

1982

Center for Higher Education Bulletin 1982-1983

Nova University

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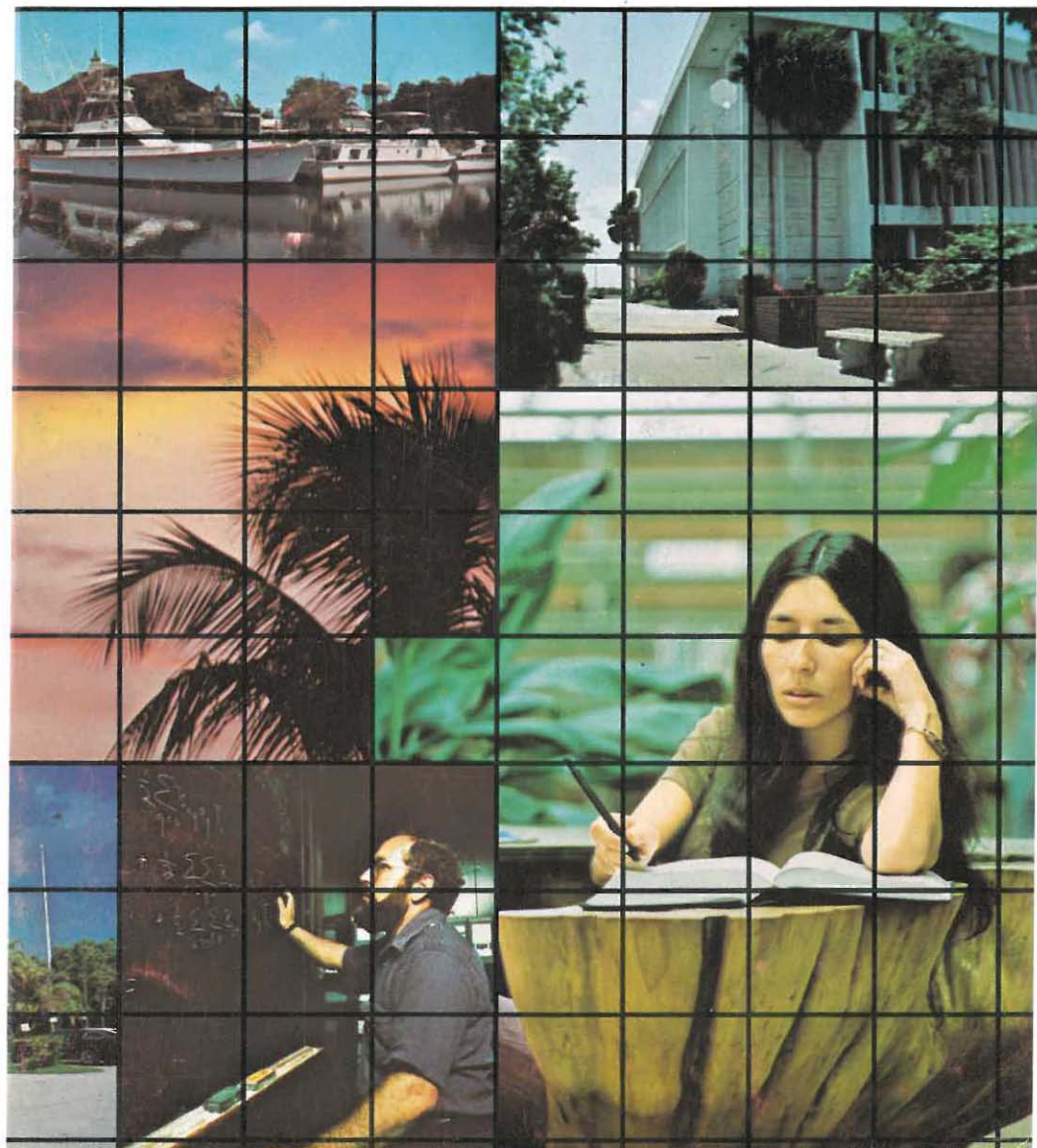
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 Nova University

Center for Higher Education

1982-83 Bulletin



**Center for
Higher Education
Bulletin**

Nova University

1982-1983

**Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
305 • 475-7300**



The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure
Chancellor

Having entered its second decade, Nova University is beginning to see the impact that its graduates are having upon the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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



Abraham S. Fischler
President

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Chartered by the State of Florida and accredited by the Southern Association of Colleges and Schools.

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Policies and programs set forth herein became effective June 1, 1981. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.



**General
Information**

Founded in 1964, Nova University is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, non-degree, continuing education programs are offered. The University School, a private demonstration school, serves children from pre-school through seniors in high school.

Since its beginning, the university has been distinguished by its innovative outlook, its unique programs which provide non-traditional choices in educational programs, and its important research which is aimed at solutions to problems of immediate concern to mankind.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution with campuses in Manhattan and Old Westbury, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, giving maximal benefit to the students of each and to society in general.

With students studying in Florida, in 22 states and Washington, D.C., Nova University is a university of national scope.

Accreditation Nova University is accredited by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states.

Campus and Off-campus Locations The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's turnpike.

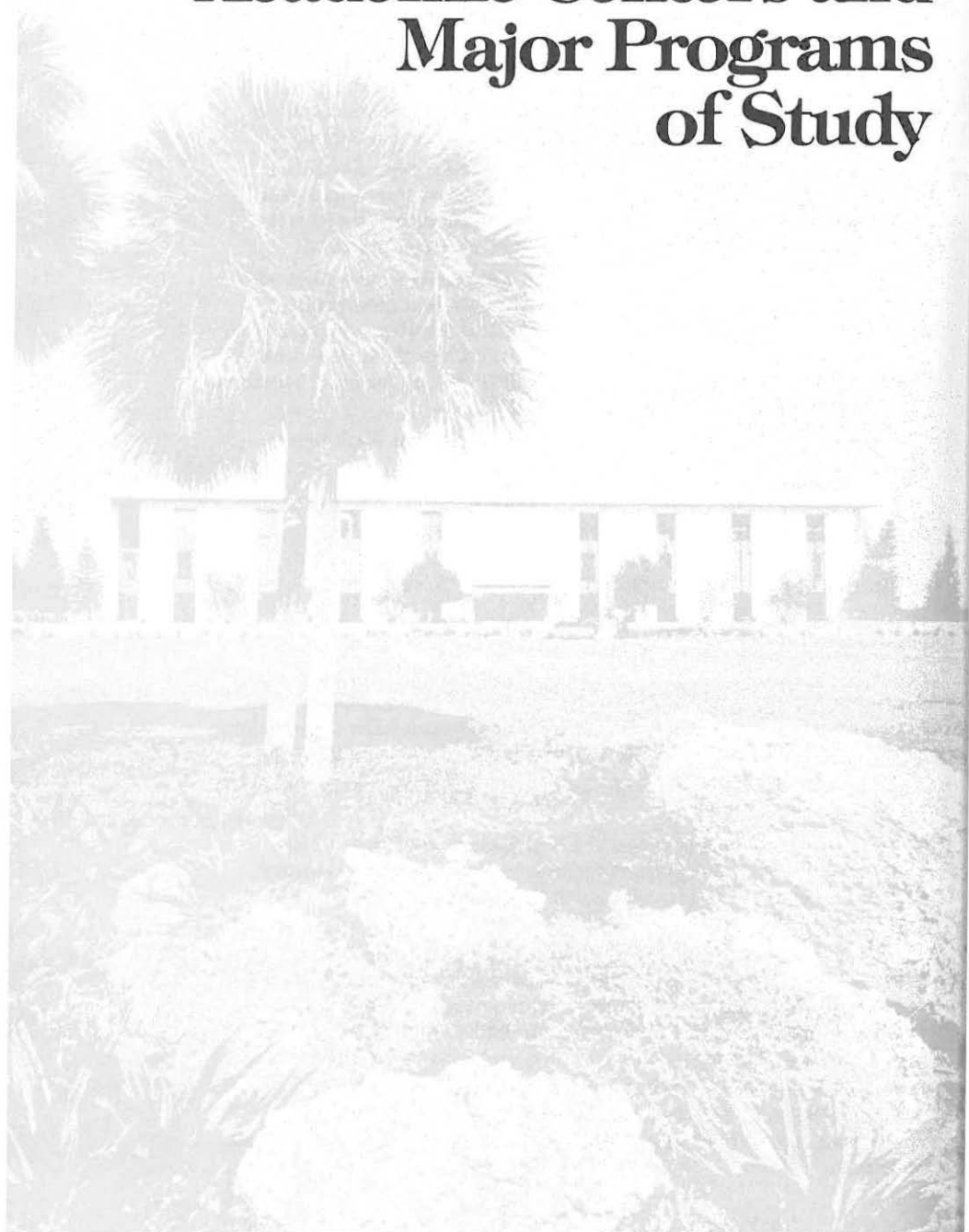
The Center for the Study of Law is located at 3100 S.W. 9th Avenue in Fort Lauderdale.

The Nova University center at Coral Springs is located at 3501 University Drive. Degree programs, non-credit courses, and cultural events that serve the residents in north Broward County and in Palm Beach County are held in Coral Springs.

Many Nova University students attend classes on the main campus, at the Law Center or at Coral Springs. But consistent with its educational mission to provide educational opportunities to adult students wherever they may be, Nova offers degree programs and continuing education experiences at off-campus centers locally, throughout Florida, across the United States, and in foreign countries.

With the New York Institute of Technology, Nova University maintains a center in Washington, D.C. It is located at 1511 K St., N.W. Suite 624.

Academic Centers and Major Programs of Study



The Center for the Study of Administration The Center for the Study of Administration offers a variety of programs at doctoral and master's degree levels that stress innovative learning processes and delivery systems for mature working professionals who wish to increase their administrative or managerial effectiveness.

The major programs offered at the master's degree level are: the Master of Business Administration (MBA) which thoroughly develops the quantitative skills used in management; the Master's in Criminal Justice; the Master of Public Administration (MPA) designed for persons aspiring to management positions in public and community service agencies; the Master of Science in Human Resource Management (HRM), which is built on a foundation of Behavioral Science, is for managers who are responsible for such functions as organizational staffing requirements, affirmative action and equal opportunity requirements, management education and development or career planning. There are also various majors that may be taken in conjunction with the MBA, MPA, and HRM degrees, such as accounting, computer systems management, criminal justice, and health management. In conjunction with the Center for the Study of Law, the Center awards the MBA along with the JD for those students who complete the core requirements. The JD and MBA joint degrees are of special value to attorneys who anticipate a career in a large organization or corporation.

The Center's two doctoral level programs address both public and private sector management. The Doctorate in Public Administration (DPA) is national in scope, is offered in several states, and is built around a senior faculty drawn from key government and academic centers throughout the United States. The degree is designed to broaden the professional competence of practicing administrators in the public sector. The DPA curriculum addresses the environment, processes, techniques and methods of public management and provides, through participant clinical or laboratory experience, direct learning in the key functions, systems, and roles involved in the administration of public institutions and enterprise at all levels of government. The degree content is guided by the standards set by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Doctorate in Business Administration (DBA) prepares people for careers in high-level teaching, research, or managerial positions. The DBA curriculum covers the spectrum of foundation knowledge, both quantitative and behavioral, represented by the professional divisions and special interest groups of the Academy of Management.

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies. It helps develop programs based on knowledge and consideration of the needs and resources of the particular

community. The Center also provides an Urban Workshop where the application of system dynamics to local and state administrative issues can be undertaken by practitioners and research persons.

Behavioral Sciences Center The Behavioral Sciences Center focuses on the study of man and his behavior.

The Department of Psychology offers the Ph.D. in clinical psychology and child psychology. The Ph.D. programs are full-time on-campus degree programs. The Master of Science degree is offered in counseling, gerontology, applied psychology, psychometry, school guidance, and the Educational Specialist degree is offered in school psychology. The Master of Science degree programs in counseling and applied psychology are offered at both on-campus and off-campus locations.

The Master of Science Degree Program in Human Services is offered at both on-campus and off-campus locations. Also within the Center are various institutes and clinics which provide facilities for research and service in the behavioral sciences: The Nova Psychological Clinic, The Nova University Clinic, Inc., The Children's Assessment and Treatment Program, The Biofeedback Clinic and Laboratory, The Institute of Child-Centered Education, and The Institute of Social Services to Families (Foster Parent Project).



Nova University at Coral Springs Nova University established an educational center in Coral Springs specifically to meet the needs of men and women living in North Broward and Palm Beach Counties. The uniqueness of this branch of Nova University is its community based mission. The goal of Nova University at Coral Springs is the design, implementation, and evaluation of community based program models. Classrooms and administrative offices are located at 3501 University Drive.

Undergraduate courses leading to the Bachelor of Science degree in a variety of majors are offered in the Nova College program at Coral Springs. Non-credit and continuing education courses and workshops are offered for personal enrichment and career development.

Through its affiliation with the Cultural Society of Coral Springs and other community and university groups, Nova University at Coral Springs is developing a full cultural program.

Television courses and workshops are offered through NOVAIR, the facilities of which are housed at Nova University at Coral Springs.

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

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the working practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The programs offered by the Center are:

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS

This program was developed for the administrator in for-profit and not-for-profit centers. The primary mode of instruction is independent

study. Additional participant responsibilities include a special project and a summer institute.

GRADUATE EDUCATION MODULE PLAN (GEM)

The participants include teachers, administrators, and health educators seeking Master's and Ed.S. degrees, certification, and "redirection" credit in 19 majors. The learning experiences are organized into six and nine-credit modules.

MASTER OF ARTS IN TEACHING

This program is designed to prepare the person for a career in teaching whose undergraduate degree was not in education. The program's major components include the completion of modules in the GEM program and a full year internship at the University School of Nova University.

Ed.D. IN EARLY CHILDHOOD

The early childhood program is designed for those persons who are in leadership positions in the field of early childhood education, but participation is not limited to those in school-related positions; it is open to social workers, counselors, parent educators, etc. The program's three components consist of five study areas, two practicums and two summer institutes.

Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY

This program is an on-campus, full-time degree experience. Applied research is emphasized for candidates who desire active involvement in the design and evaluation of systems and programs for young children.



Center for Higher Education The Center for Higher Education offers programs leading to the Doctor of Education (Ed.D.) in Higher Education; Vocational, Technical, and Occupational (VTO) Education; and Leadership in Adult Education. All are practitioner-oriented, field-based programs that combine formal instruction, independent study, and institutional research into a three-year program of study.

The field-based delivery system requires that program participants be employed and remain employed in positions related to one of the three areas of specialization. A major characteristic of the program is the opportunity for the immediate application of newly acquired knowledge, skills, and techniques to "real world" problems and issues and for conducting research on problems actually encountered by participants.

To graduate, participants must attend and pass seven seminars, successfully perform five practicums (institutional research projects), a Major Applied Research Project, and attend two Summer Institutes. The Center for Higher Education currently offers one or more of its programs in 20 states.

Intensive English Program for International

Students The Program is designed to meet the needs of the non-English-speaking person who wishes to enter college or continue a profession in the United States. Students are given an intensive English-as-a-second-language program, as well as a general orientation to America and to the level of academic performance expected at colleges and universities in the United States.

This program is specifically designed to meet the needs of the individual student. The language ability of each student is determined diagnostically and more advanced studies are programmed as the student progresses. Small class size makes possible the use of individualized instruction techniques. The curriculum includes lessons in English grammar, writing, reading, pronunciation and conversation, as well as language laboratories where multi-level tapes are transmitted and monitored by instructors.

Institute for Labor and Industrial Relations

The Institute seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide the opportunity for those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations and for recent college graduates to train for careers in the field. The Institute provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Institute presently operates at the New York Institute of Technology, Old Westbury Campus.



The Center for the Study of Law The Center offers a full-time, traditional on-campus program of study leading to the J.D. (Doctor of Jurisprudence) degree. It received provisional accreditation from the American Bar Association in August, 1975. Students at provisionally approved law schools are entitled to the same recognition accorded to students and graduates of fully approved law schools.

The Center accepts 225-250 students in its entering class, attracts students locally and nationwide, and maintains a faculty of 23 full-time professors. It is located in the Leo Goodwin, Sr. Law Building in downtown Fort Lauderdale, just minutes from the Federal, State, and local courthouses.

The Center is the *only* school of law in Broward County, Florida, and it is one of two law schools in South Florida. It maintains the most extensive law library in Broward County.

The Law Center has responded to the need for continuing legal education. It provides educational experiences for lawyers consistent with the Florida Bar Association's mandating continuing attendance at legal enrichment courses by members of the practicing bar. Because the State of Florida is in the unique position of being at the hub of trade with South America, the Center provides programs to prepare attorneys to deal with the scope of international trade. Programs held at Oxford, England and Cali, Colombia have explored the comparative law of the United States and of Latin America. The Center has sponsored a major conference on Labor Law, as well as seminars on International Finance, Tax, and Marketing and the Revenue Act of 1978.

Biology Laboratories In conjunction with the Ocean Sciences Center, the biology laboratories now offer Ph.D. programs in a variety of sub-disciplines of the biological sciences. Students with master's degrees interested in research opportunities are encouraged to make inquiries.

Microcomputer Laboratory The Microcomputer Laboratory provides courses and programs based exclusively on applied microcomputer technology. The laboratory is equipped with the latest versions of the most popular microcomputers. Its extensive software library provides opportunity for the study of the range of applications of software in word processing, simulation, computer-assisted instruction and other areas.

In addition to individual courses, two complete degree programs are offered—the M.S. and the Ed.S. in Computer Education through the Center for the Advancement of Education. Through these offerings, teachers can gain the competencies needed to provide leadership in the rapidly increasing use of microcomputers in schools.

The Microcomputer Laboratory and its programs were designed and are administered by the Office of New Programs, develops new program content as well as new delivery systems.

Nova College—Undergraduate Programs NOVA COLLEGE draws upon the extensive human and technological resources of the Nova University/New York Institute of Technology (NYIT) Federation in providing quality undergraduate programs. The College offers programs leading to the Bachelor's degree in Accounting, Business Management, Communications, Community Services and Administration, Computer Science, Education, Electrical Engineering, Electronic Technology, Mathematics, Political Science, Psychology, and Technological Management. It also offers a number of certificate programs as well as a variety of credit and non-credit courses, workshops, and institutes.

A Full Time Day Division is available to intellectually motivated high school and pre-high school graduates. Unique scheduling in the Day Division allows students to begin college study earlier than usual and to complete a degree program in three years.

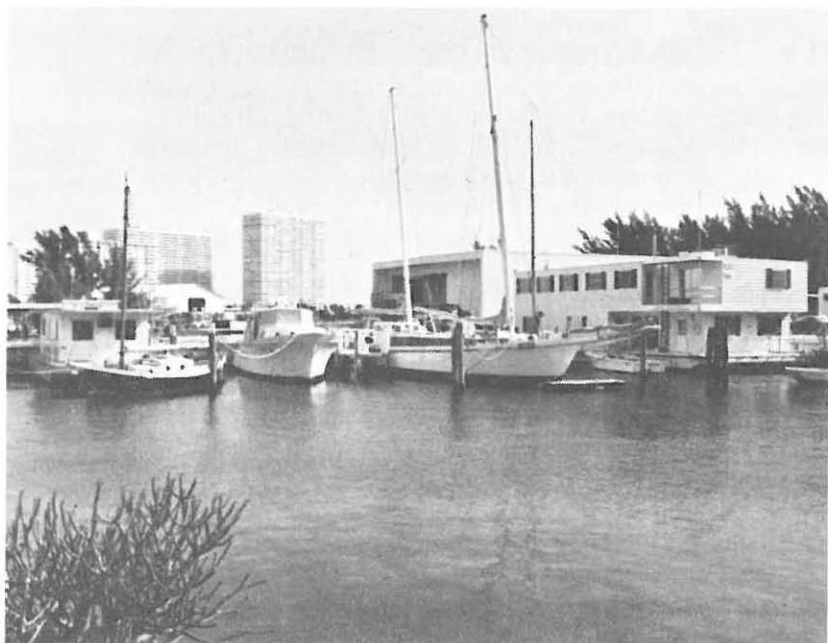
The Career Development and Corporate programs have been organized for adults. Courses are offered in the evenings and on weekends and are offered at institutional, industrial, and other off-campus locations convenient to the student. Although course content is designed to meet traditional educational requirements, courses are scheduled to meet the

needs of employed students and are taught utilizing a blend of university professors and knowledgeable practicing professionals in the community.

Most of the approximately 1,000 students currently enrolled in Nova College are employed and have passed the traditional age of undergraduates; many have families. They bring with them not only a mature, stable, and determined interest in enhancing themselves through acquiring new knowledge and skills, but also considerable practical experience and a desire to play an active role in their own further education.

The Ocean Sciences Center The Ocean Sciences Center is concerned with studies and investigation in experimental and theoretical oceanography. Studies include modeling of large scale ocean circulation, coastal dynamics, ocean-atmosphere coupling, coral growth and coral reef assessment, physiology of marine phytoplankton, calcification of invertebrates, cell ultrastructure, fouling effects, chaetagnath morphology, lobster migration and larval recruitment. Primary regions of interest include Florida's coastal waters, the continental shelf and slope waters of the southeastern U.S., the waters of the Caribbean and Gulf of Mexico, and the equatorial Pacific Ocean.

The Ocean Sciences Center offers the Ph.D. degree in Ocean Sciences.





The Institute for Retired Professionals The Institute for Retired Professionals serves the specific needs of the growing retirement community in South Florida. The program focuses attention on how the educated person can occupy newly found full-time leisure creatively. Because of their varied interests and life experience, IRP members act as teachers and students at the same time: they share with and learn from one another. In the IRP, retirees from all walks of life explore new interests and directions in their retirement years.

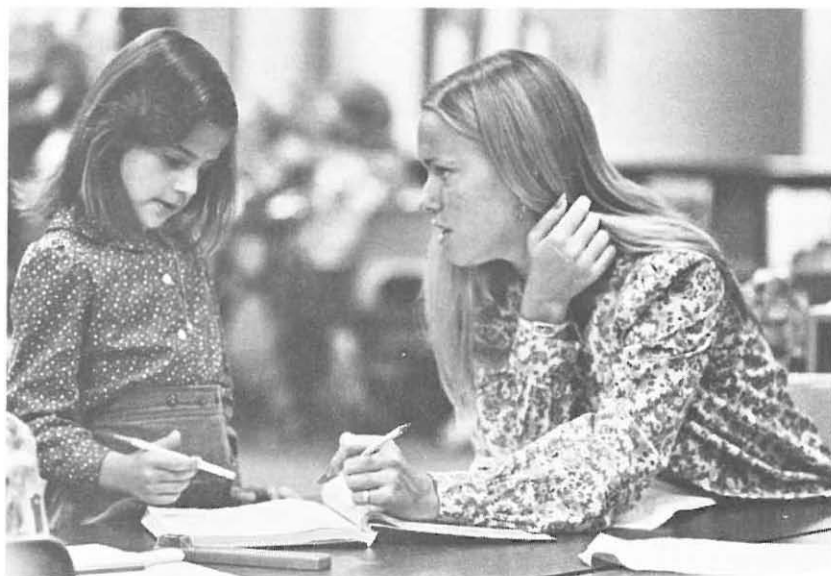
The yearly membership fee entitles an individual to enroll in an unlimited number of peer-taught and professionally taught IRP courses offered during weekdays and to benefit from other social and educational opportunities within the university.

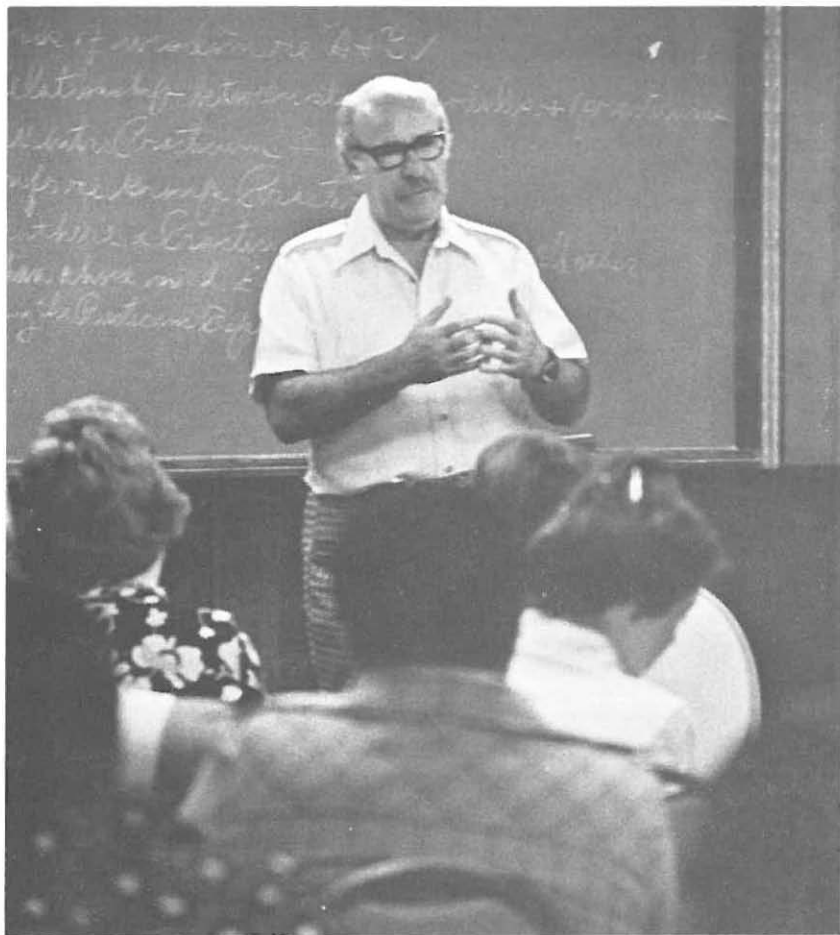
School Center Programs included in the School Center are: THE UNIVERSITY SCHOOL, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 940 students; THE READING LABORATORY, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; THE LEARNING TUTORIAL PROGRAM.

The University School of Nova University is located on 17 acres of university land. The main building is a single story structure of 42,000 square feet with a library and media resources center, classrooms, offices and a large combination auditorium, gymnasium, cafeteria. The University School complex includes four tennis courts, three swimming pools and several playing fields.

The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments and programs for students from pre-school through high school.

The Center serves as a demonstration facility as well as a training center for prospective and in-service teachers in the fields of early childhood, elementary and secondary education, reading, learning disabilities, and administration and supervision. Its programs and facilities are available to graduate students in the Behavioral Sciences Center and to education majors in the Center for Undergraduate Studies and the Center for the Advancement of Education for the purposes of research and degree-credit internships.





Center for School Leadership Development The Center for School Leadership Development offers the Doctor of Education degree on an external basis through its National Ed.D. Program for Educational Leaders. Open only to practicing elementary- and secondary-level school administrators, this program provides three years of targeted study, in which candidates must pass eight study areas, satisfactorily complete three performance-oriented practicums, and attend two summer institutes. Using such a structure, the Program seeks to develop the leadership skills of those able to apply their training immediately to the solution of real problems in the schools. By focusing on real life situations and school problems, the Program moves toward its goal of improving elementary and secondary schools. The Program is currently being offered to candidates in 17 states and the District of Columbia.



Center for Higher Education

The Center for Higher Education at Nova University provides field-based Ed.D. programs to practitioners working in higher education, vocational education or adult education, including business, industrial and military training programs. The Center provides a regionally accredited field-based degree program for educational practitioners who desire the advantages of off-campus instruction. The Center capitalizes on the field-based delivery system to combine formal instruction, independent study, and applied research into an integrated, three-year program of study.

Philosophy and Mission The program offered by the Center for Higher Education (CHE) embodies a commitment to provide quality doctoral education. This commitment stems from the goal to foster more rational decision making in educational programs and systems by improving the skills of those who are currently involved with the planning, management, and delivery of such programs. Thus, the Center's programs are designed exclusively for practitioners who are employed in positions related to one of the areas of specialization.

Having established this mission, the field-based delivery system was developed as the most appropriate means for offering the program. The most salient aspect of the field-based approach is that there is no on-campus residency requirement—it does not force the removal of practitioners from the very positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice. Program participants, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to critically examine the “real world” efficacy of theory and practices presented through formal instruction and learned through independent study. And, because of their status as practitioners, they have the opportunity (and are required) to submit newly acquired knowledge and competencies to the test of reality in their own institutions or systems through direct application.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional Ed.D. programs, the ability to perform as an outstanding practitioner is assumed to be a consequence of earning the degree. At Nova University, it is a *condition* of earning the degree. If there is a single guiding philosophy for the Center's programs, it is, as John Dewey said, “Education is not preparation for life, it is life.”

Clusters In the Center's Ed.D. program, the cluster replaces the campus. All program participants are organized into groups called clusters. All participants belong to a cluster, and all clusters are headed by a cluster coordinator, who is a local, part-time representative of Nova University. Cluster coordinators are responsible for managing the business affairs of a cluster (operating funds, meeting facilities, cluster library, student records, etc.), and for serving as a liaison between cluster members, the national lecturers, and the Center for Higher Education. Cluster coordinators also render academic assistance to participants. All cluster coordinators are professional educators with earned doctorates.

Formally, clusters provide the vehicle through which instruction and other services are provided to each participant. During the first two nine-month academic years, which are comprised of three three-month terms, formal instruction takes place for six of the required seven seminars. The seventh is held in conjunction with the Summer Institute. National lecturers travel to the cluster for seminar meetings. The cluster coordinator makes arrangements for the meeting place and coordinates this with the national lecturers.

Informally, clusters provide the center of what is often called "student life." Members of a cluster are generally from the same geographic area and often employed by the same organization or industry. They share similar professional concerns and goals and often must deal with similar problems. Thus, clusters usually gel into closely-knit social-educational-professional groups that participants often find a source of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster.

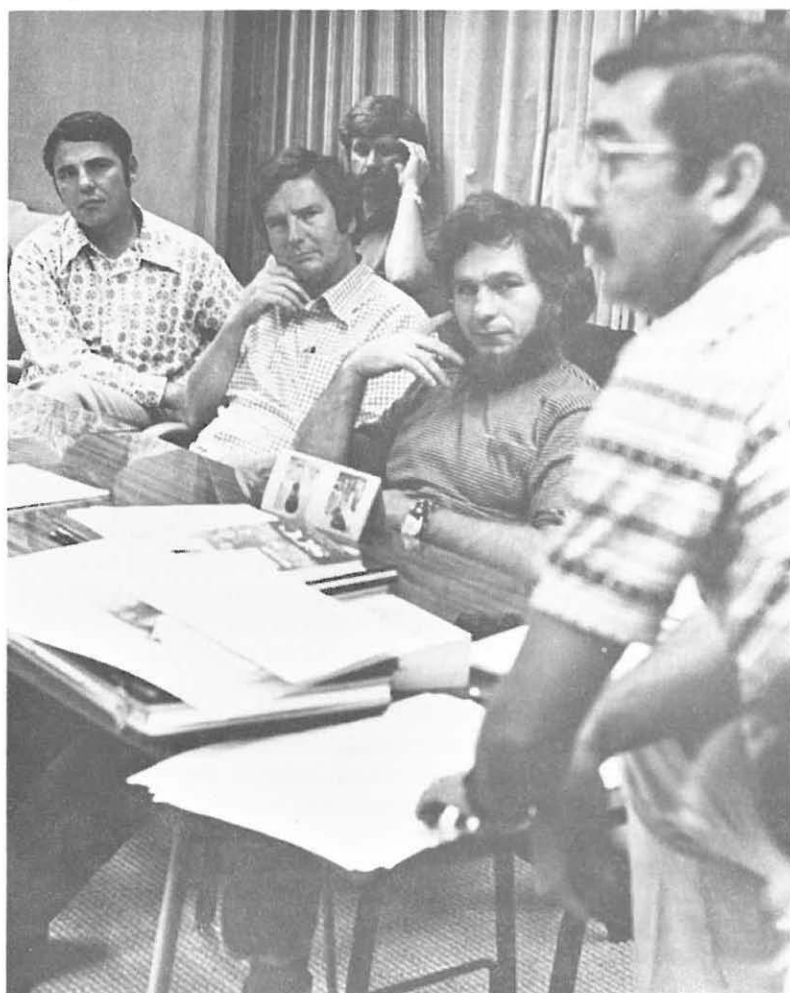
A cluster may form almost anywhere where there is enough interest. Generally, 20 or more participants are needed to start a cluster. Clusters are now operating in 13 states.

Admissions Admission to the program requires a masters degree from an accredited institution, current employment in a job related to the applicant's area of specialization, and three letters of recommendation from senior academic or administrative personnel in the applicant's place of employment. The letters of recommendation are to be written on forms provided by the Center for Higher Education. An interview with a central staff member or cluster coordinator is also required.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, and the letters of recommendation. Applications are received and considered any time during the year.

If an applicant meets all requirements and has submitted all required credentials, final admission to the program is dependent upon the formation of a cluster within the applicant's geographic area. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster can be formed and merged into the schedule. Participants are notified by their coordinator regarding enrollment and registration.

Application materials and other information may be obtained from the Ed.D. Admissions Office, Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7377.



Fees and Tuition An application fee of \$225 (\$200 refundable tuition deposit plus a \$25 nonrefundable application fee) must be submitted with an application. Tuition for the first three years is as follows:

First year (three seminars)	\$2,575
Second year (three seminars)	2,565
<u>Third year</u>	<u>2,565</u>
Total 3 years	\$7,705

Note: The seventh seminar is offered during the Summer Institute. There is no additional tuition for this seminar. A distributed payment plan is available for the first three years. Tuition beyond the third year is \$1,200 per year or \$400 per four-month term. Participants who enroll and pay tuition beyond the third year may receive a refund of \$175 if they complete their work within the first two months of the additional term.

Attendance at two Summer Institutes is required for graduation. While there is no fee for the Summer Institute, participants must pay their own transportation and living expenses. (Hotel rooms are available at special convention rates.)

Upon graduation, each participant must pay a Major Applied Research Project fee of \$15. Additional fees include a late payment fee of \$50 and a reinstatement fee (for those who leave and then reenter the program) of \$10. Participants who maintain continuous enrollment will not experience a tuition increase during the first three years of the program. Those who withdraw and reenter will be subject to current tuition rates.

Financial Aid Nova University operates several programs of student financial aid in order to assist the greatest number of its students in meeting the direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Financial Aid, Nova University.

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

Student Conduct and Rights Students are expected to comply with the legal and ethical standards of Nova University and the Center for Higher Education. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the University, and forging or altering University documents or academic credentials.

Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is available from Nova University.

Calendar The academic year of the Center for Higher Education is divided into three terms:

Fall Term: September-November

Winter Term: January-March

Spring Term: April-June

New clusters may start at the beginning of any term (i.e., in September, January, or April). After the second year a fourth term is available in the summer for participants who wish to work and receive services.

All seminar work takes place during the first two years of the program, during which one seminar per term is scheduled. The seminars are taught in three day-long sessions that are scheduled on Saturdays during the term. The only exception to this is the seminar on Governance and Management, which is taught in conjunction with the Summer Institute. Thus, at the end of the first two years, each participant will have taken the seven required seminars.

During the third year of the program, each participant, if eligible, works on the Major Applied Research Project. Participants no longer meet for seminars, but meet with MARP Advisors and others for counseling and advising. The cluster coordinator helps arrange these meetings.

Participants who require more than three years to complete the program come under the jurisdiction of the Office of Continuing Services (OCS). This office assists such participants in obtaining needed advising and counseling for completing the program. The OCS often contracts with the former cluster coordinator to continue providing the participant with services locally.

Grading System The Center for Higher Education assigns grades of PASS, NO PASS, and INCOMPLETE for seminars and PASS, NO PASS and UNACCEPTABLE for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar and practicum grades are assigned by the practicum evaluator.

A PASS indicates the participant has satisfied all seminar or practicum requirements.

An INCOMPLETE for a seminar indicates the participant has attended the seminar and has failed to meet all requirements, but that it is reasonable to expect that he or she will be able to satisfy the requirements. An INCOMPLETE must be made up within six months. If not, it becomes a NO PASS.

A NO PASS indicates that a participant has attempted to complete all requirements in the seminar but has failed to do so. Any participant receiving a NO PASS must repeat the seminar.

A grade of UNACCEPTABLE means the practicum needs revision. When a practicum receives a "U" on the third revision, a NO PASS is assigned and the participant must begin a new practicum on a new topic.

Participants who receive two NO PASSES will be terminated from the program and may not be readmitted.

Graduation Requirements To graduate, a participant must fulfill the following requirements:

1. Attend and pass the seven seminars (3 credit hours each)
2. Pass five practicums (4 credit hours each)
3. Successfully complete the MARP Proposal and MARP (21 credit hours)
4. Attend two Summer Institutes (no credit given, but attendance is required)
5. Submit an acceptable Individualized Evaluation
6. Be current in all tuition and fees

All requirements must be completed within seven years of the date of the beginning of the term of entry. Participants who do not complete their work within the seven year limit will not be awarded a degree.



No provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing. Only the Doctor of Education (Ed.D.) is awarded by the Center for Higher Education.

Withdrawal Participants who wish to withdraw from the program—either temporarily or permanently—must inform the Ed.D. Admissions Office in writing to be eligible for allowable refunds. Participants who give written notice of their intent to withdraw prior to the first session of a seminar will not be assessed for that or subsequent seminars until they are formally reinstated. Participants who withdraw and reenter are assessed a reinstatement fee of \$10 and are subject to the prevailing tuition rate.

Since some seminars are offered only once at a particular site, participants are advised that failure to attend a seminar when it is offered to their cluster may experience some logistical difficulties in making up the missed seminar at a later date. For this reason, participants are urged to maintain continuous enrollment at least during the first two years of the program.

Seminar Descriptions Participants must attend and pass seven seminars. Five of these seminars are “core” seminars, and are required of all participants regardless of specialization. Two seminars are “specialization” seminars and are taken only by those participants who have chosen that specialization. Normally participants attend one seminar per term. Sessions are scheduled on Saturdays about a month apart. Three sessions are held for each seminar.

CORE SEMINARS

CURRICULUM AND PROGRAM PLANNING. This seminar is designed to familiarize the participant with the various theories, principles, and practices related to instructional content and delivery. It includes the study of philosophical and ideological bases of curriculum theory, curriculum change and development, organization of learning experiences, contemporary theories of curriculum, and evaluation of instructional programs. In addition, other topics related to curriculum are studied, such as human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

GOVERNANCE AND MANAGEMENT. This seminar covers theories, structures, and processes in the management of educational institutions or programs. General theories of organization and management principles are studied. Among the topics covered are theories of human and organizational behavior, situational theory, administrative organization, evaluation, and governance models.

APPLIED EDUCATIONAL RESEARCH AND EVALUATION. This seminar covers the principles of applied research and evaluation; including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social sciences. Specifically, this seminar leads to the development of competencies in the identification of researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

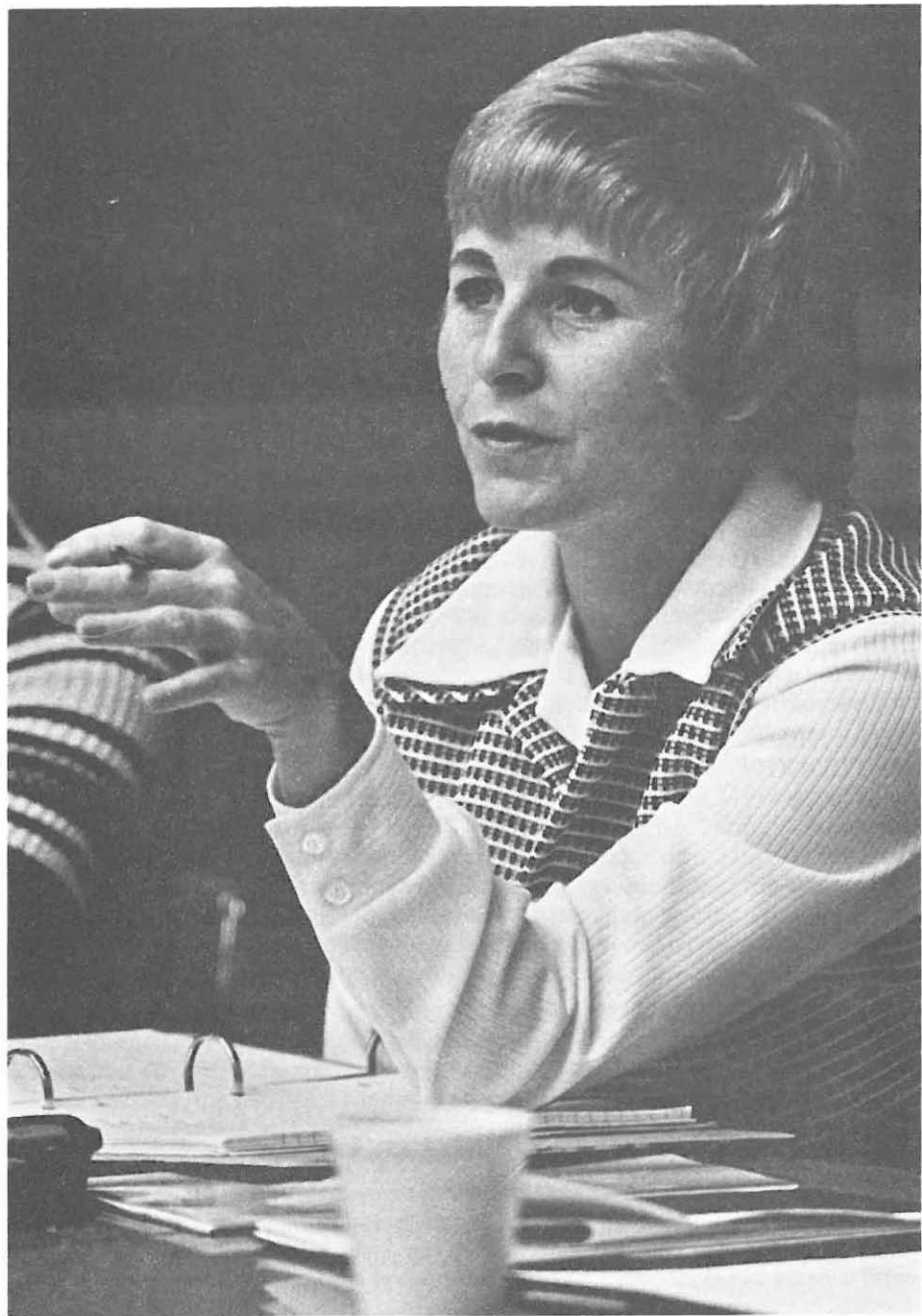
LEARNING THEORY AND APPLICATIONS. This seminar covers three broad areas related to learning theory and application. The first area is basic theories of learning, including the stimulus-response tradition, the cognitive approach (Gestalt psychology, purposive behaviorism, etc.), and Skinnerian behaviorism. The second area covers the management of learning, including transfer of learning, massed vs. distributed learning, the role of reward and punishment, the relationship between personality development and learning, and the adult learner. The third area is concerned with learning as applied in various educational/instructional settings, and focuses on the assessment of learning and the development of alternate strategies to facilitate learning.

SOCIETAL FACTORS AFFECTING EDUCATION. This seminar explores the forces in society that affect lifelong education, including (1) the nature of social systems (organizations, communities, states, nations) including structures, norms, values, leadership, relationships, quality of life, dynamics of maintenance and change, control, roles, conflicts, and characteristics of learning environments; (2) social trends and their impact on education, including the knowledge explosion, technological change, changing population patterns, value shifts, changes in family life, changes in the world of work, and changes in inter-institutional relationships; and (3) planning for the future, including theories of change, strategies for intervention, the role of the change agent, the art of forecasting, organization renewal, and the role of education in societal change.

SPECIALIZATION SEMINARS—HIGHER EDUCATION

THE POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION. This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are explored and the various actors and their roles are identified and analyzed.

THE EMERGENCE OF HIGHER EDUCATION IN AMERICA. The areas of study in this seminar concern the historical and philosophical roots of higher education; the medieval, Renaissance and Reformation



contributions to the idea of the American College; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late 20th Century. Also, the critics of higher education and their impact are explored.

SPECIALIZATION SEMINARS—LEADERSHIP IN ADULT EDUCATION

HISTORY, PHILOSOPHY, AND NATURE OF ADULT EDUCATION. The broad goal of this seminar is to provide participants with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal. By vertical perspective is meant the ability to see the present situation in the light of past developments and future trends—to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now—to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society; (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

THE THEORY AND PRACTICE OF ADULT EDUCATION METHODOLOGY. In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning, and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

SPECIALIZATION SEMINARS—VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

PERSONNEL. This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered.

THE EMERGENCE OF VOCATIONAL, OCCUPATIONAL AND TECHNICAL EDUCATION IN AMERICA. This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, and government, and the economics of VTO education.

Practicums Practicums are applied research projects that are designed to promote the solution to current problems in the participant's institution. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Participants must successfully complete five practicums, one related to each of five different seminars. All participants must complete a practicum for the seminar on Applied Educational Research and Evaluation and at least one practicum for a specialization seminar. Participants are encouraged to write practicums for both of their specialization seminars.

The practicums promote the translation of theory into practice by requiring the participant to relate the theory presented in a seminar to a problem, project, or condition in his or her institution. The goal of a practicum is not the creation of new knowledge (though this may occur), but the formulation and, ideally, the implementation of a plan of action that will lead to some improvement in the participant's institution or organization. Each practicum provides experience in designing and conducting applied research projects. The participant is assisted in this process by the cluster coordinator, a central staff reviewer, and a practicum evaluator.

MARP The Major Applied Research Project (MARP) is expected to be the major participant activity during the third and subsequent years of the program. MARPs are much like practicums, only much more ambitious and rigorous. Another distinction is that whereas the practicum is, in part, a vehicle for sharpening one's skills in planning and conducting applied research, the MARP is the vehicle for the final demonstration that one has, indeed, mastered those skills.

A participant is allowed to begin work on the MARP when he or she has passed six seminars and four practicums. Participants are not assigned a MARP advisor until these requirements are met.

The MARP involves the application of research to actual problems and issues in education. Since the Ed.D. program stresses experiences that contribute to the professional improvement of the participant, and the

third year is the capstone of those experiences, the nature of the project undertaken should be potentially useful in a professional situation, most likely in the institution or organization in which the participant is employed.

Participants are guided and assisted throughout the MARP process by a three-member MARP committee that consists of a MARP advisor, and central staff committee member, and a local professional committee member.

Summer Institute To graduate, each participant must attend two Summer Institutes. Summer Institutes are week-long events that bring together participants, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborate on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among participants and other educators from all across the country. Many participants find the Summer Institute to be one of the most stimulating and rewarding aspect of the program.

Since 1977, an annual Practitioners' Hall of Fame (PHOF) has also been held during the Summer Institute. This event provides a forum for practitioners who have successfully undertaken new, innovative, or otherwise unique projects, to share their experiences with others. In this way, the problems and concerns of those in the "front lines" education are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

Learning Resources

CLUSTER LIBRARIES

The Center for Higher Education provides each cluster with a collection of books and other reading materials that are on the bibliographies compiled by National Lecturers in each seminar. The Cluster Coordinator makes provisions for storing these materials and distributing them to participants as needed.

In addition, each cluster is provided with an annual operating fund with which to pay for cluster administrative expenses and to obtain additional resources deemed necessary by the cluster. This practice allows substantial local discretion to each cluster in determining and obtaining resources that are most appropriate for local needs.

INFORMATION RETRIEVAL SERVICE

The Information Retrieval Service (IRS) houses the entire microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 190,000 documents, and about 1,200 are added monthly. Using widely available printed indexes or computer searches, participants can identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 12,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 100 other databases, including several social science databases that contain education-related information. The IRS does comprehensive searches, "quick searches," and current awareness searches of these databases for program participants, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and non-print materials needed for practicums and other projects. Altogether, the databases to which the IRS has access contain more than 30 million resources. Since September, 1976, the IRS has done more than 1,300 computer searches for participants and graduates.

Faculty Participants are taught by nationally recognized authorities drawn from major universities and other institutions across the country and hired as national lecturers on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers are flown to each cluster to conduct the three day-long sessions for each of the required seminars.



National Lecturers

CORE SEMINARS

Applied Educational Research and Evaluation

GEORGE BARTON

Nova University

MANTHA MEHALLIS

Broward Community College

ARDEN PRATT

Southern Illinois University at Carbondale

GARY RANKIN

South Oklahoma City Junior College

Curriculum and Program Planning

JOSEPH COOK

Florida Atlantic University

BARTON HERRSCHER

Center for Educational Development

RENEE WESTCOTT-HILL

Central Piedmont Community College

ALBERT PAUTLER

State University of New York at Buffalo

DONALD RIPPEY

University of Texas at Austin

Governance and Management

LOUIS BENDER

Florida State University

JAMES GOLLATTSHECK

Valencia Community College

FREDERICK KINTZER

University of California at Los Angeles

ROBERT E. LAHTI

Community College of Denver

Learning Theory and Applications

GUERIN FISCHER

Clearbrook Center

JOHN LOSAK

Miami-Dade Community College

OSCAR MINK

University of Texas at Austin

RICHARD RIPPLE

Cornell University

EARL WRIGHT

San Antonio Community College

Societal Factors Affecting Education

GUERIN FISCHER

Clearbrook Center

KENNETH VARCOE

Penn State University

WILLIAM HULLIHAN

Florida Atlantic University

SPECIALIZATION IN HIGHER EDUCATION

The Emergence of Higher Education in America

EDGAR CALE

Nova University

FREDERICK KINTZER

University of California at Los Angeles

RALPH KIRKMAN

Vanderbilt University

JAMES WATTENBARGER

University of Florida

Politics, Law and Economics of Higher Education

LOUIS BENDER

Florida State University

J. TERENCE KELLY

Miami-Dade Community College

SEBASTIAN MORTORANA

Pennsylvania State University

ROSS MORETON

Nova University

SPECIALIZATION IN LEADERSHIP IN ADULT EDUCATION

History, Philosophy, and Nature of Adult Education

MALCOLM KNOWLES

North Carolina State University

Theory and Practice of Adult Education Methodology

MALCOLM KNOWLES

North Carolina State University

SPECIALIZATION IN VOCATIONAL, TECHNICAL, OCCUPATIONAL, EDUCATION

Personnel

JOHN GLENN

State University of New York at Utica

FRANK SAMUELS

Milwaukee Area Technical College

The Emergence of Vocational, Occupational and Technical Evaluation in America

GEORGE MEHALLIS

Broward Community College

Biographies

GEORGE F. AKER, MARP Advisor, is Professor of Adult Education and Director of Educational Management Systems at Florida State University. Dr. Aker received a B.S. degree, with Highest Distinction, from Purdue University and an M.A. and Ph.D. degree from the University of Wisconsin. He has many years experience in extension and adult education and was the first Director of Studies and Training in Continuing Education at the University of Chicago. He was also involved in the planning and design of a number of international conferences at the University of Chicago Center for Continuing Education. In 1963, Dr. Aker established the graduate and research Department of Adult Education at Florida State University. His other professional activities include serving on the President's joint commission for the training of correctional manpower and as President of the Adult Education Association. Dr. Aker has been recognized for distinguished service by the Adult Education Association, the National Association of Public Continuing Education, the American Society of Training and Development, the Florida Law Enforcement Academy, and the Venezuelan Association for Adult Education.

GEORGE M. BARTON is the Director of Instruction for the Center for Higher Education. He also serves as a National Lecturer in Educational Research and Evaluation and as a central staff committee member for MARPs. Dr. Barton received a B.S. degree from Florida Southern College and his M.Ed. and Ed.D. degrees from the University of Florida. He has been a teacher at the University of Florida, the Director of Student Personnel at Daytona Beach (Florida) Junior College, Director of the Junior College Program at Educational Testing Service, and Dean of Student Affairs at Essex County College in Newark, New Jersey. He has also served as Director of Institutional Research, Collegium Dean, and Dean of Educational Systems at Hillsborough Community College in Florida. Dr. Barton has been a consultant and speaker at many national workshops and institutes, and has served on several national committees, including Commission IX of the American Personnel and Guidance Association and the Outcomes of Higher Education Task Force of the National Center for Higher Education Management Systems.

LOUIS W. BENDER, MARP Advisor and National Lecturer in the Politics, Economics, and Law of Higher Education, is Professor of Higher Education at Florida State University and Director of the FSU Center for

State and Regional Leadership of Higher Education. Dr. Bender received his B.A. degree from Moravian College and his M.A. and Ed.D. from Lehigh University. Before moving to FSU, Dr. Bender was with the Pennsylvania Department of Education, first as Director of the Bureau of Community Colleges, then as Assistant Commissioner for Higher Education. He has served as a consultant to a number of states and institutions. Other professional activities include serving as a doctoral program evaluator for the State University of New York and University of Southern Illinois, as a proposal reader for the U.S. Office of Education, as Vice President and President of the Council of Universities and Colleges (AACJC), and as a member of the advisory boards of the ERIC Clearinghouses on Higher Education and Junior Colleges. Dr. Bender is a recipient of the Governor's Award for Excellence for Commonwealth Employees (Pennsylvania). Among his many publications are *The Political Terrain of American Postsecondary Education* (with Clyde E. Blocker and S.V. Martorana, Nova University Press, 1975) and *Governance of the Two-Year College* (with Richard C. Richardson, Jr., Prentice-Hall, 1972).

JOHN W. BOUSEMAN, Practicum Evaluator, is Vice President and Provost of the Plant City (Florida) Campus of Hillsborough Community College. He received his B.A. and B.S. degrees from Anderson College and his M.A. and Ph.D. degrees from the University of Chicago. Dr. Bouseman worked with the Central YMCA Schools in Chicago moving from high school and continuing education teacher to high school principal, Junior College Dean of Students, Dean of the College, and Vice President for Academic Affairs. He also served as Adjunct Professor in the Graduate School of Education at DePaul University before joining Hillsborough Community College. Dr. Bouseman has served as President of the Independent Schools Association of Greater Chicago and the Illinois Junior College Administrator's Association. He has served as an officer and/or board member for numerous civic and professional organizations in Illinois and Florida. Among his many current responsibilities, he is Coordinator of Region V of the Florida Consortium for Community College Television and a member of the State of Florida Advisory Committee on Instructional Television. He also serves as Adjunct Professor for the Union Graduate School.

EDGAR B. CALE is the Director of Continuing Services at the Center for Higher Education and also serves as a central staff MARP committee member. Dr. Cale received his B.A., M.A., and Ph.D. degrees from the University of Pennsylvania. He has held a number of teaching and administrative positions, including Professor of Political Science at the Universities of

Pennsylvania and Buffalo and Professor of Higher Education at the University of Pittsburgh. He has also lectured at Chulalongcorn and Thammasat Universities in Bangkok, Thailand. In addition, he has served as Dean of the Summer School, University of Pennsylvania; Chief of the Education Division and Public Administration Division of the U.S. mission in Thailand; Vice Chancellor, University of Pittsburgh; President, University and College Associates; and Dean of the Motorola Executive Institute.

JOSEPH B. COOK, MARP Advisor and National Lecturer and Seminar Coordinator in Curriculum and Program Planning, is an Associate Professor of Education at Florida Atlantic University. Dr. Cook received his B.A., M.R.C. (Rehabilitation Counseling), and Ed.D. degrees from the University of Florida. Before joining F.A.U., he was at Miami-Dade Junior College as a Counselor and later as Director of Guidance. He was also a counselor at the University of Miami. Dr. Cook has been consultant to the Florida Department of Education, the Bureau of Higher Education (HEW), and the University of Kentucky. Dr. Cook is the author of several publications, including *The Search for Independence* (Brooks/Cole Publishing Company, 1968).

LELAND COOPER, National Lecturer in Theory and Practice of Adult Education Methodology, is Professor of Education at Appalachian State University. Dr. Cooper received his B.S. from Clemson College, his M.Ed. from the University of North Carolina at Chapel Hill, and his Ed.D. from the University of Florida, where he was a Kellogg Fellow. He is the author of several articles and is listed in WHO'S WHO IN INTERNATIONAL EDUCATION.

GUERIN A. FISCHER, Practicum Evaluator and National Lecturer in Learning Theory and Application and in Societal Factors, is Executive Director of the Clearbrook Center in Rolling Meadows, Illinois. He was formerly Professor and Vice President of Student Affairs at William Rainey Harper Community College, Palatine, Illinois. Dr. Fischer received his B.A. from the University of Washington, his M.A. from Eastern Washington State University, and his Ed.D. from Northern Colorado University. He has experience as a public school teacher, psychologist, counselor, and college administrator and teacher. Among his many additional professional activities, Dr. Fischer is Treasurer and Vice Chairman Elect of the National Council on Student Development (AACJC). He has served on several special boards and panels and has been a consultant to many colleges.

DAVID D. GALE, Practicum Evaluator, is Dean and Professor, College of Allied Health and Nursing, Eastern Kentucky University. Dr. Gale received his B.S.

from Cascade College, his M.S. from University of South Dakota, and his Ph.D. from the University of Iowa. He has many years of teaching and administrative experience at the college level. He has served as a consultant to many institutions in the United States and abroad on allied health and nursing development.

JOHN W. GLENN, JR., National Lecturer in Personnel Management, is Director of Vocational-Technical Education of State University College at Utica/Rome. He received his B.S. and M.S. degrees at the State University of New York at Buffalo and his Ed.D. from the Pennsylvania State University. Prior to his current position, Dr. Glenn was at State Technical Institute at Memphis, first as Department Head, Vocational-Technical Education, then as Division Head, General Vocational Technologies. He has written and spoken extensively on the subject of inservice staff development as well as on other topics.

JAMES F. GOLLATTSHECK, National Lecturer in Governance and Administration, is the President of Valencia Community College, Orlando, Florida. Dr. Gollattscheck received a B.A. and M.Ed. from the University of Florida and a Ph.D. from Florida State University. He has been a public school teacher and served as principal, Director of Educational Services, Director of Personnel, Assistant Superintendent, Associate Superintendent, and Acting Superintendent of Pinellas County (Florida) Schools. At Valencia Community College, Dr. Gollattscheck was Dean of Academic Affairs and Executive Vice President prior to becoming President. He has also served on, and has sometimes been chairman of, boards and advisory committees of a wide range of professional and civic organizations, such as the Community Education State Plan Committee (Florida), Media Systems Corporation, International/Intercultural Consortium Advisory Committee (AACJC), Advisory Council for Community Education (AACJC), Commission on Academic Affairs (ACE), Florida Association of Community Colleges Legislative Committee, and the National Center for Higher Education Management Systems. Dr. Gollattscheck is also the author of numerous articles and books on community colleges and community education.

R. WILLIAM GRAHAM, Practicum Evaluator, is a Professor in the Barstow (California) Community College District. Dr. Graham received his B.A. from Pomona College and his M.S. and Ed.D. degrees from the University of Southern California. He has more than 20 years of high level experience in college administration. In addition, Dr. Graham has served as Visiting or Adjunct Professor at the Universities of Wisconsin, South Florida, Minnesota, Southern California and

New Mexico. He is also a Senior Consultant to the University of Mid-America and has served on many advisory boards and commissions.

BARTON R. HERRSCHER, National Lecturer in Curriculum and Program Planning, is an Associate Professor at the University of Houston. He received a B.A. degree from Harris Teachers College (St. Louis), his M.Ed. from Southern Methodist University, and Ed.D. from the University of California at Los Angeles. Dr. Herrscher was an instructor at Southern Methodist University and St. Louis Junior College, and also served as Assistant Dean of Students at UCLA, Program Associate at the National Laboratory for Higher Education in Durham, North Carolina, President of Mitchell Community College, Statesville, North Carolina, and Director of the Center for Educational Development in Houston. He is the author of several articles, monographs, and reports, and has contributed chapters to several books on instructional systems and design.

RENEE WESTCOTT HILL, National Lecturer in Curriculum and Program Planning, is Vice President for Learning Resources at Central Piedmont Community College in Charlotte, North Carolina. Dr. Hill received her B.A. degree from Fayetteville State University, her M.A. from North Carolina Central University, and her Ed.D. from Duke University. She has also studied at Juilliard School of Music, Caputo Conservatory (Carnegie Hall), and Johns Hopkins University. Prior to becoming Vice President, Dr. Hill was Head of the Reading Department at Central Piedmont Community College. She also was Commissioner of the North Carolina Division of Social Services, and Curriculum/Media Specialist with the North Carolina State Commission on Higher Education Facilities. Dr. Hill also has extensive experience as an elementary school and preschool teacher. She is the author of several reports on curriculum and instruction.

WILLIAM F. HULLIHAN, National Lecturer in Societal Factors Affecting Education, is Associate Professor of Education at Florida Atlantic University. Dr. Hullihan received his BS, MPH, and Ed.D. degrees from the University of Florida. He has been on the faculty at FAU since 1964 and has written extensively on social issues in education.

J. TERENCE KELLY, National Lecturer in the Politics, Law, and Economics of Higher Education, is Vice President for Education at Miami-Dade Community College. Dr. Kelly received his B.Ed. and M.Ed. from the University of Miami (Florida) and his Ed.D. from the University of Tennessee. He served as Assistant Registrar, Administrative Assistant to the President, Acting Director of the Office of Development, Assistant to the

President, and Dean for Administration and Open College at Miami-Dade before becoming President. Dr. Kelly has written several articles on the subject of educational technology and instruction and has been a presenter at numerous conferences and workshops.

FREDERICK C. KINTZER, MARP Advisor and National Lecturer in Governance and Management, is Professor of Higher Education and Director of the Community College Leadership Program at the University of California, Los Angeles. Dr. Kintzer received his B.A. degree from the University of Washington and his M.A. and Ed.D. from Stanford University. He has written widely on the two-year college and has been a consultant on administrative reorganization in various states. He is a former President of the Council of Universities and Colleges, American Association of Community and Junior Colleges. Dr. Kintzer has extensive international experience, having been a consultant to the governments of Kenya and Sri Lanka. He has also studied higher education in Norway and Yugoslavia.

RALPH E. KIRKMAN, MARP Advisor and National Lecturer in the Emergence of Higher Education in America, is Professor of Higher Education at Vanderbilt University and Editor of the *Peabody Journal of Education*. Dr. Kirkman received his B.A. and M.A. degrees from Baylor University and his Ed.D. degree from North Texas State University. His experience also includes serving as Director of the Curriculum Revision Study, Vanderbilt University School of Nursing; Dean of the Graduate School, Middle Tennessee State University; Academic Vice President and Dean of Students, Ouachita Baptist College. Dr. Kirkman is listed in *Who's Who in America*, *Who's Who in the South and Southwest*, and *Dictionary of International Biography*.

MALCOLM S. KNOWLES, National Lecturer in the History, Philosophy, and Nature of Adult Education and the Theory and Practice of Adult Education Methodology, is Professor Emeritus at North Carolina State University. Dr. Knowles received his B.A. from Harvard College, and his M.A. and Ph.D. degrees from the University of Chicago. His experience includes serving as a Professor of Education at Boston University and as Executive Director of the Adult Education Association. Dr. Knowles has wide experience as an international consultant in adult education, having worked with General Electric Co., I.B.M., Polaroid, Westinghouse, United Airlines, U.S. Department of Labor and Justice, H.E.W., and a number of universities in the U.S., Canada, Brazil, and Venezuela. He is a prolific writer, and the author of such books as *The Modern Practice of Adult Education: Andragogy vs. Pedagogy* (Association Press, 1970) and *The Adult Learner: A Neglected Species* (Gulf, 1973).

JAMES E. LORION, Practicum Evaluator, is Special Assistant to the Chancellor at Cuyahoga Community College. Dr. Lorion received his B.A. from Michigan State University, his M.A. from the University of Michigan, and his Ph.D. from the Ohio State University. His past experience includes serving as a high school teacher, college counselor, director of admissions, dean of student services, and director of continuing education. Dr. Lorion is the co-author, with Ronald F. Campbell, of *Performance Contracting in School Systems* (Charles E. Merrill, 1978).

JOHN LOSAK, Practicum Reader and National Lecturer in Learning Theory and Applications, is Dean of Institutional Research at Miami-Dade Community College. Dr. Losak received his B.A. and M.A. degrees from the University of Florida and his Ph.D. from Florida State University, where he was a Kellogg Fellow. He has many years experience as a counselor, psychologist, testing specialist, and teacher. He has taught both graduate and undergraduate courses at Barry College, Miami-Dade Community College, University of Miami, and Florida International University, as well as at Nova University. Dr. Losak is the author of many publications and has served on several committees, most recently the College Entrance Examination Board — College Scholarship Service Assembly, and the Council on College Level Services, a national advisory committee to the College Entrance Examination Board.

S. V. MARTORANA, MARP Advisor and National Lecturer in the Politics, Law, and Economics of Higher Education, is Professor of Higher Education and Research Associate, Center for the Study of Higher Education at The Pennsylvania State University. Dr. Martorana received his B.S. degree from New York State Teachers College and his M.A. and Ph.D. from the University of Chicago. He has served as Chief of the State and Regional Organization of Higher Education (USOE), Assistant Commissioner for Higher Education Planning New York State Board of Regents, and Vice Chancellor for Community Colleges and Provost for Vocational and Technical Education at the State University of New York. His other professional activities include memberships on the National Board on Human Resources (National Academy of Science), the Advisory Committee on Community Colleges (American College Testing Program), Task Force on Financing Community and Junior Colleges (AACJC), and the Advisory Committee on Statewide Coordination (Education Commission of the States). He also served on President Nixon's Special Advisory Panel on Priorities in Higher Education. Dr. Martorana has written extensively on the politics and economics of higher education.

JANE E. MATSON, MARP Advisor, is Professor of Education at California State University at Los Angeles. She received her B.A. degree from the University of Chicago and her M.A. and Ed.D. degrees from Stanford University. Dr. Matson has many years of teaching, administrative, counseling, and consulting experience. For several years she worked with the American Association of Community and Junior Colleges studying and working with student personnel programs.

GEORGE MEHALLIS, National Lecturer in Emergence of VTO Education in America and Cluster Coordinator of the North Miami Cluster, is Executive Director for Technical Education at Broward Community College. Dr. Mehallis received his B.S., M.A., and Ph.D. degrees from The Ohio State University. For 10 years, Dr. Mehallis was an Assistant Professor and Associate Professor at the University of Miami. Prior to his current position at BCC, he was College Dean for Occupational Education at Miami-Dade Community College. Dr. Mehallis' other professional activities include coordinating the Florida Industry Services Program, chairing the Florida Vocational Education Equity Council, and serving as a consultant to the U.S. Office of Education Office of Career Education. In 1979 he was honored as a Distinguished Alumnus of The Ohio State University School of Education.

MANTHA VLAHOS MEHALLIS, MARP Advisor and National Lecturer in Applied Educational Research and Evaluation, is Director of Institutional Research and Systems Planning at Broward Community College, Fort Lauderdale, Florida. Dr. Mehallis received her B.S., M.A., and Ph.D. degrees at Michigan State University. Before joining Broward Community College, Dr. Mehallis was a Specialist with the Planning and Federal Compliance Unit of the Vocational Education and Career Development Service, Michigan Department of Education. She has been a speaker at many meetings and conventions and has received a number of honors, including Outstanding Educator of America (1975) and Outstanding Young Women of America (1976).

OSCAR G. MINK, National Lecturer in Learning Theory and Applications, is Visiting Professor of Community College Education, Director of the NIMH Project, and Senior Social Science Research Associate at the University of Texas at Austin. Dr. Mink received his B.S. and M.S. degrees from Brigham Young University and his Ed.D. from Cornell University. Prior to his current positions, Dr. Mink was Associate Professor of Guidance and Counseling and Director of Correctional Counseling at West Virginia College of Graduate Studies, Director of the Senior College Division and

Chairman of the Administrative and Organizational System Task Force at the National Laboratory for Higher Education, Associate Professor and Director of the Division of Clinical Studies at West Virginia University, Manager of Management and Executive Development at the Learning Systems Division of The Xerox Corporation, and Assistant Professor of Secondary Education and Educational Psychology at Cornell University. Dr. Mink has done considerable research and has written extensively in the areas of guidance and counseling, organizational development, and learning and instruction.

ROSS E. MORETON is the Director of the Center for Higher Education and also serves as National Lecturer in the Economics, Law, and Politics of Higher Education and as central staff committee member for MARPs. Dr. Moreton received a B.S. degree from Carson-Newman College in Jefferson City, Tennessee, his M.A. degree from East Tennessee State University, and his Ed.D. from The University of Mississippi. Before being Director, Dr. Moreton was Acting Director and Associate Director of the Center, as well as the Director of the specialization in Vocational, Technical, and Occupational Education. Prior to coming to Nova, Dr. Moreton held several positions at Hillsborough Community College (Florida) including Provost and Campus Director of the Plant City campus, Dean of the Plant City Center, Dean of Instructional Programs, Associate Dean for Branches, and Associate Dean of Instruction. He has also served as an instructor in the School of Education at The University of Mississippi and a school principal and teacher.

ALBERT J. PAUTLER, JR., MARP Advisor and National Lecturer in Curriculum and Program Planning, is Professor in the Department of Curriculum Development and Instructional Media and Head of the Vocational/Occupational Education Program at State University of New York at Buffalo. Dr. Pautler's previous experience includes serving as a Research Associate with the National Advisory Council on Vocational Education and as Associate Professor and Chairman of the Department of Vocational Education at Rutgers University. He is the author of many articles, monographs, and books, including *The Future of Vocational Education* (The National Advisory Council on Vocational Education, 1977).

ARDEN L. PRATT, Practicum Evaluator and MARP Advisor, is Dean of the School of Technical Careers and Professor of Higher Education at Southern Illinois University, Carbondale. Dr. Pratt received his B.S. degree from West Virginia Wesleyan College, his M.Sc. degree from Ohio State University, and his Ed.D. degree from the State University of New York at Buffalo. His

previous experiences include serving as Director of the New Institutions Office and Staff Specialist on the Occupational Education Project, AACJC; Resident Advisor and Field Director of the Ford Foundation Project in Lahore, Pakistan; and Chief of the Bureau of Two-Year College Programs, New York State Department of Education. He has also served on the faculties of ERIC County Technical Institute, SUNY-Buffalo, Salem College, and Ohio State University. Dr. Pratt is the author of many publications and has been a consultant for several organizations, such as the American Council on Education, several agencies of the U.S. Office of Education, the U.S. Departments of Energy and H.E.W., and several colleges and universities.

GARY E. RANKIN, Practicum Evaluator and National Lecturer in Applied Educational Research and Evaluation, is the Vice President for Student Development at South Oklahoma City Junior College. Dr. Rankin received his B.S. and M.S. degrees from the University of Kansas and his Ph.D. from the University of Northern Colorado. Before joining SOJC, Dr. Rankin was at William Rainey Harper College as Director of the Community Counseling Center, Director of Testing, and Dean of Student Services. He is active in many civic and professional organizations.

DONALD T. RIPPEY, MARP Advisor and National Lecturer in Curriculum and Program Planning, is Professor of Educational Administration at the University of Texas at Austin. Dr. Rippey received his B.A. and M.A. degrees at the University of New Mexico and his Ed.D. from the University of Northern Colorado. In addition to teaching, Dr. Rippey has held a number of administrative positions in higher education, including President of El Centro College in Dallas, Texas, President of Columbia Basin College in Parco, Washington, and Director of Roswell Community College in Roswell, New Mexico. He has also served on the National Advisory Committee of the American Council on Education and has been a consultant to the U.S. Office of Education, American Association of Community and Junior Colleges, American Associates of Higher Education, and the American Association of School Administrators. Dr. Rippey is a former Vice President of the National Council of College and University Professors.

RICHARD E. RIPPLE, National Lecturer in Learning Theory and Applications, is Professor of Educational Psychology at Cornell University. Dr. Ripple received his undergraduate degree from the University of Wisconsin at Milwaukee and his M.S. and Ph.D. degrees from the University of Wisconsin, Madison. He was the coordinator of the graduate program in educational psychology and measurement at Cornell, and, prior to that, had nine years' experience in teaching, adminis-

tration, and research in public school and military settings. Dr. Ripple was also Senior Fulbright Scholar at the University of Exeter in England and visiting professor at the University of Hawaii and Monash University in Melbourne, Australia. He is past editor of the *Educational Psychologist* and consulting editor of the *Child Study Journal* and *Contemporary Educational Psychology*. Dr. Ripple has written extensively in the areas of learning theory and instruction. Among his publications are *Handbook on Teaching Educational Psychology* (Academic Press, 1977), and *Learning and Human Abilities: Educational Psychology* (Harper and Row, 3 edition, latest 1977).

FRANK SAMUELS, National Lecturer in Personnel, is Dean of the General Education Division of Milwaukee Area Technical College. Dr. Samuels received his B.S. and M.S. degrees from the University of Wisconsin at Milwaukee and his Ph.D. from the University of Illinois. He has held a number of teaching and administrative positions in higher education.

CLIFFORD L. SHISLER, Practicum Evaluator, is Program Development Specialist with the Office of Research Development and Administration at Southern Illinois University at Carbondale. Dr. Shisler received his B.F.A. from the State University of New York at Buffalo, his M.Ed. at the University of Arizona, and his Ph.D. at the University of South Carolina. He has served as Dean of Instruction and Director of Curriculum Development at Greenville (South Carolina) Technical College, and Supervisor of Title I Research and Evaluation with the Duval County (Florida) School Board. While in South Carolina, Dr. Shisler was also Cluster Coordinator of the Greenville Cluster.

ELIZABETH L. VAN DALSEM, MARP Advisor, is Professor of Counseling and Coordinator of the General Counseling Program at San Francisco State University. Dr. Van Dalsem received her B.A., M.A., and Ed.D. degrees from Stanford University. She has many years experience as a school psychologist, teacher, and counselor. Among Dr. Van Dalsem's publication is *The Counselor Today*, edited with James K. Winfrey (Simon and Schuster, 1971).

KENNETH E. VARCOE, Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Assistant Vice President for Student Affairs at Penn State University. Dr. Varcoe received his B.A. degree from Trenton State College, and his M.S. and Ph.D. degrees from Southern Illinois University. He also worked at S.I.U. as Staff Assistant to the Dean of Students, Assistant Coordinator of Student Activities, and Assistant Dean. Dr. Varcoe has much experience as a speaker and leader of workshops in the areas of student development and leadership training.

JAMES I. WATTENBARGER, MARP Advisor and National Lecturer in The Emergence of Higher Education in America, is Professor and Director of the Institute of Higher Education at the University of Florida, where he also serves as Chairman of the Department of Educational Administration. Dr. Wattenbarger received his B.A., M.A., and Ed.D. degrees at the University of Florida. Before joining the University of Florida he worked with the Florida Department of Education as Director of the Division of Community and Junior Colleges, Assistant State Superintendent, and Executive Officer of the State Junior College Board. His other professional activities include memberships on many national boards, panels, and commissions. He is currently on the Editorial Board of *Community College*

Review and serves on the Brookings Institution's Community College Finance Advisory Panel. Dr. Wattenbarger has written widely on the two year college movement and is the author of numerous books, studies, and articles.

JOHN R. WEST, Practicum Evaluator, is Dean, Special Services, at Santa Ana College. He received his B.A. and M.A. degrees from California State University at Fullerton and his Ed.D. degree from Nova University. Dr. West has served as a training supervisor in private industry, an Employment Services Officer with the State of California, and an instructor at Santa Ana College and Cal-State, Fullerton. He is active in a number of civic and professional organizations.

Further Information Those who are interested in getting further information on the programs described in this brochure may do so by contacting the coordinator of a cluster in their area or the Ed.D. Admissions Office, Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, 305/475-7377.

The following is a list of clusters that are accepting applications for admission. Each cluster is identified by the cluster name and the name, address, and telephone number of the cluster coordinator. The codes in parentheses after the cluster name indicate the specialization offered at that site (HE = Higher Education; AE = Leadership in Adult Education; VTO = Vocational, Technical, and Occupational Education).

BREVARD (AE, HE, VTO)

Dr. Robert Breuder
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922
305/632-1111, ext. 318

CHICAGO-HARPER (HE)

Dr. George Grimes
727 South Home Avenue
Oakpark, Illinois 63004
312/583-4050

CONNECTICUT (HE)

Dr. Dino F. Chiaburri
92 West Prospect Street
West Haven, Connecticut 96516
203/239-2586

DALLAS II (AE, HE, VTO)

Dr. Anita Barrett
4209 Mary's Creek Drive
Fort Worth, Texas 76116
817/534-4861, ext. 455

DAVENPORT (AE, HE, VTO)

Dr. Robert K. White
Blackhawk Community College
6600 34th Avenue
Moline, Illinois 61265
309/796-1311, ext. 359

DELAWARE (AE, HE, VTO)

Dr. William Bryan
Salem Community College
Penns Grove, New Jersey 08069
609/299-2100

FORT BRAGG (AE, HE, VTO)
 Dr. Boyd Ayers
 Fayetteville Technical Institute
 P.O. Box 35236
 Fayetteville, North Carolina 28303
 919/323-1961

GLENDALE, CALIFORNIA (AE,
 HE, VTO)
 Dr. John Davitt
 Glendale College
 1500 North Verdigo Road
 Glendale, California 91208
 213/240-1000

HAWAII (AE, HE, VTO)
 Dr. Fred Haehnlan
 Professor of Counseling and Guidance
 University of Hawaii—Manoa
 Honolulu, Hawaii 96822

HICKORY (AE, HE, VTO)
 Dr. Don Cameron
 V.P. for Academic Affairs
 Spartanburg Technical College
 Drawer 4386
 Spartanburg, South Carolina 29303
 803/576-5770

LOS ANGELES '77 (HE)
 Dr. Don Wilson
 Los Angeles City College
 855 North Vermont Avenue
 Los Angeles, California 90029
 213/663-9141, ext. 306

MILWAUKEE (AE, HE, VTO)
 Dr. Betty Jo Ruf
 7860 West Caldwell Court
 Milwaukee, Wisconsin 53218
 414/278-6705

MISSOURI "A" (AE, HE, VTO)
 Dr. Robert Hankins
 Longview Community College
 500 Longview Road
 Lee's Summit, Missouri 64063
 816/756-0220

NORTH ALABAMA (AE, HE, VTO)
 Dr. Dennis Adams
 Wallace Community College
 Highway 31, Route 6
 Hanceville, Alabama 35077
 205/352-6820

OAKLAND (AE, HE, VTO)
 Dr. Jack Mooradian
 5804 Balmoral Drive
 Oakland, California 94619

PHILADELPHIA '78 (HE)
 Dr. Peter Mills
 Widner University
 Chester, Pennsylvania 19144
 215/499-4335

SANTA ANA (AE, HE, VTO)
 Dr. John West
 2625 Ward Terrace
 Anaheim, California 92806
 714/835-3000

SOUTH FLORIDA (AE, HE, VTO)
 Dr. George Mehallils
 Country Club of Miami
 7348 Stardust Drive
 Hialeah, Florida 33015
 305/596-1345

TAMPA (AE, HE, VTO)
 Dr. Valda Robinson
 Hillsborough Community College
 P.O. Box 22127
 Tampa, Florida 33622
 813/879-4169

VERMONT (AE, HE, VTO)
 Dr. Neal Robbins
 Office for Community Colleges
 Room T705 Suny Plaza
 Albany, New York 12246
 518/473-1849

VIRGINIA (AE, HE, VTO)

Dr. Richard Peters
113 Brook Road
Yorktown, Virginia 23692
804/825-2869

WEST FLORIDA (AE, HE, VTO)

Dr. Pauline Einbecker
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504
904/476-5410

There are also several areas of potential cluster formation. These areas include, but are not limited to, the following:

Phoenix, Arizona
San Diego, California
Tucson, Arizona



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University Personnel**

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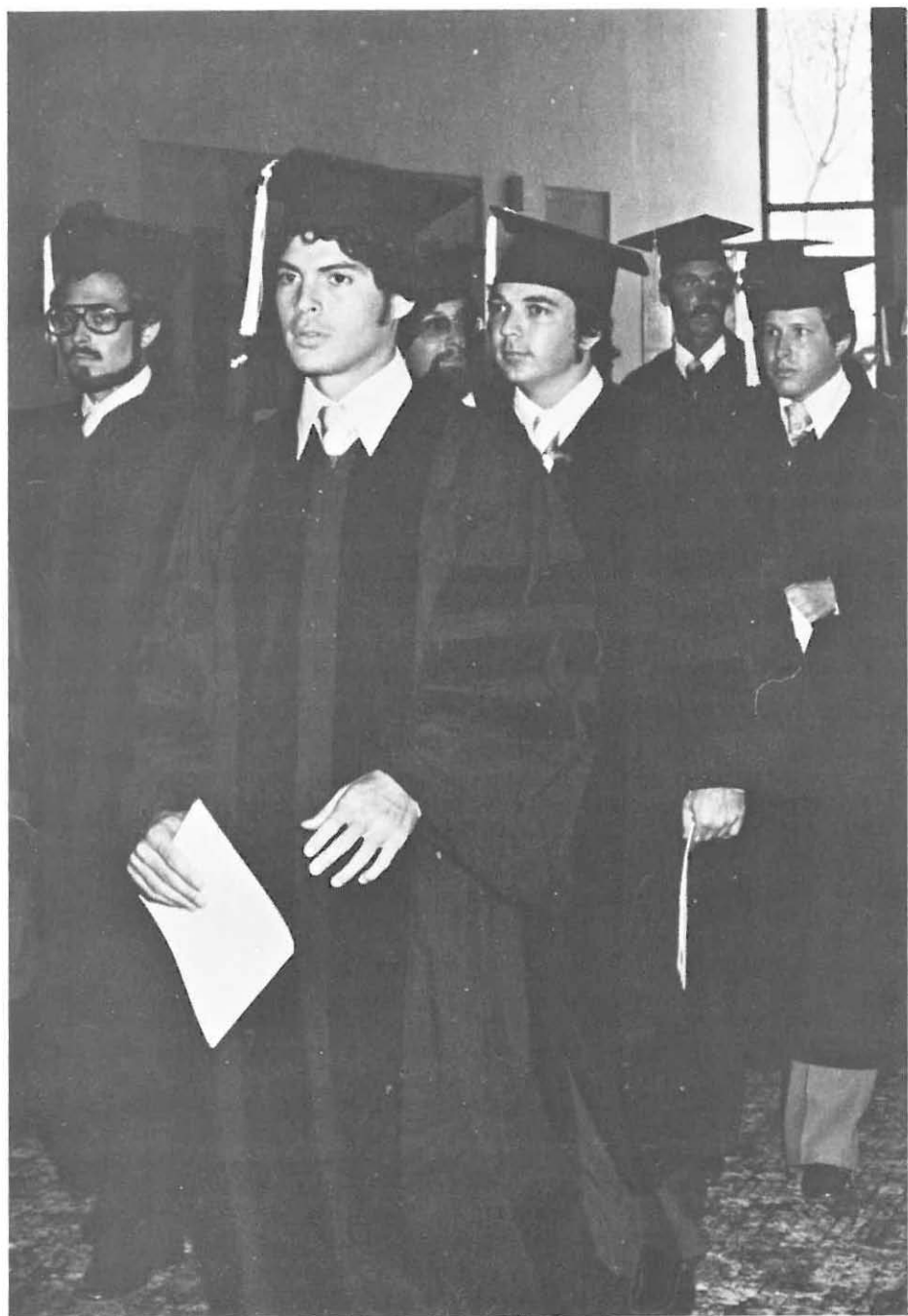
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The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees are necessarily subject to change without notice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

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

Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law.

A person does not have the right of access to educational records until he or she has been admitted and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents federal income tax forms.

Parents or eligible students will be provided a hearing by Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the record. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office, U. S. Department of Health, Education and Welfare, Washington, D. C. 20201.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination.

Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans educational benefits.

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

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

INFORMATION REQUEST FORM

I would like more information about the following Nova University Center(s) and Program(s):

CHOOSE ONLY ONE OF THE LEVELS INDICATED

- LEVEL I** (PRE-COLLEGE; NURSERY THROUGH GRADE 12) SCHOOL CENTER
- LEVEL II** (FOR PERSONS WITHOUT A BACHELOR'S DEGREE) UNDERGRADUATE PROGRAMS — NOVA COLLEGE
- Career Development Division (Business, Education, Human Sciences)
 - Corporate Program (Computer Science, Electronics, Engineering)
 - Day Division
- LEVEL III** (GRADUATE PROGRAMS—MASTERS AND EDUCATIONAL SPECIALIST) SELECT NO MORE THAN THREE
- Administration (Business and Public Administration, Criminal Justice, Human Resource Management & Computer Science)
 - Behavioral Sciences (Counseling, Guidance, Human Services, Psychology)
 - Education (Administration/Supervision, Curriculum/Instruction, Child Care, Early Childhood, Elementary, Exceptional Child, Health & Reading)
 - Ocean Sciences (Coastal Zone Management)
- LEVEL IV** (DOCTORAL PROGRAMS) SELECT NO MORE THAN THREE
- Administration (Business and Public Administration)
 - Behavioral Sciences (Clinical and Child Psychology)
 - Education (Early Childhood)
 - Higher Education (Community College, Vocational-Technical & Adult)
 - Law
 - Life Sciences
 - Ocean Sciences
 - School Leadership (Administration of Schools)

In addition to the above I would like information about:

- Intensive English (For non-English-speaking students)
- Institute for Retired Professionals
- Microcomputing

COMMENTS: _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME PHONE () _____ BUSINESS PHONE () _____

**Mail this form to: The Office of Admissions, Nova University,
3301 College Avenue, Ft. Lauderdale, Florida 33314**



Nova University
3301 College Avenue
Fort Lauderdale
Florida 33314

