place through a variety of informal devices, as well as through the final examination. In preparing for this examination, students are encouraged to work cooperatively with one another and to exploit the resources inherent in the cluster personnel.

Louis J. Rubin, Senior National Lecturer in Curriculum, is Professor of Education at the University of Illinois, Urbana. He holds degrees in Musicology from San Francisco State College and the University of California at Berkeley; he also earned the Ph.D. degree in the area of Curriculum from the University of California at Berkeley. He was visiting Professor at Emory University, the University of California at Berkeley, and the University of Nebraska. He was also Director of the Center for Coordinated Education at the University of California at Santa Barbara and the Communications Coalition for Educational Change, Washington, D.C.


Contact: University of Illinois, Urbana, Illinois 61807. (217) 333-3296

Elliot Wayne Eisner, a National Lecturer in Curriculum, is Professor of Education and Art at the School of Education of Stanford University. He received a B.A. degree from Roosevelt University, an M.S. degree from the Illinois Institute of Technology, Institute of Design, and the degrees of M.S. in Education and Ph.D. in Education from the University of Chicago. He was a teacher of art at Carl Schurz High School, Chicago, from 1956 to 1958, and at the Laboratory School of the University of Chicago from 1958 to 1960. He subsequently served on the faculties of The Ohio State University and the University of Chicago. He has contributed papers to many conferences and symposia. Recent papers include Alternatives of the Use of Objectives in Curriculum Planning and Evaluation (University of Goteborg, Goteborg, Sweden, May, 1972). His most recent publications are Imagination, Affect and Sensibility in Education (Human Resources Research Council of Alberta, Canada, 1972) and Educating Artistic Vision (The MacMillan Co., New York, 1972). His The Mythology of Art Education (Art Education) is in press.

Contact: Stanford University, School of Education, Stanford, California 94305. (415) 321-2300

James B. Macdonald, a National Lecturer in Curriculum is Distinguished Professor of Education at the University of North Carolina. Mr. Macdonald has been a public school teacher and has served on the faculties of the Minnesota, Texas, Wisconsin and London Universities. He earned his Ph.D. degree at the University of Wisconsin.

Contact: University of North Carolina, School of Education, Greensboro, North Carolina 27412. (919) 379-5624
EDUCATION POLICY SYSTEMS

This study area is designed to assist participants in gaining analytic skills necessary to operate effectively in the various policy systems of the education enterprise. The basic pedagogical assumption is that education is a valued commodity in the society and that allocative decisions regarding education are made through processes that political scientists know a good deal about. Consequently, lectures, readings, and activities are oriented toward application of analytic concepts familiar to political scientists.

Mr. Iannaccone focuses on the education policy system of the state and the micro system of the local school, Mr. Masotti on the local policy system, and Mr. Wirt on the federal system. Attention to major concepts (e.g., political symbolism, access, political socialization, influence) and analytic frameworks (e.g., political systems theory, American federalism) permeates all seminars and cluster activities.

Clusters are encouraged to involve representatives of the various policy systems during the module and have used this area as an opportunity to meet with congressmen, board members, legislative staffs, lobbyists, and state legislators.

The standard evaluation of participants' competency is based on a two-part examination requiring demonstration of substantive knowledge (e.g., how can merit pay be adopted or rejected?). Participants are encouraged to propose action-oriented evaluation procedures.

Laurence Iannaccone, Senior National Lecturer in the Education Policy Systems, is Professor of Administration and Professor of Education at the University of California, Riverside. Mr. Iannaccone has been a member of the faculties of the Ontario Institute for Studies in Education, Harvard, Claremont Graduate School, Washington University and Teachers College, Columbia.

Mr. Iannaccone has served as a member of the Advisory Board of the Educational Policy Research Center at Syracuse and as a consultant to the federally supported Experimental Schools Program. He is presently a member of the National Institute for Education's Task Force on Educational Governance and Organization. Research in the Politics of Education (in press), Politics in Education, (Prentice Hall, 1967), and Politics, Power and Policy: The Governing of Local School Districts with Frank Lutz, (Charles Merrill Publishing Company, 1970), are titles representative of his current research interest.

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

Contact: 1502 Tulane Road, Claremont, California, 91711; (714) 621-2730.

Louis Masotti, a National Lecturer in the Education Policy Systems, is Professor of Political Science and Urban Affairs, and Director of the Center for Urban Affairs, at Northwestern University. He has been a faculty member at Case Western Reserve and Johns Hopkins (Bologna, Italy), and a consultant to Los Angeles and Detroit in their efforts to redesign their education electoral systems. He is the author of Education and Politics in Suburbia (Western Reserve Press, 1967), Metropolis in Crisis (Peacock, 1971), and Urbanization of the Suburbs (Sage, 1973). His M.A. and Ph.D. degrees in political science were earned at Northwestern University.

Contact: Northwestern University, Evanston, Illinois 60201. (312) 492-3395

Frederick M. Wirt, a National Lecturer in Education Policy Systems, is Professor, Department of Political Science, and Director, Policy Sciences Graduate Program, University of Maryland. From 1969 to 1972 he was Research Political Scientist, Institute of Governmental Studies, and Lecturer, School of Education, University of California at Berkeley. He received the B.A. degree from DePauw University. The Ohio State University awarded him the M.A. and the Ph.D. degree. He served as Instructor through Professor at Dennison University from 1952 to 1969. His many books include: Power in the City: Decision Making In San Francisco (University of California Press—1974); The Political Web of American Schools, with Michael Kirst (Little, Brown, 1972); On the City's Rim: Suburban Politics and Policies, with Benjamin Walter, Francine Rabinovitz, and Deborah Hensler, and foreword by Robert C. Wood (Heath, 1972); Politics of Southern
EVALUATION

The presupposition of this study area is that every significant decision by an administrator involves evaluation, and that almost every decision would be improved if it were based on better evaluation. Evaluation is the quality-control mechanism in education.

Skills emphasized in the study area are those appropriate for a user of evaluation, a customer of evaluators, rather than for a specialist evaluator. The examples used for discussion and examination largely come from a pool to which all participants are requested to contribute. Evaluation of this study area, evaluation of evaluations, and evaluation of administrators are used to typify the necessity for making the doctor try out his own medicine. One of the seminars is a true workshop, principally concerned with working examples and skill development; all seminars are aimed at providing a good grasp of the basic language, concepts, and techniques in the field rather than highly technical methodology. Seminars are aimed at increasing the use and appreciation of evaluation as an index of social responsibility and quality orientation.

Michael Scriven, Senior National Lecturer in Evaluation, has since 1966 been Professor in the Department of Philosophy, University of California at Berkeley. He received his B.A. degree from the Honors School of Mathematics, University of Melbourne, and his M.A. degree from the Combined Honors School of Mathematics and Philosophy, University of Melbourne. The School of Literae Humaniores, Oxford University, granted him the D. Phil. degree. In 1970-71 he received an Alfred North Whitehead Fellowship for Advanced Study in Education at Harvard University. From 1960 to 1966 he was Professor, Department of the History and Philosophy of Science at Indiana University. Previously he had faculty appointments at the University of Minnesota and Swarthmore College. His summer and visiting appointments include: Sidney University, Australia; Center for the Study of Democratic Institutions; RAND Corporation; Wesleyan University; Yeshiva University; and New School for Social Research. He holds numerous appointments to editorial boards and consulting editorships, including those of Behaviorism, Educational Researcher, American Educational Research Journal, and Metaphilosophy. From 1970 to 1972 he was Chairman of the Evaluation Advisory Committee of the Central Midwest Regional Education Laboratory. In 1972 and 1973 he was Director of a Model Training Program for Evaluators, National Institute of Education. His written works range over the fields of general philosophy, aesthetics, ethics, the philosophy of religion, logic, and the philosophy of law, the philosophy of science, psychology, psychiatry, parapsychology, the computer field, education, the philosophy of history, mathematics, cosmology, biology, geology and physics. His Handbook for Qualitative Educational Evaluation will be published Spring, 1974 as will New Models and Methods in Qualitative Educational Evaluation.

Contact: University of California, Berkeley, California 94708, (415) 663-1511

Richard M. Jaeger, a National Lecturer in Evaluation, is an Associate Professor in the College of Education, University of South Florida. He was Director of the Federal-State Developmental Staff of the Office of the Deputy Commissioner for Development, U.S. Office of Education, and Chief of Evaluation Methodology and of Evaluation Design in the Bureau of Elementary and Secondary Education. From 1965 to 1967 he was a mathematical statistician in the Mathematics Sciences Department, Stanford Research Institute. Previously he had been a senior research engineer for General Motors Corporation, a mathematical statistician for Philco Corporation, and an analyst and statistician at the Space Technology

Contact: University of South Florida, College of Education, FAO 295, Tampa, Florida 33620. (813) 974-2100

**Robert W. Heath**, a National Lecturer in Evaluation, is President of the Nomos Institute, Berkeley, California. From 1966 to 1971 he was associated with the Stanford Center for Research and Development in Teaching, Stanford University, as Research Associate, Director of the Methodology Unit, and Director of Research on Disadvantaged Programs. From 1961 to 1966 he served in various capacities, including Director of Research, Western Office, at Educational Testing Service. Previously he had been Project Director, Applied Research Laboratory, University of Arizona, and Assistant Director, Division of Education Reference, Purdue University. He received his degrees from Purdue University: B.S. in psychology, M.S. in general psychology, and Ph.D. in social psychology. He has taught at Stanford University, San Francisco State College, University of California at Berkeley, Rutgers University, and the University of Arizona. His most recently presented paper is *The Myth of Performance-Based Teacher Education* with Mark A. Nielson, presented to the American Educational Research Association Meetings, New Orleans, February, 1973. His *Basic Statistical Methods*, with N.M. Downie (Harper and Bros.), is in its third edition (1970).

Contact: Nomos Institute, Box 941, Berkeley, California 94701. (415) 451-3072

**Brian Holm**, a National Lecturer in Evaluation, is teaching a wide range of courses at Goddard College, in science, philosophy, education, informal logic and science. He received an A.B. degree from Augustana College and an A.M. degree from Indiana University. His subsequent postgraduate work at Indiana University was in the history and philosophy of science. From 1966 to 1969 he was an Instructor in the Philosophy Department of Miami University (Ohio). From 1961 to 1965 he was a teaching assistant and a research assistant at Indiana University. He was (1971) Director, Humanistic Studies Program and (1972-73) Chairman, Faculty Compensation Committee.

Contact: Goddard College, Plainfield, Vermont 05667. (802) 454-8311

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**FINANCE**

The Nova University National Ed.D. Program curriculum module concerned with the economics of education and school finance is intended to provide participants with a sound understanding of the major school finance-related issues pertaining to American education.

The content of the study area includes an explanation of the historical role of states, localities and the federal government in providing and distributing revenues for schools. Also, the study area analyzes intensely the school finance arrangements of particular states most appropriate for the cluster in question. Time and reading are devoted to consideration of topics such as the returns to society from an investment in schooling, the relationship between cost and educational quality, the school finance equal protection suits (Serrano/Rodriguez), school finance reform suggestions such as “Full State Assumption” and “District Power Equalizing,” and the relationship of school finance to overall public finance problems such as tax policy.

In addition to presentations from three National Lecturers, the content of this module is transmitted through a study guide, consisting of both written materials and ten audio cassette recordings, and series of readings in economics and finance.

The overall purpose of this module is to enable school administrators to understand the state and federal government arrangements which supply local schools with resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the lay public with whom they come in contact and with state and federal level policy-makers upon whom they would like to exert influence for change.

The primary mode of evaluation is by a competency examination given at the end of the three-month module.
The examination typically calls upon students to engage in role-playing, for example, as an advocate before a legislature, as a school superintendent explaining his attack in a local newspaper editorial.

James W. Guthrie, Senior National Lecturer in Finance, is an Associate Professor in the School of Education at the University of California at Berkeley. He was Deputy Director of the New York State Education Commission from 1970 to 1972. Stanford University awarded him the degrees of B.A. in anthropology, M.A. in education, and Ph.D. in educational administration. He was selected as an Alfred North Whitehead Postdoctoral Fellow at Harvard University, 1969-1970. His publications include: *Schools and Inequality*, with George B. Keldorfer, Henry M. Levin, and Robert T. Stout (Cambridge, Mass.: M.I.T. Press, 1971); *New Models for American Education*, edited with Edward Wynne (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971); and "What the Coleman Re-analysis Didn't Tell Us", in *Saturday Review*, July 22, 1972. He has been a consultant to the U.S. Commissioner of Education, the Ford Foundation, the Florida State Legislature, the California State Department of Education, the New York State Department of Education and National Urban Coalition among others. He has served as Educational Specialist to the U.S. Senate and was Deputy Director, 1970 to 1972 and Director, Urban Education Program, School of Education, University of California, Berkeley, 1968 to 1971.

Contact: University of California, School of Education, Berkeley, California 94720. (415) 642-5353

Donald R. Winkler, National Lecturer in Finance, is Assistant Professor of Economics and Lecturer in the Graduate School of Education, University of California, Santa Barbara. His recent publications reflect his academic interests: production functions of education, education costs in developing countries, and education and human resources. He has been a consultant to the California Legislature and the U.S. State Department, and has served as economist to the Pakistan Program in Educational Planning, and the Childhood and Government Project, School of Law, University of California, Berkeley. He earned both his M.A. (Wisconsin) and Ph.D. (Berkeley) in the field of economics.

Contact: University of California, Department of Economics, Santa Barbara, California 93105. (805) 961-2438

Jack W. Osman, a National Lecturer in Finance, is Professor and Chairman, Department of Economics, San Francisco State University, San Francisco, California. Rutgers University granted him the degrees of B.S., M.A., and Ph.D. He has been Visiting Associate Professor at the School of Education, Policy Planning and Administration at the University of California at Berkeley, and Assistant Professor at Rutgers. He is the author (with Reuben E. Slesinger) of *Basic Economics: Problems, Principles, Policy* (McCutchan Publishing Corp., Berkeley, 1972). He has been an economic consultant for the Master Plan Task Force on School Finance of the Oakland (California) Unified School District, the New York State Commission on Cost, Quality, and Finance of Elementary and Secondary Education (The Fleishman Commission), the California Coordinating Council for Higher Education's Cost-Effectiveness Project, and the Urban Education Project of the National Urban Coalition.

Contact: San Francisco State University, Department of Economics, 1600 Holloway Avenue, San Francisco, California 94132. (415) 469-1839

**MANAGING THE SCHOOLS**

This study area emphasizes development of management skills and analysis of administrator behavior. The lecturers are experienced administrators who have demonstrated that they can mobilize resources and implement major changes in education systems. People and ideas from industry and government also are introduced.

Foci of the study area are developed in accord with special concerns of the cluster, but may be grouped under three general headings: (1) decision-making skills (e.g., planning technology, event calendars, information systems); (2) mobilizing resources and support (e.g., communication with a variety of publics, board relationships, change and system resistance to change, risk-taking); and (3) administration skills (e.g., delegation, personnel management, and providing opportunities of staff development).

Evaluation judgements are based on the sophistication and thoroughness of participants' analyses of actual management decisions.
Starting in October, 1974, Harvey Scribner will be Senior National Lecturer in the Managing the Schools study area.

Mr. Scribner is Professor of Education, University of Massachusetts. He has been Chancellor of Education in New York City, State Commissioner of Education in Vermont and Superintendent of Schools in Teaneck, New Jersey. Mr. Scribner has also served as a teacher and principal in a number of New England communities. He earned his Ed.D. degree at Boston University; he earned his M.A. at the University of Maine. Mr. Scribner is the author of a book, in press, tentatively titled, *Education Alternatives*.

Contact: School of Education, Room 219, Amherst, Massachusetts, 01002. (413) 545-3121.

Gordon L. McAndrew, a National Lecturer in Managing the Schools, is Superintendent of Schools of Gary, Indiana. He was Director of the Learning Institute of North Carolina from 1966 to 1968, and was Director of the North Carolina Advancement School, organized to combat the State's 50 percent drop-out rate for boy students, from 1964 to 1966. Previously he was in Instructor at the University of California at Berkeley; Director of the Interagency Project of the Oakland, California Public Schools; and Coordinator of Secondary Education and Summer Schools at Oakland. His degrees from the University of California at Berkeley are: A.B. with highest honors in political science; M.A. in education; and Ph.D. with concentration in administration and curriculum. In 1952 and 1953 he did graduate work in comparative education at the University of London.

Contact: 620 E. 10th Place, Gary, Indiana 46402. (219) 886-3111 (Ext. 254)

Robert J. Purdy, National Lecturer in Managing the Schools, is Executive Secretary of the Secondary Administrators Association of Los Angeles. Previously, he had served as Deputy Superintendent, Principal, and teacher in the Los Angeles School System. He has written a number of articles related to continuing professional growth of teachers and administrators and adapted several of Dicken's novels for slow readers in a series published by Laidlaw. He earned his M.S. degree from the University of Southern California and his B.A. (political science) degree and Ed.D. degree from the University of California at Los Angeles.

Contact: 14155 Magnolia # 103, Sherman Oaks, California 91503. (213) 783-3437

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### RESOURCES FOR IMPROVING EDUCATION

This study area assists participants to rethink the role of the public schools within a comprehensive framework, one which views education as an integral part of an overall human resource system whose focus is on providing the resources necessary for children and youth to learn. The area views the schools as one component of a comprehensive service delivery system within the community. The school is viewed as a potential catalytic agency for mobilization of existing agencies on behalf of children, and the community is viewed as a learning resource for the schools.

Participants are expected to demonstrate competency in strengthening institutional relationships between the schools and agencies in the communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications of their undertaking to the public policy issues at the national level. An opportunity for participants to demonstrate competencies in these areas is provided in the requirement that a "mini-delivery-system" be developed and implemented.

Ms. Hirsch and Ms. Steiner work with participants to develop basic understanding of central concepts and in locating appropriate materials and contacts. Mr. Duncan concentrates on national policy questions appropriate to the area of study.

Sharlene Pearlman Hirsch, Senior National Lecturer in Resources for Improving Education, is the National Director of Executive High School Internships of America, New York
Louise B. Steiner, a National Lecturer in Resources for Improving Education, is Assistant Director of the Office of Educational Development, Human Resources Administration, New York City. In 1970 and 1971 she was Education Coordinator of the Community Development Agency, New York City. Previously, she was in charge of national liaison for Women in Community Service, Inc., and Field Director of the Girl Scouts of the U.S. of Greater Chicago. She was also a teacher in the New York City and Pittsburgh public schools. Her B.S. degree in political science and American history was awarded by the University of Wisconsin, and her Master's degree in history and secondary education by the University of Pittsburgh.

Contact: 250 Church Street, Room 902, New York, New York 10013. (212) 553-5888

Jack Duncan, National Lecturer in Resources for Improving Education, is Counsel and Staff Director of the Select Committee on Education, U.S. House of Representatives. The Committee is responsible for legislation responding to problems of handicapped children, drug abuse, environmental problems, aging, research and technology. His publications in education journals cover the above areas and also reflect his special concern for the delivery of social services. He is a graduate of Furman University, has studied business at Georgetown and Yale, and earned his J.D. degree at the University of South Carolina.

Contact: Room 2178, Rayburn House Office Building, Washington, D.C. 20515. (202) 225-5954

SUPERVISION

By requiring each participant to declare his self-expectations and by requiring each cluster to formally make decisions about the most valuable contribution to be made by the National Lecturers during their time with the cluster, the Supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. Program of instruction. Selecting from a broad range of supervision topics (e.g., theory, diagnostic supervision), each participant "signs on" to master units representing skills most compelling. The study guide provides theoretical considerations, relevant research and experimental findings, mastery exercises to develop skills and comprehension, and assessment techniques appropriate to each unit.

The Senior National Lecturer devotes most of his energies to assisting participants to gain 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 stated by the clusters.

Morris L. Cogan, Senior National Lecturer in Supervision, is Professor of Education at the University of Pittsburgh. He received a B.A. degree from Rutgers University, a Masters of Education and an Ed.D. degree from Harvard University. He taught French and English in the Trenton, New Jersey public schools and has been a member of the faculties of Rutgers and Harvard. In 1962 he joined the University of Pittsburgh. From 1966 to 1968 he was on leave as Program Advisor in Education to the Ford Foundation in Brazil. He has received many academic honors including the Harvard Graduate School of Education Prize for Distinction in Studies.
for the Degree of Master of Education. He is an official representative of the School of Education of Pittsburgh to the Pennsylvania Association of Colleges of Teacher Education. His latest book, Clinical Supervision, was published in 1973 by Houghton Mifflin Company, Boston. He is the author of numerous journal articles and reports, papers and addresses, and chapters and essays in books on education.

Contact: University of Pittsburgh, School of Education, 617 Cathedral of Learning, Pittsburgh, Pennsylvania 15260. (412) 624-4141.

David W. Champagne, is a National Lecturer in Supervision. He received his Ed.D. degree in curriculum and supervision from the University of Pittsburgh, after having obtained a Master of Education degree from Harvard University and an M.S. from the State University of New York at Albany. He is an Associate Professor of Education at the University of Pittsburgh in the Department of Curriculum and Supervision. From 1967 to 1970 he was Associate Director of Teacher Corps in an Urban Intern Program in Pittsburgh. His varied previous experience included a stint in 1963 and 1964 as a Special Instructor for Harvard University at Aiyetoro, Nigeria, as part of a U.S./A.I.D. Harvard contract team. He was also on the faculty of the State University of New York at Albany and was a science teacher at Ichabod Crane Central School in upstate New York. The holder of a number of consultancies, he was in 1972 planning consultant for the Human Development and Parent Involvement Programs of the Pittsburgh Board of Public Education.

Contact: University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (412) 624-4141

John L. Morgan, a National Lecturer in Supervision, is Assistant Professor in Education and a Research Associate at the Learning Research and Development Center, University of Pittsburgh. He received a B.A. degree in elementary education from California State College. The University of Pittsburgh awarded him the M.Ed. degree and the Ph.D. degree in curriculum and supervision. In 1970 and 1971 he was Coordinator of Supervision of the Teacher Corps at the University of Pittsburgh. He has been a consultant to the Pittsburgh Board of Education, the East Allegheny (Pennsylvania) School District, and the North Allegheny (Pennsylvania) School District.

Contact: University of Pittsburgh, LIS Building, 8th Floor, Pittsburgh, Pennsylvania 15213. (412) 624-4141

TECHNOLOGY AND SYSTEMS MANAGEMENT

The primary objectives in the study of Technology are to help the participants to develop skills and attitudes that will help them to decide when technology is appropriate in their schools and to foster creative uses of that technology that critical analyses suggest are appropriate. Participants are not expected to become educational technologists nor are they expected to know about all forms of technology. Rather, a few examples of technology can be used to develop procedures for coping with any technology. Thus the lecturers draw examples from the uses of computers and television in education as well as from uses of instructional systems.

Each participant is expected to conduct a study of uses of technology in his school system. This includes the creation of a catalog of applications of technology in his system in the following categories: machine or hardware technology; systems or software technology. Each participant then selects a small number of these applications for further study.

Following a critical review of the planning and implementation of one form of technology the participant makes several judgements. He must decide how he might have improved the planning process. He must determine if the uses are worthwhile. He must address the question of how to improve the application and describe what administrative action he believes will foster improved use of the technology selected for examination.

Each participant is expected to demonstrate that he has acquired the knowledge necessary to be critical of the technology he selected for study. Participants must give evidence of a carefully reasoned assessment of implementation and application to technology and show that they have carefully determined what action should be taken to improve its use in their school systems.
Richard W. Willard, Senior National Lecturer in Technology, is Vice President of the Educational Research Corporation and a lecturer in education at Boston University. Massachusetts Institute of Technology awarded him the S.B. degree. Harvard University awarded him the Ed.M. and Ed.D. degrees. He was Senior Associate of the New England School Development Council from 1969 to 1972, and Director of Systems and Programming of New England Educational Data Systems from 1967 to 1969. He is the former President of Hewes, Holz and Willard, Inc.

Contact: Educational Research Corporation, 85 Main Street, Watertown, Massachusetts 02172. (617) 923-1710

Brian Brightly, National Lecturer in Technology, is Executive Director of the Massachusetts Executive Committee for Educational Television. He has been an actor, stage director, fund raiser and minister. His graduate degree from Boston University is for work in film and broadcasting, his graduate degree from New York Theological Seminary for work in community development. He is currently the Secretary of Education for the Task Force on Cable TV and on the Board of Directors of the Agency for Instructional Television.

Contact: Massachusetts Executive Committee for Educational Television, Bureau of Media Services, Department of Education, Boston, Massachusetts. (617) 969-4040

Douglas Porter, National Lecturer in Technology, is an Associate Professor of Psychology and Coordinator of Instructional Development and Evaluation at the Harvard School of Public Health. His major research efforts have been in the design and validation of instructional materials in areas of basic education, development of teaching devices and automated data analysis systems, and developing systems for evaluating self-instructional materials and special purpose teaching machines. He serves as a consultant to Harcourt, Brace and Jovanovich, Inc., SRA, IBM, USOE, Department of Labor and the Center for Applied Linguistics. He received his Ed.D. from Harvard University.

Contact: Educational Research Corporation, 85 Main Street, Watertown, Massachusetts 02172. (617) 923-1710

Participants receive copies of all study guides and of each substantially revised study guide. It is anticipated that guides will be revised about every other year.

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<tr>
<th>STUDY AREA</th>
<th>STUDY GUIDE AUTHOR</th>
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<td>Resources for Improving Education</td>
<td>Robert Stout</td>
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## SCHEDULE

### Nova Ed.D. Study Areas

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<th>City</th>
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### KEY:

- CUR: Curriculum Development
- POL: Education Policy Systems
- EVA: Evaluation
- FIN: Finance
- MAN: Managing the Schools
- RES: Resources for Improving Education
- SUP: Supervision
- TEC: Technology

Information about meetings of individual clusters, including dates of cluster seminars with National Lecturers, may be obtained through cluster coordinators or Nova University.
STUDY MATERIALS

CURRICULUM DEVELOPMENT

EDUCATION POLICY SYSTEMS

EVALUATION

by Study Areas, Provided to Each Cluster

FINANCE
National Education Finance Project (NEPF): Economic Factors Affecting Education.

MANAGING THE SCHOOLS

RESOURCES FOR IMPROVING EDUCATION
Relevant materials are identified by the participants in this area of study.

SUPERVISION

TECHNOLOGY AND SYSTEMS MANAGEMENT
Relevant materials are identified by the participants in this area of study.
A Nova practicum is a project that promises to achieve improvements in an educational system. It is an action that addresses itself to a specific problem confronting a participant who is anxious to deal with the problem realistically and resolve it constructively. It is an experience of learning through doing.

A practicum may be an experiment or test project to ascertain whether a specific idea is valid or useful, but it must culminate in an action intended to effect improvement.

The performance of a practicum involves choosing an actual problem a participant faces on his job, analyzing its causes, doing the research necessary to establish reasonable hypotheses on which to predicate action, and arriving at a practical solution through implementing a course of action which is then evaluated in accordance with criteria set up in advance.

A participant is required to submit an acceptable proposal before proceeding with a practicum. At the conclusion of his practicum effort he is required to submit an acceptable report.

Four practicums are required during the course of three years.

A Mini practicum is essentially an exercise intended to help a participant learn how to do a practicum and write a report.

A Midi practicum is a more complex effort intended to achieve an improvement which is feasible within a six-month span.

The Maxi I practicum is a group effort in which a task force formed from members of a cluster deal with a major problem of considerable scope and depth. In such a joint effort, sustained for a full school year, participants are expected to learn how to integrate group action to deal with and resolve a complex problem in an educational system.

The Maxi II practicum is an individual effort dealing with a problem that is broad in concept and encompasses as many areas of knowledge and expertise as the participant can bring to the task. It should make a significantly useful contribution to a school system and to the body of educational knowledge. The participant's performance in the Maxi II practicum should demonstrate a high level of professional competence in administration and leadership.

Participants are encouraged to form small groups which meet regularly to review one another's progress in practicum work. The process of peer review is important not only in helping to shape and evaluate practicums but as a learning experience in working with colleagues to solve problems in the real world.

The practicums focus on job performance. The schools and school systems in which Nova participants are administrators constitute a national laboratory in which practicum proposals are explored, tested, implemented
and evaluated. The very process of implementing practicums is making an impact on elementary and secondary education, as educators who are not in the Nova system observe what is happening as Nova participants carry out their projects.

Just as concepts developed in the Nova study areas are applied by participants to their practicum efforts, so do experiences gained in the practicum work enrich participants' perceptions of the concerns of the study areas. The reciprocal relationship is strengthened by the fact that it is not formalized.

A few of the practicums in progress or completed by Nova participants are concerned with:

- Developing a program to meet the needs of young children with potential learning disabilities.
- Planning and implementing a regional mechanism to support creative educational program ideas.
- Establishing 51 quality reading centers that are principal-directed.
- Organizing a student advisory committee to a district board of education.
- Restoring art to inner-city school.
- Developing a volunteer paraprofessional program.
- Using TV scripts and taped programs to motivate students to learn to read.
- Implementing an all-school effort to obtain a neighborhood park.
- Improving procedures in operating government-funded programs.
- A study of a large city school system's financial problems which was used in a successful effort to change a state-aid formula.
- Developing a physical education program adapted to the needs of girls with disabilities.
- Changing faculty attitudes toward the use of corporal punishment.
- Implementing a team approach to help students to develop self-discipline.

Two manuals are provided to participants to aid them in performing practicums. Practicums, by William Applebaum, was published in November, 1972; it contains guidelines for formulating practicum proposals, performing the work and evaluating the results. Writing Practicum Reports by S. O. Kaylin, was published in December, 1972; it deals with presentation of practicum proposals and reports. Both manuals are in process of revision.

Group II clusters will have a different sequence of practicum work flow and requirements, particularly for the "Midi" practicum.
The goals of the Summer Institutes are: (1) to provide participants an opportunity to confront the people and ideas that are shaping education and society; (2) to develop a national, rather than local perspective on these forces; and (3) to foster development of collegial relationships among participants across the boundaries of their local clusters and, indeed, across the nation.

Institute goals insure that each Institute is process oriented and that each provides many opportunities for participant interaction with presenters and among themselves. For example, during Education USA—1973, the 650 attending participants were divided into National Clusters made up of one person from each regular cluster. These task groups operated throughout the Institute. To provide opportunities for interaction with presenters, the outside speakers each spent from two to five days at the Institute, and much of their time was spent meeting with small groups of participants.

Finally, because some of the forces shaping education are often things rather than people, Education USA—1973 provided hands-on experience with computer and video technology.

While the themes and activities of the Institute change from year to year, one procedure has become a tradition: participants assume responsibility for meeting and introducing presenters, for chairing discussions, and for organizing and directing activities of the task groups. Participants identify relevant topics and presenters for the Institute and design the evaluation instrument used in assessing the Institute.

Each Nova participant must attend two Institutes during his three years in the program. Participants are responsible for their own expenses, but there are no registration fees.

A report on the purposes, experiences, activities and outcomes of Summer Institute 73 is available on request.

Education USA-1974 will be held at the Diplomat Hotel, Hollywood, Florida, August 1-8.
People Working with Participants at Institutes*

Education USA—1972

Stephen Browning, Esq.
Lawyer's Committee for Civil Rights Under Law
Washington, D.C.

Antonia Chayes
Cambridge, Massachusetts
Convention Delegate
Member of Democratic Platform Committee
The Honorable Shirley Chisholm
Member, House of Representatives
United States Congress

Donald L. Conrad
Director of Negotiations
National Educational Association

H. Glenn Davis
State Department of Education
California

Richard deLone
Assistant Commissioner for Drug Education and Training
New York City

Ernest Dichter, President
Institute for Motivational Research
Croton-On-Hudson, New York

Fred Fiedler, Director
Organizational Research Group
University of Washington, Seattle

Judith Fiedler
Office of Institutional Educational Research
University of Washington, Seattle

The Honorable Charles Frankel
Professor of Philosophy
Columbia University, New York

Edmund Gordon, Director
National Center for Research and Information
on Equal Education Opportunity
Teachers College, Columbia

The Honorable D. Robert Graham
State Senator
Florida Legislature

Edward T. Ladd
Professor of Education
Emory University, Atlanta

Myron Lieberman, Director
Teacher Leadership Program
City University of New York

Raymond Moore
Chief Executive Officer
Hewitt Research Corporation
Berrien Springs, Michigan

James A. Papke
Professor of Economics
Graduate School of Industrial Administration
Purdue University

Paul Plath
Phoenix Union High School, Arizona
Republican National Platform Committee

Daniel Sanders
Executive Director
United Teachers of New York

Michael Sexton
University of Iowa

Mark Shedd
Visiting Lecturer
Harvard and Yale

*Titles and affiliations as of the date of service with an Institute.
People Working with Participants at Institutes*

Education USA—1973

David Ahl
Digital Equipment Corporation
Maynard, Massachusetts

Stephen K. Bailey, Vice President
American Council for Education
Washington, D.C.

Medill Bair, Executive Director
Education Collaborative for Greater Boston
Cambridge, Massachusetts

Richard H. Bell, Director
Learning Technology Center
Nova University

Charles S. Benson
Professor of Education
University of California

James P. Brieling
Institute for Behavioral Research
Silver Spring, Maryland

B. Ward Deutschman, Associate Director
New York Institute of Technology
Old Westbury, New York

Mary M. Emmons, Director
Funding Sources Clearinghouse, Inc.
Chicago, Illinois

Donald A. Erickson, Professor of Education
University of Chicago

Marcus A. Foster
Superintendent of Schools
Oakland, California

Richard Gilmore, Senior Vice President
Girard Bank
Philadelphia, Pennsylvania

Robert L. Green, Professor
Educational Psychology
Michigan State University

Merril Harmin, Professor of Education
Southern Illinois University

Herold C. Hunt, Professor of Education Emeritus
Gutman Library
Cambridge, Massachusetts

John J. Kampsnider
Professor of Public Personnel Services
Florida Atlantic University

Kenneth Komoski, President and Director
Educational Products Information Exchange Institute
New York, New York

Elizabeth Duncan Koontz
Director of Human Resources
State of North Carolina

Larry Margolis, Executive Director
Citizens Conference on State Legislatures
Kansas City, Missouri

Marion McGhehey, Executive Director of
the Kansas Association of School Boards
Topeka, Kansas

Doil Montgomery
Co-Director, Biofeedback Laboratory
Nova University

Anthony J. Morley, Principal
Southeast Alternative Free School
Minneapolis, Minnesota

Tom Neal
Education Commission of the States
Denver, Colorado

Thomas F. Pettigrew
Professor of Social Psychology
Harvard University
Cambridge, Massachusetts

Harvey Pollack, Director
Learning Management and Resources Center
New York Institute of Technology
Old Westbury, New York

Honorable Albert H. Quie
Rayburn House Office Building
Washington, D.C.
LISTING OF CLUSTERS

PARTICIPANTS:
The Heart of the Program
The following pages list the names, positions, business addresses and telephone numbers of participants in the program. Listings are by cluster.

An important aspect of the program is supportive interaction among participants, both within their clusters and with participants in other clusters throughout the nation. The National Cluster formed during the Summer Institute in 1973 provided an opportunity for participants from various clusters to get to know one another. The list in the following pages is provided to aid participants to continue that process through and beyond their years in the Nova program.

COORDINATORS:
Expeditors of the Ed.D. Program
The following pages also list the coordinators and tell something about their qualifications and interests.

The coordinator is not a teacher in the Ed.D. program. He is primarily an expeditor and organizer. In many cases he is a resource person for cluster members. He may act as an ombudsman when a participant needs help in communicating with the Nova staff.

An unusual aspect of the coordinator's role is that he continually acts to shift the responsibility for expediting and organizing cluster activities from his shoulders to those of the participants, since leadership cannot be developed without the experience of responsibility through decision making. Nova regards participant control of cluster activities as an important goal.

*Titles and affiliations as of the date of service with an Institute.
ROBERT E. FLANDERS, coordinator, is the Director of Educational Services Center in Griffin, Georgia. His previous experience has been as teacher, coach and principal in various Georgia Schools. He received his B.A. degree from Emory University and his M.Ed. and Ed.D. degrees from the University of Georgia. He received the Shell Foundation Fellowship in Physics at Cornell University.

Contact: Educational Services Center, P.O. Box 190, Griffin, Georgia 30223 (404) 227-0532

Cluster starting date: April 28, 1973

ROBERT ELLIS, Superintendent, Lee County, Ga.

LEEMAN L. JENKINS, Superintendent, Lamar County Schools, 204 Gordon St., Barnesville, Ga. 30204. (404) 358-1159

CHARLES R. MASON, Principal, Southwest High School, 3116 Sewell Rd., S.W., Atlanta, Ga. 30344-3866

CHARLES F. MOBLEY, Principal, Beaverbrook Elementary School, Route 1, Box 251, Griffin, Ga. 30223. (404) 228-2002

JOHN E. MOBLEY, Director of Adult Education, DeKalb School System. 566 N. McDonough St., Decatur, Ga. 30037. (404) 371-2407

JOHN P. NICHOLS, Principal, Chestnut Elementary School, Route 1, Barnesville, Ga. 30204. (404) 837-2341

BILLIE E. SMITH, Principal, Medlock Elementary School, 2416 Wood Trail Lane, Decatur, Ga. 30033. (404) 934-8548

JAMES D. TURPIN, Principal, Evansdale Elementary School, 2314 Evanswood Dr., Barnesville, Ga. 30204. (404) 939-1270

RICHARD C. YOSO, Principal, Brevard Elementary School, Box 1076, Brevard, N. C. 28712. (704) 863-3520

MILDRED L. WALTON, Principal, Harwell Road Elementary School, 631 Harwell Rd., Atlanta, Ga. 30318. (404) 799-1956

BOB WATSON, Principal, Forsyth Road School, Barnesville, Ga. 30204. (404) 358-1775

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Cluster starting date: May 5, 1973
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DOUGLAS MILITZOK, Supervisor of Industrial Arts, Sedgwick Jr. School, 129 Sedgwick Rd., W. Hartford, Conn. 06107. (203) 521-0610

JOHN J. ALLISON, JR., Coordinator, Executive Director of the Capitol Region Education Council. He has been a teacher and Assistant Principal in Connecticut and Massachusetts, and Director of METRO in Wethersfield, Connecticut. He received his B.A. degree from Wesleyan University and his Masters and Ed.D. in Educational Administration from Harvard University.

Contact: Capitol Region Education Council, 443 Windsor Avenue, Windsor, Connecticut 06095. (203) 522-6137.

WILLIAM L. MALLOY, Principal, Noah Webster School, 5 Cone St., Hartford, Conn. 06105. (203) 523-6506

WILLIAM MULLIN, Superintendent of Schools, East Hampton, Conn. 06424. (203) 267-2504

NELIO L. NANNI, Vice Principal, Lewis Fox Middle School, 305 Greenfield St., Hartford, Conn. 01619. (203) 527-1872

PETE R ROACH, Administrative Assistant to the Superintendent, Hartford Public Schools, 249 High St., Hartford, Conn. 06103. (203) 566-6147

JOHN E. RYAN, Director, Adult Education, State Department of Education, P.O. Box 2219, Hartford, Conn. 06115. (203) 866-3825

JOSEPH A. SAK, Supervisor of Special Education and Psychological Services, 80 Welles Drive, N. Newington, Conn. 06111. (203) 523-5505

NORMAN J. SCHMITT, Assistant Superintendent, 80 Welles Dr., N. Newington, Conn. 06111. (203) 866-5467

ROBERT SERNOFFSKY, Vice Principal, Lewis Fox Middle School, 305 Greenfield St., Hartford, Conn. 06148. (203) 527-1871

JOHN P. SHEA, Director, Hartford Board of Education, 249 High St., Hartford, Conn. 06103. (203) 566-6090

LAWRENCE E. SHEA, Principal, Windsor High School, 135 Cape St., Windsor, Conn. 06095. (203) 247-3211

FREDERICK A. TRACY, Vice Principal, Barnard-Brown School, 1304 Main St., Hartford, Conn. 06103. (203) 525-2153

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MICHIGAN

GENE E. MEGIVERON, coordinator, is Superintendent of Monroe (Michigan) Public Schools in Monroe, Michigan. In Michigan, he was the District Director of Child Accounting and assistant principal in Garden City Public Schools, assistant principal and principal in the Crestwood School District, and principal and Assistant Superintendent for Secondary Education in the Waterford School District. He received his B.S. and M.A. degrees from Eastern Michigan University and his Ed.D. degree from Wayne State University. He has done post-doctoral study at Michigan State University, University of Massachusetts, and University of Southern Alabama.

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Cluster starting date: May 26, 1973

JOHN S. (STEVE) ALGUIRE, Principal, Bear Lake Schools, Bear Lake, Mich. 49614. (916) 864-3133

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ROBERT EISENHOR, Superintendent, Bear Lake Schools, Bear Lake, Mich. 49614. (616) 864-3133

R. BARRIE FELL, Principal, Michael Hamady High School, Flint, Mich. 48504. (313) 785-9991

CLYDE C. FISCHER, Superintendent, Brandon School District, Brandon, Mich. (313) 627-3755

JAMES FORCEUINA, Principal, High School, Avon, Conn. 06001. (203) 478-0981

JAMES FOSTER, Principal, Avon High School, Avon, Conn. 06001. (203) 673-3221

LEGOTI ON, Acting Assistant Principal, Group Middle School, 299 Edgewood Ave., New Haven, Conn. 06511. (203) 562-0151

LAURANCE F. CAFELO, Assistant Principal, Ping Ridge Middle School, Hunters Lane, Norwalk, Conn. 06850. (203) 687-0481 (Ext. 346)

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NATHAN CHESLER, Principal, New Milford High School, 25 Sunny Valley Rd., New Milford, Conn. 06776. (203) 354-3936

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GEORGE P. FITCH, Principal, Hamden High School, 2040 Dixwell Ave., Hamden, Conn. 06514. (203) 240-9311

JAMES J. FORCELLINO, Administrative Principal, Brien McMahon High School, Norwalk, Conn. 06854. (203) 687-0481 (Ext. 444)

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NEW ROCHELLE, NEW YORK

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Contact: City School District of New Rochelle, 515 North Avenue, New Rochelle, New York 10801. (914) 632-9000
Cluster starting date: April 8, 1972

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MRS. DIANE GESS, Assistant Principal, Hillcrest School, Ramapo School District #2, Spring Valley, N.Y. (914) 356-4100 (Ext. 275)

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JOSEPH H. ISIDORI, Language Development Coordinator, New Rochelle Public Schools, New Rochelle, N.Y. 10801. (914) 632-9000

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LEONARD MISNER, Assistant to the Superintendent of Personnel, New Rochelle Public Schools, 515 North Ave., New Rochelle, N.Y. 10801. (914) 632-9000

NEW YORK CITY, NEW YORK

DAVID S. SEELEY, Coordinator, is Director of the Public Education Association, New York, New York. He was Director of the Mayor's Office of Education Liaison of the Human Resources Administration, New York, New York and Assistant Commissioner for Equal Educational Opportunities in the U.S. Office of Education. He was also Director of the Program of Teacher Training in Ibadan, Nigeria and a Teaching Fellow in Education at the Harvard Graduate School of Education. He received his B.A. and LL.B. degrees from Yale University and his Ed.D. degree from Harvard University.

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Cluster starting date: October 28, 1972

ALLAN BLAU, Assistant Principal, The Adams School, Inc., 248 East 31st St., New York, N.Y. 10016. (212) 688-1505

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JOHN J. CROWLEY, Principal, Center High School, Center St., Williston Park, L.I., N.Y. (516) 741-7800 (Ext. 225)

LILLIAN R. DINOFSKY, Principal, Public School #153, Brooklyn, 1370 Homer Ave., Brooklyn, N.Y. (212) 375-4484

MARGARET A. DIXON, Principal, Public School #345, Brooklyn, 111 Bergman St., Brooklyn, N.Y. (212) 647-8337 /8338

NELLIE DUNCAN, 163-04 Camden Ave., St. Albans, N.Y. 11412. (212) 454-6611

CHARLES L. DUNN, Principal, C.S. 34 (District 12), 1930 Amherst St., The Bronx, N.Y. 10462. (718) 722-2741

BERNARD FISHENFELD, Assistant Principal, Junior High School 202, 39-30 Lafayette St., Ozone Park, N.Y. 11417. (212) 868-0001

SHEILA FISHMAN, Principal, Number Four School, Lawrence Public Schools, Cedarhurst, N.Y. 11516. (516) 295-2700

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EDWIN D. KRAWITZ, Principal, Lawrence High School, Cedarhurst, N.Y. 11516. (516) 295-2700 (Ext. 215)

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MARVIN ROSENBERG, Assistant Principal, J.H.S. 68 Brooklyn, 558 East 82nd St., Brooklyn, N.Y. 11233. (212) 241-4800

HARRY A. ROYSON, Executive Director and Educational Administrator, The Rehabilitation Center, 162 West 5th St., New York, N.Y. 10011. (212) 392-4322

ADELE RUBINGER, Assistant Principal-Supervision, Midwood High School, Bedford Ave., Brooklyn, N.Y. 11216. (212) 695-5200 (Ext. 11)

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PINELLAS COUNTY, FLORIDA

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Contact: Pinellas County School District, P. O. Box 4688, Clearwater, Florida 33758. (813) 442-1171

Cluster starting date: May 27, 1972

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ROBERT E. BURKE, Principal, Eisenhower Learning Center, 2800 Drew St., Clearwater, Fla. 33755. (813) 726-4709

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ARTHUR D. McFARLAND, Principal, Cross Bayou Elementary School, 6886 102nd Ave., North, Pinellas Park, Fla. 33781. (813) 544-0947

ROBERT L. MOORE, Principal, Madeira Beach Junior High School, 591 Madeira Beach Causeway, Madeira Beach, Fla. 33708. (813) 391-9747

THOMAS R. NOBLE, Coordinator of Placement, City Center for Learning, 850 34th St., South, St. Petersburg, Fla. 33712. (813) 895-3871

WALTER B. NOBLE, Jr., Supervisor of Evening Trade Extension, City Center for Learning, 850 34th St., South, St. Petersburg, Fla. 33712. (813) 895-2671

ERNEST M. PIERCE, Jr., Principal, Seminole Elementary School, 1950 74th Ave., North, Seminole, Fla. 33754. (813) 393-5445

PAUL J. SULLIVAN, Principal, Shore Acres Elementary, 1800 62nd Ave., N.E., St. Petersburg, Fla. 33703. (813) 527-7349

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Contact: Portland Public Schools, 631 N. E. Clackamas, Portland, Oregon 97232. (503) 234-3392

Cluster starting date: October 20, 1973

CLIFFORD C. BERGEN, Administrative Assistant, Rose City Park School, Portland, Ore. (503) 286-3844

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EMERY J. HUSCHKA, Principal, Rex Putnam High School, 4950 S.E. Roehe Rd., Milwau­kie, Ore. 97222. (503) 659-7740

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JOHN S. MILLER, Clinical Professor, Portland Public Schools, Portland, Ore. (503) 234-3392

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DONELLY F. (DON) O'NEILL, Department Chairman, Clinical Specialist, David Douglas Schools, Portland, Ore. (503) 254-5521

DANAL G. PLUNKETT, Director of Education Services, Beaverton School District 48, Beaverton, Ore. (503) 649-0462

MYRA N. ROSE, Vice Principal, Bishop Dagg-3t Helens, Portland, Ore. (503) 246-7771

JOEL W. SAPPENFIELD, Vice Principal, Roosevelt High School, Portland, Ore. (503) 286-5781

JAMES H. SCHELL, Principal, Lakeridge High School, Lake Oswego, Ore. (503) 635-3496

JOHN T. SPATHAS, Principal, Marysville Elementary, Portland, Ore. (503) 771-2202

RONALD L. THURSTON, Director, Vocational Village, 5040 S.E. Milwaukee, Milwaukee, Ore. 97202. (503) 234-6604

KENNETH WALT, Principal, Peninsular Elementary School, Portland, Ore. (503) 285-4695

LESTER C. WEBER, Coordinator-Work Experience & Assistant to Director, Vocational Village, 5040 S.E. Milwaukee, Milwaukee, Ore. 97202. (503) 234-6604

RICHARD H. WHEATLEY, Project Director, Portland Public Schools, Portland, Ore. (503) 234-3392

BILL D. WHITE, Principal, Vestal Elementary School, 161 N.E. 82nd Ave., Portland, Ore. 97220. (503) 252-5543

LEIGH H. WILCOX, Principal, Portland Public Schools, Portland, Ore. (503) 286-3931
Waukegan, Illinois

Marjorie Lerner, coordinator, is a principal in the Chicago Public School System. She has taught extensively - K through 12 - within the Chicago system. She earned her B.A. degree at Chicago Teacher's College, her M.S. degree in biology at the University of Chicago, and her Ph.D. degree in science education and administration at Northwestern University. She is co-editor of Readings in Elementary Science (McMillan) and was appointed by President Johnson to the first Advisory Council of the Education Profession Development Program.

Contact: Donaghue Elementary School, 707 East 37th Street, Chicago, Illinois 60653. (312) 624-6809
Cluster starting date: May 5, 1973

West Palm Beach, Florida

John C. Thurber, coordinator, is Director of In-Service Education, Palm Beach (Florida) County Schools. He taught science and mathematics in Palm Beach County and was Director of Project IN-STEP, a Title III In-Service Education Project. He received his A.A. degree at Palm Beach Junior College, and his B.A. and M.S. degrees from Stetson University.

Contact: Palm Beach County Schools, P.O. Box 2469, West Palm Beach, Florida 33402. (305) 683-0050 (Ext. 469)
Cluster starting date: February 25, 1972

Major Armstead, Jr., Principal, Hess Upper Grade Center, 3500 W. Douglas Blvd., Chicago, Ill. 60623. (312) 782-7745

Robert J. Gallagher, Principal, Stephen K. Hay School, 1518 W. Granville, Chicago, Ill. 60660. (312) 745-2552

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Raymond R. Gerlik, Principal, Mason Intermediate School, 4217 West 18 St., Chicago, Ill. 60623. (312) 527-0169

Petra Harris, Director, Pupil Personnel Services & Special Education, Chicago Public Schools, Area C, 5025 North Laramie Ave., Chicago, Ill. 60630. (312) 282-9272

John C. Hayes, Assistant Principal, Hess Upper Grade Center, 3500 West Douglas Blvd., Chicago, Ill. 60623. (312) 277-1001

William J. Juvancic, Principal, Eli Whitney School, 2815 S. Komensky, Chicago, Ill. 60623. (312) 765-5824

Joseph W. Lee, District Superintendent, Chicago Public Schools, District 19, 3100 S. Kedzie Ave., Chicago, Ill. 60623. (312) 641-4870


Charles S. Lutzow, Principal, Louis Armstrong School, 5345 West Congress Parkway, Chicago, Ill. 60644. (312) 279-2082

Jerry Y. McGuire, Assistant Principal, John Hope Middle School, 5515 South Lowe Ave., Chicago, Ill. 60621. (312) 651-0600

James G. Moffat, Assistant Superintendent, Board of Education, City of Chicago, 228 North LaSalle Street, Chicago, Ill. 60601. (312) 641-4500

McKinzie Morris, Assistant Principal, Community School, Staff & Students, Lindblom Technical High School, 6130 South Wolcott, Chicago, Ill. 60636. (312) 466-2509

Donald A. Newberg, Director of Federal Program Coordination, Chicago Board of Education, City of Chicago, 228 North LaSalle St., Chicago, Ill. 60601. (312) 641-4565

Joseph R. Plummer, Principal, Brown School, 5575 North 76 St., Milwaukee, Wis. 53218. (414) 461-8500

Willie C. Richie, Assistant Principal, Carver High School, 801 East 133 Pl., Chicago, Ill. 60627. (312) 284-5580

Patricia M. Ryan, Principal, Stewart School, 4525 North Kenmore Ave., Chicago, Ill. 60640. (312) 361-7515

Diana Sabatello, Assistant Principal, Taft High School, 5625 North Natoma, Chicago, Ill. 60631. (312) 775-4806

Robert A. Saddler, Principal, Calhoun North School, 228 N. LaSalle, Chicago, Ill. 60601. (312) 522-5585

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Carmen F. Archetti, Elementary Principal, Palm Beach School Board, P.O. Box 2469, W. Palm Beach, Fla. 33402. (305) 683-0050

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J. Wilkins Smith, Elementary Principal, Greensacres Elementary School, 405 Jackson Ave., Greensacres City, Fl. 33406. (305) 965-0440

Warren P. Tatoul, School Psychologist, Palm Beach Gardens High School, 4245 Holly Drive, Palm Beach Gardens, Fla. 33410. (305) 622-3536

John C. Thurber, Specialist in Staff Development, Palm Beach Public Schools, P.O. Box 2469, West Palm Beach, Fla. 33406. (305) 683-0050
ADMISSIONS

GROUP II CLUSTERS
OCTOBER 1974-1976

REQUIREMENTS FOR ENROLLMENT
IN THE NATIONAL ED.D. PROGRAM
FOR EDUCATIONAL LEADERS

An applicant for admission to the program must meet the following requirements: a school administration license or other credentials, a master's degree from an accredited institution, current employment in a school leadership capacity and letters of recommendation directly from selected individuals. A transcript of the applicant's record must be sent directly from the institution awarding the master's degree. Transfer credits are not accepted in fulfillment of Ed.D. requirements.

FINANCIAL ASSISTANCE

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

COSTS

A $500 deposit and a $30 non-refundable processing fee are required with the application form. Total tuition is $2,000 per study year, payable at the time of acceptance, but no later than the first meeting of the cluster in each study year. Persons making payment after the first meeting of their cluster in each study year will be subject to an additional $100 late payment charge. Travel and living costs to attend the National Institute at Nova are the only additional expenditures for candidates.

It is anticipated that most students will complete the doctorate program in three years. The tuition fee must be paid for each of the three years the candidate is actually working on competency requirements. Candidates are allowed up to four years to complete the program. Charges beyond the third year will be based on services rendered to each participant.

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The National Ed.D. Program for Educational Leaders is not a specific attempt to train potential superintendents or supervisory or administrative personnel. The program is not planned to meet state certification requirements for such positions. These requirements are usually quite detailed and so different from state to state that any attempt to train for specific positions would inhibit the program by making it controlled by the existing credentialing system. Credits are granted, however, only for total modules which include study areas and practicums. Such modules vary in length of time spent, number of study areas covered, and complexity of practicum involvement, as follows:

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<td>Credits</td>
<td>27</td>
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<th>Module</th>
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<td>Study Area</td>
<td>G</td>
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<tr>
<td>Practicum</td>
<td>Maxi II</td>
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<tr>
<td>Credits</td>
<td>18</td>
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The sequence in which the eight study areas are covered varies from cluster to cluster. The sequence of practicum work is intended to carry a participant through efforts of increasing complexity.

The initial module consists of one study area and a Mini practicum which may, but need not, relate to the study area covered at that time (9 credits). The second module consists of two study areas and a Midi practicum (or equivalent) (18 credits). The third module consists of three study areas and a Maxi I practicum (27 credits). The fourth module consists of two study areas and a Maxi II practicum (18 credits). An entire module must be completed satisfactorily before the Registrar will issue credit for a participant's effort.
THE STAFF

DONALD P. MITCHELL, Director of the National Ed.D. Program for Educational Leaders, and Director of Practicums, received the Ed.M. and Ed.D. degrees in educational administration from the Harvard Graduate School of Education. The University of New Hampshire and Massachusetts State College awarded him the B.S. degree. Prior to joining Nova University he was Director of the Leadership in Public Education Study for the Academy of Educational Development, Washington, D.C., and Adjunct Professor, Union Graduate School. From 1965 to 1970 he was Director of Washington Internships in Education, Washington, D.C. Previously he was Executive Secretary, New England School Development Council; Lecturer in Education, Harvard Graduate School of Education; Director-Treasurer, Kargman, Mitchell & Sargent, Inc., a consulting organization of New Jersey and Boston; and Director, Division of Field Studies and Research, Rutgers University, School of Education, where he was also an Associate Professor. He was also a principal and teacher in public schools in Connecticut and Massachusetts. His extensive consulting experience since 1950 includes: planning schools at all levels; various governmental task forces and projects for U.S. Office of Education and HEW; Director of Study of Higher Education in the Greater Hartford, Connecticut Area; Coordinator, 1962 Study of State Aid to Education in Massachusetts; Chairman, New England Education Data Systems Board of Directors; and New England Board for the Advancement of School Administration.

SAM O. KAYLIN, Associate in Practicums, has written more than 500 published articles in his career as an editor and writer. He is co-author of Case Studies in Shopping Center Development and Operation written for the Harvard Business School and published in 1973 by the International Council of Shopping Centers. His most recent book, How to Create a Shopping Center, was published in 1973 by Shopping Center World magazine, for which he is Consulting Editor. He wrote Food Warehousing and Transportation as a textbook for Cornell University; it was published in 1968 by Chain Store Publishing Corp. He was for 30 years the Editor of Chain Store Age and was also the Editor of Shopping Center Age. He was also Director of Publications of the International Council of Shopping Centers. He received the B.S. degree in social sciences from The City College of New York, and the M.A. degree in education from New York University. He was a Lecturer in Retailing at New York University from 1950 to 1960. Eta Mu Pi, the retailing scholarship society, awarded him honorary membership. He has lectured at Michigan State University, Pennsylvania State University, William and Mary, and the City College of New York, among other institutions. He is a former president of the National Conference of Business Paper Editors and was the recipient of the Jesse H. Neal and Audit Bureau of Circulations awards for editorial excellence.

GERALD E. SROUFE, Director of Instruction, earned his Ph.D. in education at the University of Chicago. He has served on the faculties of Chicago and Claremont Graduate School. He was previously Executive Director of the National Committee for the Support of Public Schools, Washington, D.C., and has been a consultant to the National Association of State Boards of Education, the U.S. Office of Education, NIE, and several state departments of education. Pertinent publications include Educational Futurism in 1985 (written with Hack, Briner, Knezевич, Lonsdale and Olm, McCutchan Press, 1972), Strengthening State Departments of Education (with Roald Campbell and Donald Layton, Chicago: Midwest Administration Center), and "State Boards of Education and the Education Policy Systems," (Planning and Changing).

MURRAY HEYERT, Associate in Publications, won the O'Henry Award for short story writing some 40 years ago. His subsequent career in communications was in the fields of engineering, electronics, aerospace and computers. He is the author of Microwave Measurements Manual, Narda Microwave Corp., Plainview, N.Y., and has published numerous articles in engineering and technical publications as well as in the general circulation and business press. He was Director of Curriculum and Course Development, Electronics Department, New York School of Aircraft Instruments, and Director of the Publications Department, Avien, Inc., New York, New York. He attended the New York State School of Education and the Pennsylvania State School of Aeronautics, and is licensed for teaching in vocational schools by the New York State Department of Education. He has been a Consultant for various national companies in the electronics, aerospace, and computer industries.