

1985

Center for Higher Education Catalog 1985-86

Nova University

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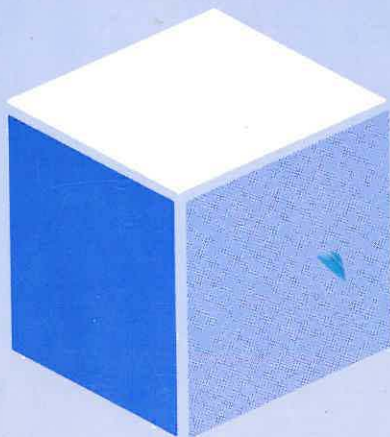
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NOVA UNIVERSITY

**CENTER FOR
HIGHER
EDUCATION**

CATALOG 1985-86



CATALOG 1985-86

CENTER FOR HIGHER EDUCATION

**NOVA UNIVERSITY
CATALOG 1985-86**

Policies and programs set forth herein are effective through June 30, 1986. 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.

Nova University is chartered by the State of Florida and is accredited by the Southern Association of Colleges and Schools.

Nova University admits students of any race, color, and national or ethnic origin.



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 seek solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness, and personal awareness.

Alexander Schure
Chancellor, Nova University

As Nova University nears the end of its second decade, it is seeing the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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



Abraham S. Fischler
President, Nova University

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Center for Higher Education

The Center for Higher Education at Nova University provides field-based doctor of education (Ed.D.), and master of science (M.S.) degree programs to practitioners working in higher education, vocational education, or adult education (including business, industrial, and military training programs). The center provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on field-based delivery system combining formal instruction, independent study, and applied research in an integrated program of study. The center also offers a campus-based master of science (M.S.) degree program for full-time students.

Philosophy and Mission

All of the programs offered by the Center for Higher Education embody a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision-making in educational programs and systems.

The field-based delivery system was developed as the most appropriate means for offering a majority of the center's programs. The field-based programs are designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient advantage of the field based approach is that it does not force for an extended period of time 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 while the student remains employed.

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory and practice presented to them through formal instruction and independent study. Because of their status as practitioners, they have the opportunity (and are required) to submit to the test of reality newly acquired knowledge and competencies, through direct application within their own institutions or systems.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the Doctor of Education degree offered by the Center for Higher Education, it is a condition of earning the degree.

The center's one campus-based master of science degree program is designed for full-time students planning to assume responsibilities in the offices of admissions or registration. By utilizing and studying the latest technologies and procedures, the program assists the students in developing the necessary leadership skills for these offices.

Doctor of Education

CLUSTERS—In the Center's Ed.D. programs, the cluster replaces the campus. All students are organized into groups called clusters. All students 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 students. All cluster coordinators are professional educators with earned doctorates.

Clusters provide the vehicle through which instruction and other services are provided to students. During the first two nine-month academic years, that comprise three three-month terms each, formal instruction covers five of seven required seminars. The two other specialization seminars are 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 and the students.

Members of a cluster are generally from the same geographic area and some are employed by the same organization. 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 students 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 that there is enough interest. Generally, 20 or more students are needed to form a cluster. Clusters are now operating throughout the United States.

ADMISSIONS—Admission to the program requires a master's degree from an accredited institution, current full-time employment in a job related to the applicant's area of specialization, and three recommendations from senior academic or administrative personnel in the applicant's place of employment. The recommendations are to be written on forms provided by the Center for Higher Education. An interview with a central staff member or some other representative of the Center 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 recommendations. Applications are received and considered anytime during the year. Specific criteria for admission are as follows:

LEADERSHIP IN ADULT EDUCATION—A person employed full time in adult education (e.g., training or educational programs in business, industry, the military, postsecondary education not awarding college credit, basic adult education).

HIGHER EDUCATION—A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college, or university).

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION—A faculty member or administrator employed full time in vocational, technical, or occupational education.

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. Students are notified by their coordinator regarding enrollment and registration.

Application materials and other information may be obtained from the Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling (305) 475-7380.

Financial Information

FEES AND TUITION—An application fee of \$30 must be submitted with an application. The following tuition and fees are effective October 1, 1985:

Tuition for 1985-86 academic year is \$3,200 (four partial payments of \$800 each).

No tuition increase is anticipated for the 1986-87 academic year. However, should an increase occur, it will be no more than ten percent.

Tuition beyond the third year is \$400 per quarter. Students who enroll and pay tuition beyond the third year will receive a refund of \$250 if they complete their work within the first month of the term.

Attendance at two summer institutes is required for graduation. While there is no additional fee for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses. (Hotel rooms are available at special convention rates.)

Upon meeting graduation requirements, each student must pay a major applied research project fee of \$25. Additional fees include a late payment fee of \$50 and readmission fee of \$10 for those who withdraw and then re-enter the program.

REFUNDS—A student paying tuition prior to the start of the first seminar session, and notifying the Center for Higher Education in writing of withdrawal from the program before the first seminar session, will be entitled to a full refund of all monies paid, with the exception of the \$25 nonrefundable application fee. A student attending any part of a seminar is liable for the full tuition fees for that term.

If a cluster fails to form in the applicant's geographic area, all monies will be returned.

WITHDRAWAL—Students who wish to withdraw from the program—either temporarily or permanently—must inform the Center for Higher Education's Admissions Office in writing to be eligible for allowable refunds. Students 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 terms, until they are readmitted. Students who withdraw and re-enter are assessed a readmission fee of \$10 and are subject to the prevailing tuition rate.

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

READMISSION—Individuals on withdrawal who wish to be readmitted must complete a readmission form and be approved for readmission by the Admissions Committee of the Center for Higher Education.

Financial Aid

Nova University maintains an Office of Financial Aid to assist students in meeting educational expenses. Aid programs open to the Center for Higher Education students include VA benefits, National Direct Student Loans, and State or Federal Guaranteed Student Loans.

Student Conduct and Rights

Students are expected to comply with the legal and ethical standards of Nova University and the Center for Higher Education. For academic dishonesty and nonacademic misconduct, students 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 contained in the Policies and Procedures Manual and is available from the Center for Higher Education.

SEMINAR DESCRIPTIONS

Students must attend and pass seven seminars. Five of these seminars are “core” seminars, and are required of all students regardless of specialization. Two seminars are “specialization” seminars and are taken only by those who have chosen that specialization. Core seminars are offered at the cluster site and specialization seminars are delivered in conjunction with the summer institute.

Core Seminars

ECD 8003—Curriculum and Program Planning. This seminar is designed to familiarize the student 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 topics include human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

ECD 8007—Governance and Management. This seminar covers theories, models, and processes in the management of educational organizations or programs. General theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision-making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem-finding, and creativity in management and governance.

ECD 8011—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.

ECD 8016—Learning Theory and Applications. This seminar covers three broad areas related to learning theory and applications. 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.

ECD 8021—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), 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 interinstitutional 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— Leadership in Adult Education

EAD 8002—History, Philosophy, and Practices of Adult Education. The broad goal of this seminar is to provide students 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.

EAD 8006—Theory and Methods of Adult Education. 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— Higher Education

EHD 8002—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 examined and the role each plays in higher education is identified and analyzed.

EHD 8006—Emergence of Higher Education in America. The areas of study in this seminar are 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 twentieth century. Also, the critics of higher education and their impact thereon are explored.

Specialization Seminars— Vocational, Technical, Occupational Education

ETD 8002—Personnel—Human Resources Development. 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 emphasis is on the organization of the future.

ETD 8006—Emergence of Vocational, Technical, Occupational 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 student'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.

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged to complete practicums that relate to both of their specialization seminars.

Practicums promote the translation of theory into practice by requiring the students to relate the theory of a seminar to a problem, project, or condition in their institutions or organizations. 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 student's institution or organization. Each practicum provides experience in designing and conducting applied research projects. The student is assisted in this process by the cluster coordinator, local research associate, a central staff reviewer, and a practicum evaluator.

MAJOR APPLIED RESEARCH PROJECT—The major applied research project (MARP) is the capstone of doctoral study. MARPs are much like practicums, only much more ambitious and rigorous. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

The MARP involves the application of research to actual problems and issues in education. Since the program stresses experiences that contribute to the professional improvement of the student and the MARP year is the capstone of those experiences, the nature of the project undertaken should be potentially useful in a professional situation, usually in the institution or organization in which the student is employed.

Students are guided and assisted throughout the MARP process by a three-member MARP committee that consists of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP advisor when six seminars and four practicums have been passed.

SUMMER INSTITUTE—Each student must attend two summer institutes. Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, center staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from all across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Since 1977 an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others new, innovative, or in some way unique projects that they have successfully undertaken. In this way, the problems and concerns of those in the "front lines" of 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.

GRADING SYSTEM*—The Center for Higher Education assigns grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, NO PASS, and UNACCEPTABLE are assigned for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar and practicum grades are assigned by a practicum evaluator. Grades are mailed to students each term.

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

An INCOMPLETE for a seminar indicates the student has failed to complete the seminar requirements and it is reasonable to expect that the student will be able to complete the requirements of the seminar after a discussion with the national lecturer for that seminar. An INCOMPLETE must be made up by the date stipulated in the Policies and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates the following: the student (1) did not meet the attendance requirements or (2) has attempted to complete all requirements in the seminar but has failed to satisfy the requirements or (3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student 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 second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

Students who receive two NO PASS grades will be terminated from the program and are not eligible for readmission.

*The Center for Higher Education will begin using letter grades (A, B, C, F) for students beginning the program after April 1, 1986. This system will be used for seminars and practicums. Students who do not maintain a 3.00 grade point average will be placed on academic probation.

CALENDAR—The calendar year of the Center for Higher Education is divided into four terms:

Fall Term: October 1 - December 31

Winter Term: January 1 - March 31

Spring Term: April 1 - June 30

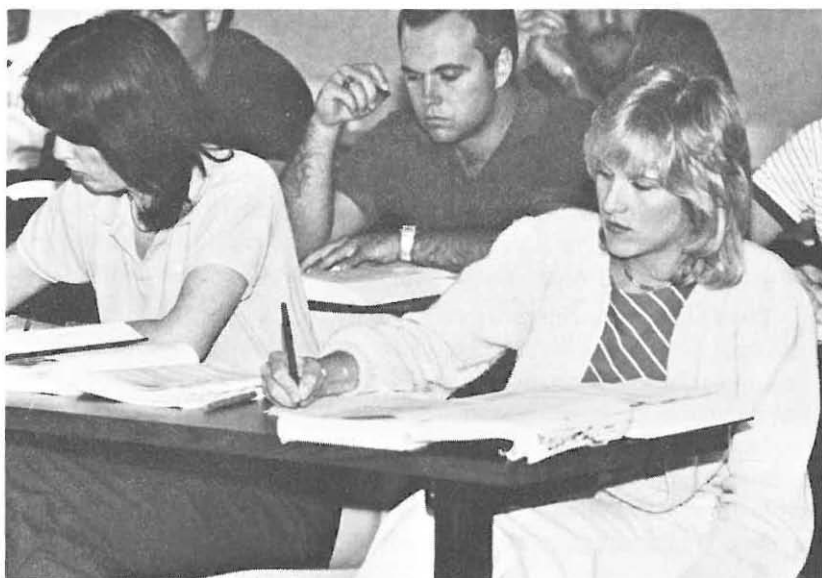
Summer Term: July 1 - September 30

A new cluster may start at the beginning of the fall, winter or spring term.

All seminar work takes place during the first two years of the program. One seminar per term is scheduled for seven of the eight terms. The core seminars are scheduled for a minimum of three day-long sessions on Saturdays. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each student should have completed the seven required seminars.

During the third year of the program, each student, if eligible, works on the major applied research project (MARP). Students no longer meet for seminars, but meet with their MARP advisors, and other Center for Higher Education staff for counseling and advising. The cluster coordinator helps arrange these meetings.

Students 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 students in obtaining needed advice and counseling for completing the program.



LEARNING RESOURCES

Field-Based Cluster Libraries

The Center for Higher Education provides each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar to supplement the textbooks purchased by students. The cluster coordinator makes provisions for storing these materials and distributing them to students as needed.

In addition, each cluster is provided with an annual operating fund to cover 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.

Campus-Based Library

Students enrolled in the Master of Science campus-based program have access to the Einstein Library, located on the main campus of the University. The library contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communication, and the humanities. The library also includes individual study carrels, Xerox facilities, a media room, microfiche readers, and a microfiche reader printer.

Information Retrieval Service

All students in the Center for Higher Education have access to the Information Retrieval Service (IRS), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 245,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students 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 45,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 200 other databases, including several social science databases that contain education-related information. The IRS does comprehensive searches of these databases for program students, 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 IRS has access to databases containing more than 100 million records.

GRADUATION REQUIREMENTS—To graduate, a student must fulfill the following requirements:

1. Attend and pass 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 individualized evaluation
6. Be current in all tuition and fees
7. Pass a General Comprehensive Examination.*
8. Possess a cumulative grade point average of 3.00.*

All requirements must be completed within seven years of the date of the beginning of the term of entry.

A maximum of six semester hours of course work at the doctoral level, earned from a regionally accredited institution within the last three years, will be considered toward meeting Center for Higher Education graduation requirements. No credit for life experience, or other forms of advanced standing will be granted. Students must apply for transfer credit—each application will be evaluated on an individual basis.

NATIONAL LECTURES—Students are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers travel to each cluster to conduct the sessions for each of the required seminars.

Core Seminars

ECD 8003—CURRICULUM AND PROGRAM PLANNING

BARTON HERRSCHER, University of Houston

AL MIZELL, Nova University

ALBERT PAUTLER, State University of New York at Buffalo

ECD 8007—GOVERNANCE AND MANAGEMENT

DANIEL AUSTIN, Nova University

JAMES GOLLATTSHECK, American Association of Community and Junior Colleges

WARREN GROFF, North Central Technical College

ECD 8011—APPLIED EDUCATIONAL RESEARCH AND EVALUATION

GEORGE BARTON, Nova University

GARY RANKIN, Oklahoma City Community College

*Effective for students beginning the program after April 1, 1986.

ECD 8016—LEARNING THEORY AND APPLICATIONS

JOHN FLYNN, Nova University

JOHN LOSAK, Miami-Dade Community College

EARL WRIGHT, San Antonio Community College

ECD 8021—SOCIETAL FACTORS AFFECTING EDUCATION

GUERIN FISCHER, Clearbrook Center

KENNETH VARCOE, Pennsylvania State University

Specialization in Leadership in Adult Education

EAD 8002—HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION

DALE COOK, Kent State University

MALCOLM KNOWLES, North Carolina State University, (Retired)

JUNE MULLINS, University of Pittsburgh

EAD 8006—THEORY AND METHODS OF ADULT EDUCATION

GEORGE AKER, Florida State University

DALE COOK, Kent State University

MALCOLM KNOWLES, North Carolina State University (Retired)

Specialization in Higher Education

EHD 8002—POLITICS, LAW AND ECONOMICS OF HIGHER EDUCATION

J. TERENCE KELLY, Miami-Dade Community College

SEBASTIAN MARTORANA, Pennsylvania State University

LAWRENCE A. NESPOLI, Maryland State Board of Community Colleges

EHD 8006—EMERGENCE OF HIGHER EDUCATION IN AMERICA

DONALD BRYANT, Carteret Technical College

FREDERICK KINTZER, University of California at Los Angeles

Specialization in Vocational, Technical, Occupational Education

ETD 8002—PERSONNEL—HUMAN RESOURCES DEVELOPMENT

WARREN GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

ETD 8006—EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA

WARREN GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

MASTER OF SCIENCE IN ADMISSIONS OR REGISTRATION

(Field-based)

Dramatic changes in the typical college student in recent years have made it imperative that admissions and registration personnel understand the changing societal nature of existing and new market groups. The Center for Higher Education at Nova University has developed a field-based program of study that addresses these changes. The master of science in admissions and the master of science in registration programs have been established to prepare student services personnel (i.e., admissions office, registrar's office, financial aid, and academic advising) to become leaders in the operation and administration of a registrar's office or admissions office.

THE FIELD-BASED DELIVERY SYSTEM—Through this system, Nova University takes the campus, the curriculum, and the instructors to the students. It permits them to earn a degree without interrupting their careers.

Clusters are fifteen or more students taking classes together on a regular basis. They are established in geographical areas where there is sufficient student interest. Classes meet twice a week, usually on one evening and on Saturday. Specific class schedules are developed for each cluster.

The field-based delivery system utilizes a faculty of recognized experts and educators who conduct the classes. A major strength of this delivery system lies in the opportunity for the students to make immediate use of newly acquired knowledge, skills, and techniques by applying them to problems and issues in the workplace.

COURSE OF STUDY—Students enrolled in the 36 credit-hour master of science program with a major in admissions or a major in registration must complete six core courses (common to both majors), four courses specific to their selected major, and one practicum. Students earn three semester hours credit for each course and six semester hours credit for the practicum (application of theory to practice). This course of study affords students the opportunity of completing the program in 6 three-month terms or a total of 18 months as well as access to the program at the beginning of any term (fall, winter, spring, or summer)

PROGRAM OUTLINE

CORE COURSES. Required of both majors (18 semester hours). (1) ECM 5001—Effective Communication, (2) ECM 5005—Techniques of Management and Leadership, (3) ECM 5010—Societal Trends Affecting Education, (4) ECM 5015—Principles of Statistics and Research, (5) ECM 5025—Computer Applications, and (6) ECM 5020—Introduction to the Theory of Admissions and Registration.

MAJOR COURSES. Required for the Admissions major (12 semester hours). (1) EAM 5001—Management of Admission Data, (2) EAM 5005—Financial Aid and its Relationship to Admissions, (3) EAM 5010—Special Issues in the Admissions Office, and (4) EAM 5015 Effective Student Recruitment.

MAJOR COURSES. Required for the Registration major (12 semester hours). (1) ERM 5001—Legal and Ethical Issues for the Registrar, (2) 5005—Information Systems for the Registrar, (3) ERM 5010—Student Records, and (4) ERM 5015—Registration and Other Functions.

ADMISSION REQUIREMENTS—Admission to the program requires a bachelor's degree from a regionally accredited institution, employment in a student services area (e.g., admissions, registrar's office, financial aid, academic advising), and three letters of recommendation.



FEES AND TUITION

Application fee (one time, nonrefundable)	\$ 30
Registration fee (per term)	\$ 15
Tuition (per semester hour)	\$125
Books and materials (estimated) (per term)	\$ 50

MASTER OF SCIENCE IN ADMISSIONS OR REGISTRATION

(Campus-based)

The campus-based program leading to a master of science in admissions or registration program is designed to prepare graduates to be leaders in the operation and administration of an office in one of these areas. The curriculum content is based on the latest technologies and procedures. A master's thesis is a required program component.

PROGRAM OUTLINE

CORE COURSES. Required for both majors (18 semester hours). (1) ECM 5001—Effective Communications, (2) ECM 5005—Techniques of Management and Leadership, (3) ECM 5010—Societal Trends Affecting Education, (4) ECM 5015—Principles of Statistics and Research, (5) ECM 5025—Computer Applications, and (6) ECM 5020—Introduction to the Theory of Admissions and Registration.

MAJOR COURSES. Required for the Admissions major (12 semester hours). (1) EAM 5001—Management of Admission Data, (2) EAM 5005—Financial Aid and Its Relationship to Admissions, (3) EAM 5010—Special Issues in the Admissions Office, and (4) EAM 5015 Effective Student Recruitment Program.

MAJOR COURSES. Required for the Registration major (12 semester hours). (1) ERM 5001—Legal and Ethical Issues for the Registrar, (2) 5005—Information Systems for the Registrar, (3) ERM 5010—Student Records, and (4) ERM 5015—Registration and Other Functions.

HOUSING—Student housing is located on the main campus. Three buildings of ninety unfurnished apartments are available for graduate and married students. In addition, ninety furnished apartments are available for undergraduate and other students in a five-story building. Apartments are leased on an annual basis. Monthly rental includes utilities and central air conditioning. Housing rates will be furnished upon request. Interested students are invited to obtain further information from: Housing Office, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Housing is limited by program and availability. Applications for housing should be submitted as soon as possible.

LENGTH OF PROGRAM—The program is designed to be completed in 12 months. This includes three terms of coursework and one term to be devoted to the thesis.



ADMISSION—The applicant must have earned a bachelor's degree from an accredited institution. The applicant must submit a recent GRE score. Each application will be considered separately by the admissions committee of the Center for Higher Education.

TUITION—The tuition is \$125 per semester hour. It is expected that each student will register for nine semester hours for two terms, 12 semester hours for one term, and six semester hour's during the final term.

DEGREE REQUIREMENTS—A total of 36 semester hours are required. The total consists of ten courses of three semester hours each plus a six semester-hour thesis.

CENTER FOR HIGHER EDUCATION FACULTY

DENNIS T. ADAMAS, Ed.D., Coordinator of the Alabama Cluster, is Director of Adult Basic Education at Wallace State Community College in Hanceville, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

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HAROLD W. BEDER, Ed.D., Major Applied Research Project Advisor and Advisory Panel member, is Associate Professor at the Graduate School of Education and Director of the Center for Adult Development at Rutgers University in New Brunswick, New Jersey.

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DONALD W. BRYANT, Ed.D., Coordinator of the Morehead City Cluster and National Lecturer in Emergence of Higher Education in America, is President of Carteret Technical College in Morehead City, North Carolina.

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JOE CLEMENT, Ph.D., Coordinator of the Pittsburgh Cluster, is Professor of Psychology and Education at Community College of Allegheny County in West Mifflin, Pennsylvania.

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JOHN A. DAVITT, Ed.D., Coordinator of the Glendale Cluster, is Administrative Dean of Instruction and Student Personnel Services at Glendale Community College in Glendale, California.

PHILIP H. DETURK, Ed.D., Major Applied Research Project Advisor, is Director of Nova College, the undergraduate division of Nova University.

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ican Association of Community and Junior Colleges in Washington, D.C.

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GEORGE MEHALLIS, Ph.D., National Lecturer in the specialization courses for Vocational, Technical, Occupational Education and Cluster Coordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

AL MIZELL, Ed.D., National Lecturer for Curriculum and Program Planning, is Director of the Ed.D. Program in Computer Education at Nova University.

ROSS E. MORETON, Ed.D., is the Director of the Center for Higher Education. He also serves as a central staff committee member for major applied research projects.

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CLIFFORD L. SHISLER, Ph.D., Practicum Evaluator, is Director of Research, Grants and Contracts at Northern Kentucky University, in Highland Heights, Kentucky.

JERRY J. STEPIEN, Ed.D., Coordinator of the Fond du Lac Cluster, is Chairperson for the Safety Division at Moraine Park Technical Institute in Fond du Lac, Wisconsin.

KENNETH GAVIN STUART, Ph.D., Local Research Associate for the Hampton/Richmond Cluster, is Operations Research Analyst with the Department of the Army in Fort Monroe, Virginia.

GASPARE B. TAMBURELLO, Ed.D., Coordinator of the West Florida Cluster, is Assistant to the President at Pensacola Junior College in Pensacola, Florida.

ELIZABETH L. VAN DALSEM, Ed.D., Major Applied Research Project Advisor, is Professor of Counseling and Coordinator of the General Counseling Program at San Francisco State University in San Francisco, California.

KENNETH E. VARCOE, Ph.D., Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Assistant Vice-President for Student Affairs at Pennsylvania State University in University Park, Pennsylvania.

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LOUIS F. WEISLOGEL, Ed.D., Local Research Associate for the Philadelphia Cluster, is Associate Professor in the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

JOHN R. WEST, Ed.D., Coordinator of the Santa Ana Cluster and Practicum Evaluator, is Dean of Special Services at Santa Ana College in Santa Ana, California.

PHILIP L. WOOLF, Ed.D., Coordinator of the Hampton/Richmond Cluster, is Assistant Professor of Biology at John Tyler Community College in Chester, Virginia, and Consultant for Projects in Community Colleges to Tadlock Associates in Washington, D.C. In addition, he is co-owner of Lavery-Woolf Associates, Human Resource Consultants in Richmond, Virginia.

EARL L. WRIGHT, Ph.D., National Lecturer in Learning Theory and Applications, is Vice-President of Student Services at San Antonio College, San Antonio, Texas.



ADDITIONAL INFORMATION—Those who are interested in obtaining additional information on the programs described in this bulletin may do so by contacting the Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314—(305) 475-7380 or the Center for Higher Education representative in their area.

The following is a list of doctoral clusters that are accepting applications for admission. Each cluster is identified by the cluster name and the name, address, and telephone number of the local representative.

ALABAMA

Dr. Dennis Adamas
Wallace State Comm. Coll.
Highway, 31, Route 6
Hanceville, AL 35077
H) 205/739-1582
B) 205/352-6403 Ext. 208

BENNINGTON, VT

Dr. Neal Robbins
Office of Comm. Colleges
Room T 705, SUNY Plaza
Albany, NY 12246
B) 518/473-1849

CHICAGO

Dr. George Grimes
727 South Home Avenue
Oak Park, IL 60304
H) 312/848-0368
B) 312/583-4050 Ext. 644

DALLAS

Dr. Anita Barrett
8453 Mary's Creek Drive
Fort Worth, TX 76116
H) 817/244-3309 (Evenings
and Weekends Only)

FOND DU LAC

Dr. Jerry J. Stepien
532 East Ninth Street
Fond du Lac, WI 54935
H) 414/922-2823 (Evenings
and Weekends Only)

FORT BRAGG

Dr. Boyd Ayers, Jr.
3529 Furman Drive
Fayetteville, NC 28304
H) 919/484-0228

GLENDALE

Dr. John A. Davitt
Glendale College
1500 N. Verdugo Road
Glendale, CA 91208
B) 213/240-1000

GREENWOOD

Dr. John A. Morgan, Jr.
Gatewood, A-64, Route 5
Greenwood, SC 29646
H) 803/229-7742
B) 803/223-9442

HAMPTON/RICHMOND

Dr. Philip L. Woolf
3140 Klondike Road
Richmond, VA 23235
H) 804/320-8035

MASSACHUSETTS

Dr. Robert Sharples
3 Meadow Street
South Dartmouth, MA 02748
H) 617/993-3129

MOREHEAD CITY

Dr. Donald W. Bryant
Carteret Technical College
3505 Arendell Street
Morehead City, NC 28557
H) 919/726-2894 (After 7 pm)
B) 919/247-3094 (Before 5 pm)

MYRTLE BEACH

Dr. Kent Sharples
 Horry-Georgetown Tech.
 P.O. Box 1966
 Conway, SC 29526
 H) 803/626-7031
 B) 803/347-3186

OAKLAND

Dr. Martha Nawy
 1933 Berryman Street
 Berkeley, CA 94709
 H) 415/525-4004

PHILADELPHIA

Dr. Phyllis Cooper
 39 Frog Hollow Road
 Churchville, PA 18966
 H) 215/357-0807
 B) 609/771-2522

PHOENIX

Dr. Raul Cardenas
 South Mountain Comm. Coll.
 7050 South 24th Street
 Phoenix, AZ 85040
 B) 602/243-6666

PITTSBURGH

Dr. Joe Clement
 Comm. Coll. of Allegheny County
 1750 Clairton Road
 West Mifflin, PA 15122
 B) 412/469-1100 Ext. 498

RAPID CITY

Mr. David Howell
 P.O. Box 302
 Rapid City, SD 57709
 1-800/843-8892 or
 605/394-4928

SAN DIEGO

Dr. Elaine M. McLevie
 Grossmont College
 8800 Grossmont College Blvd.
 El Cajon, CA 92020
 H) 619/463-9445

SANTA ANA

Dr. John West
 22345 Blueberry Lane
 Lake Forest, CA 92630
 H) 714/630-5413
 B) 714/667-3061

SOUTH FLORIDA

Dr. George Mehallis
 9661 NW 11th Street
 Plantation, FL 33322
 B) 305/761-7483

TAMPA

Dr. Valda Robinson
 18019 Crooked Lane
 Lutz, FL 33549
 H) 813/949-4169

WEST FLORIDA

Dr. Gaspare B. Tamburello
 5930 Admiral Doyle Road
 Pensacola, FL 32506
 H) 904/456-0480 (Evenings
 and Weekends Only)

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

ANCHORAGE/FAIRBANKS, ALASKA

SEATTLE, WASHINGTON

HONOLULU, HAWAII

ST. LOUIS, MISSOURI

KANSAS CITY, MISSOURI

NEWPORT NAVAL BASE, RHODE ISLAND

RAPID CITY, SOUTH DAKOTA

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Adult & Higher Education
University of Pittsburgh

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About Nova University



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

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

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and at Old Westbury and Commack, Long Island.

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

Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Arts (D.A.) in

Information Science

Training and Learning Technology

Doctor of Business Administration (D.B.A.)

Doctor of Business Administration—

International Management (D.B.A.-I.M.)

Doctor of Education (Ed.D.) in

Computer Education

Early and Middle Childhood

Higher Education

Leadership in Adult Education

School Administration

Vocational, Technical, Occupational Education

Juris Doctor (J.D., Law)

Doctor of Philosophy (Ph.D.) in

Applied Developmental Psychology

Clinical Psychology

Experimental Biology

Oceanography

Doctor of Psychology (Psy.D) in

Clinical Psychology

Doctor of Public Administration (D.P.A.)

Specialist Degrees

Educational Specialist (Ed.S.) in

Computer Education

Education (23 majors)

Microcomputer Applications in

Higher Education

Leadership in Adult Education

Vocational, Technical, Occupational Education

School Psychology

Master's Degrees

Master of Accounting (M.Ac.)

Master of Arts (M.A.) in

Marine Biology

Master of Business Administration (M.B.A.)

Master of Public Administration (M.P.A.)

Master of Science (M.S.) in

Admissions

Applied Psychology

Child Care Administration

Coastal Studies

Computer Science

Counseling Psychology

Criminal Justice

Education (23 majors)

Gerontology

Human Resource Management

Human Services

Marine Biology

Microcomputer Applications in

Higher Education

Leadership in Adult Education

Management

Vocational, Technical,

Occupational Education

Psychometry

Registration

School Guidance

Security Management

Speech and Language Pathology

Telecommunications Management

Bachelor's Degrees

Bachelor of Science (B.S.) in

Accounting

Administrative Studies

Computer Engineering

Computer Information Systems

Computer Science

Computer Systems

Electrical Engineering

Elementary Education

Exceptional Education

Health Care Services

Professional Management

Psychology

Secondary Education

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

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

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

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, Room 101, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

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

The Nova University general policies on Student Relations are on file in the office of the registrar.

 **NOVA UNIVERSITY**

CENTER FOR HIGHER EDUCATION

3301 College Avenue
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