

7-1994

Programs for Higher Education Catalog 1994-1995

Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/abe_pgcoursecatalogs

 Part of the [Education Commons](#)

NSUWorks Citation

Nova Southeastern University, "Programs for Higher Education Catalog 1994-1995" (1994). *Fischler Postgraduate Course Catalogs*. 61. https://nsuworks.nova.edu/abe_pgcoursecatalogs/61

This Course Catalog is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in Fischler Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

N O V A S O U T H E A S T E R N
U N I V E R S I T Y

Programs for Higher Education

C A T A L O G
1 9 9 4 - 1 9 9 5

Includes Application and Admission Forms



Ed.D. Specializations In:
ADULT EDUCATION
COMPUTING AND INFORMATION TECHNOLOGY
HEALTH CARE EDUCATION
HIGHER EDUCATION
VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814 (916) 445-3427."

INDIANA

"This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number (800) 227-5695 or (317) 232-1320."

SOUTH CAROLINA

"Nova Southeastern University is Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288."

MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis that they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.

Programs for Higher Education

C A T A L O G

1 9 9 4 - 1 9 9 5



Policies and programs set forth in this catalog are effective through June 30, 1995. Regulations and requirements including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 679-4500) to award bachelor's, master's, educational specialist, and doctoral degrees.

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education and the Council of Great City Colleges of Education.

Published July 1994

President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.



*Ovid C. Lewis, J.S.D.
Interim President
Nova Southeastern University*

The University

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in health professions, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

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.

The University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Southeastern Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Mission Statement

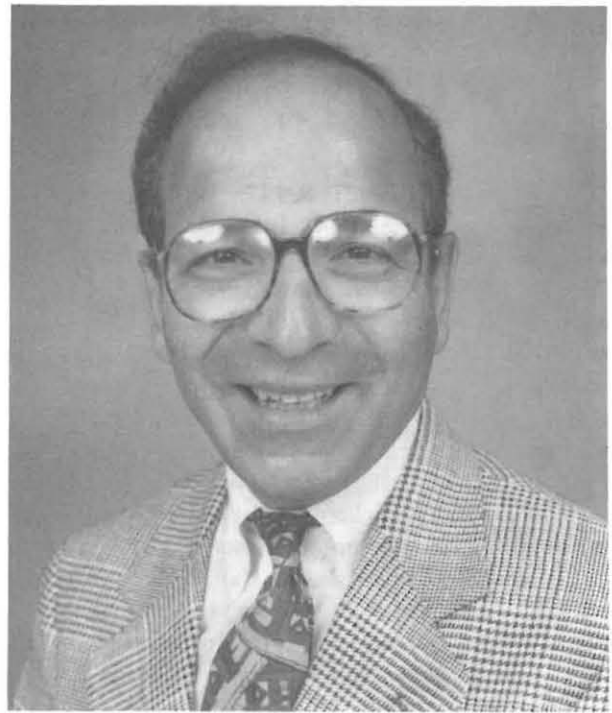
Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Dean's Message

Research studies on the adult learner are emerging. Many universities are just becoming aware that working adult professionals differ in many ways from younger learners. Nova Southeastern's Programs for Higher Education (PHE) offers specializations in adult education; higher education; and vocational, technical, occupational education began in 1972. New specializations in computing and information technology and health care education were developed to serve the needs of professionals in these two critical fields. In the 22 years since then, the programs have evolved and changed, but the basic principles of adult learning on which the programs are based have continued in all of the program's components.

- The problem-solving projects (practicums and MARPs) are embedded in work-related projects identified by the student.
- The content of each study area has as its core the merging of theory with practice.
- The summer institutes' themes focus on the emerging issues faced by the employed professional.

Two thousand of your colleagues, the graduates of PHE, concluded that a match exists among the adult learning principles of the programs and their professional responsibilities and aspirations. Study this document and examine your learning styles and personal goals. If you find that a "match" does exist, I encourage you to consider applying to the Programs for Higher Education. Good luck with your career and your graduate studies.



Richard Goldman, Ph.D.

Dean

Fischler Center for the Advancement of Education

The Fischler Center for the Advancement of Education

The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education of 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 practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

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 education 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 Fischler Center for the Advancement of Education offers:

At the master's or educational specialist level--

- M.S. in Child Care Administration
- M.S. in Child and Youth Care Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language Pathology
- The GEM M.S. and Ed.S. for teachers

At the doctoral level--

- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Computing and Information Technology
- Ed.D. in Educational Leadership
- Ed.D. in Health Care Education
- Ed.D. in Higher Education
- Ed.D. in Vocational, Technical, Occupational Education

Center Administration



Carole Benedict
Coordinator of Marketing



Al Mizell, Ed.D.
Director of Technology



Jorge R. Pujols, B.S.
Network Administrator



Stephen I. Sippet, Ed.D.
Director of Student Affairs
and Admissions



J. Donald Stanier, Ph.D.
Assistant Dean

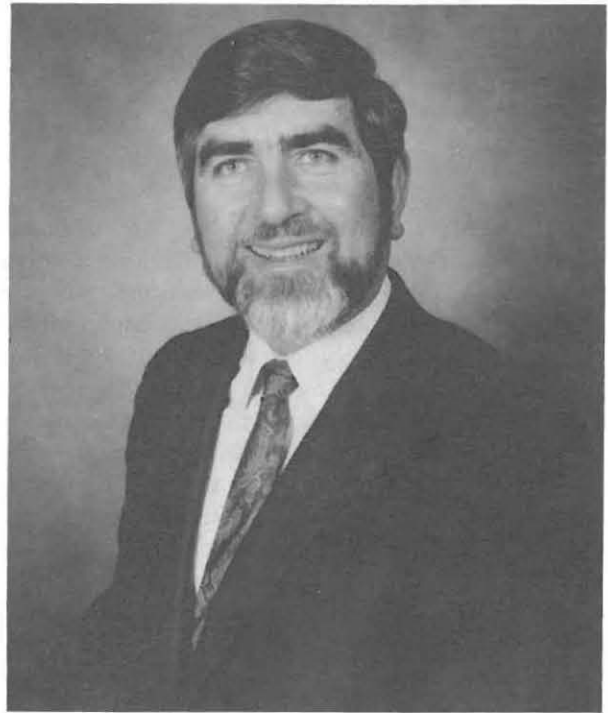


Linda Swails
Director of Administrative
Operations

Director's Message

The field-based doctor of education programs of Nova Southeastern University are committed to providing quality education to professional educators and trainers. Even now, two additional specializations are being offered--computing and information technology and health care education. Throughout the past 22 years, the Programs for Higher Education of Nova Southeastern University have demonstrated that the academic environment and the work place are elements of a coherent whole. The world of theory is incomplete without the world of work, and vice versa. The study areas (seminars) and the problem-solving projects (practicums and MARPs) required in the Programs for Higher Education support the University's goal to improve education and training activities in society by further developing the professionals who work in those settings.

Nova Southeastern University has 12,000 students and more than 1,200 faculty and staff members. If you are accepted into the Programs for Higher Education, you will be joining individuals studying in Florida, in more than 20 other states across the nation, and in several foreign countries, who share your commitment to improve adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education.



*Ross E. Moreton, Ed.D.
Director, Programs for Higher Education*

Programs for Higher Education

Program Description

The Programs for Higher Education (PHE) at Nova Southeastern University provides a field-based doctor of education (Ed.D.) degree to practitioners working in the fields of **adult education; computing and information technology; health care education; higher education; or vocational, technical, occupational education**. The program provides regionally accredited degree opportunities for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research in an integrated program of study.

Each of the specializations offered by PHE embodies 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 overall goal of the program is to make a positive impact on education by influencing those responsible for its administration and delivery. The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the 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 presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality in newly acquired knowledge and competencies through direct application within their own institutions or organizations.

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 PHE, it is a condition for earning the degree.

Mission and Outcomes

PHE Mission Statement. The mission of Programs for Higher Education is to provide applied, high quality, field-based doctoral programs in education to practitioners of the world community who are engaged in educational roles in varied settings, including colleges and universities; adult education programs; vocational, technical, occupational education institutions; and business, industry, government, religious, military, and health care organizations.

PHE Student Outcomes. The PHE student should demonstrate success in fulfilling requirements for the doctoral degree in education (Ed.D.) by:

1. acknowledging, understanding, and utilizing effectively the PHE field-based, independent distance learning delivery system and its assumptions, limitations, and responsibilities;
2. learning to investigate the literature of postsecondary education and the field of specialization, and be able to relate it to current and future trends and issues and problems and processes in an education or training context in an organization;
3. developing applied research and writing skills required in seminar, practicum, and MARP processes; and
4. demonstrating, in course work and the comprehensive exam, the ability to conceptualize, organize, analyze, synthesize, and use judgement to address assignments, issues, problems, cases, or situations drawing upon a foundation of knowledge and perspective.

PHE Graduate Outcomes. The PHE graduate should:

1. be articulate and able to communicate effectively, with skills in listening, speaking, and writing;
2. be an informed professional about the postsecondary/higher education enterprise and in the chosen field of specialization;
3. utilize alternative approaches while acting as a "change-agent" in seeking to address and solve problems and issues in his or her organization; and
4. exhibit progressively developed and demonstrated performance.

Program Administration



PETER K. MILLS, Ed.D.
Associate Director



MARIA ROSA LIGAS, Ph.D.
Adult Education Professor



ANNE E. MULDER, Ph.D.
Higher Education Professor



MARTIN B. PARKS, Ph.D.
Vocational Education Professor



DIANE L. PAUL, Ed.D.
Director of Practicums and
Cluster Development



ADA CHRISTIE
Coordinator of Administrative
Operations



BARBARA CROMARTIE
Administrative Assistant



ISABEL FREEMAN
Administrative Assistant



MARILYN KRISS
Administrative Assistant



PAMELA R. CARTER
Practicum and Grade Specialist



MARGE ROWLAND
Administrative Secretary

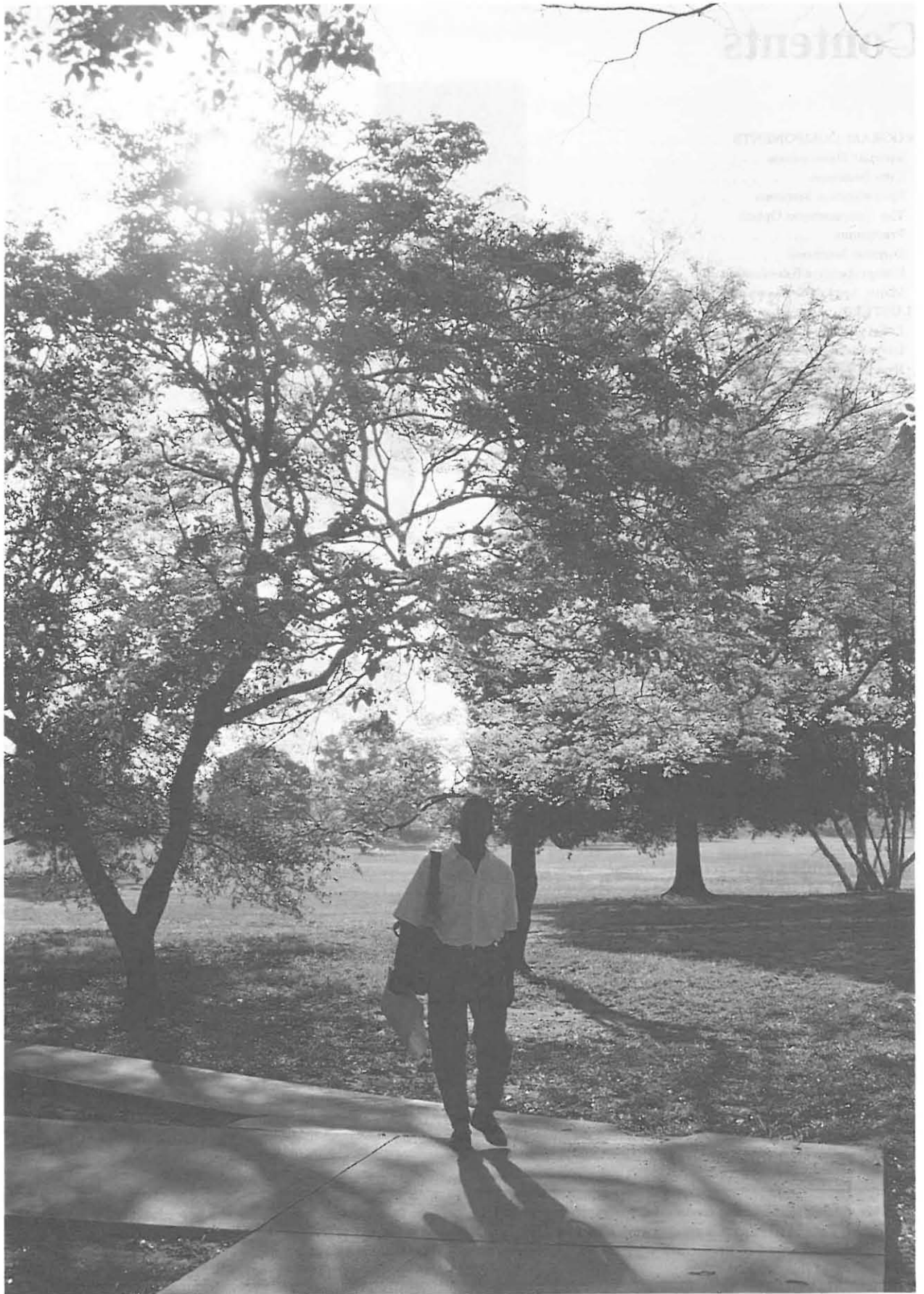


JOANNE L. RAFAEL
Student Registration and
Payment

Contents

PROGRAM COMPONENTS	1
Seminar Descriptions	1
Core Seminars	1
Specialization Seminars	2
The Concentration Option	4
Practicums	5
Summer Institutes	5
Comprehensive Examination	6
Major Applied Research Project	6
CLUSTERS	6
Local Clusters	7
International Cluster	7
How it Works	8
GRADUATION REQUIREMENTS	9
ADMISSIONS	9
International Students	11
Portfolio	12
Transfer Credit	12
GRADING SYSTEM	13
For Seminars	13
For Practicums	13
For Comprehensive Exams	13
For MARPs	14
General Policies on Grades	14
STUDENT STATUS	14
Withdrawal	14
Reinstatement	15
FINANCIAL INFORMATION	16
Tuition and Fees	16
Refunds	16
Financial Aid	17
Veterans' Benefits	17
Programs' Services	17
GRADUATE ADMINISTRATIVE FELLOWSHIPS	18
CALENDAR	18
ATTENDANCE	19
Seminar Attendance	19
Summer Institute Attendance	19
COURSE NUMBERS AND TITLES	20
PRACTICUM NUMBERS AND TITLES	22
SUMMER INSTITUTE NUMBERS AND TITLES	23
COMPREHENSIVE EXAMINATION NUMBER AND TITLE	23
MAJOR APPLIED RESEARCH PROJECT NUMBER AND TITLE	23
PROGRAMS FOR HIGHER EDUCATION FACULTY	24
CLUSTER SITES AND CONTACT PERSONS	31
OPERATING AND POTENTIAL CLUSTERS ACCEPTING APPLICATIONS	33
WHAT GRADUATES SAY ABOUT THE PROGRAM	34
LEARNING RESOURCES	35
POLICIES GOVERNING STUDENT RELATIONS	37
THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY	38
EDUCATION FACULTY AND ADMINISTRATIVE STAFF	42
NOVA SOUTHEASTERN UNIVERSITY BOARD OF TRUSTEES AND ADMINISTRATION	47
NOVA SOUTHEASTERN UNIVERSITY DEGREE OFFERINGS	48
APPLICATION AND ADMISSIONS PACKET	50

This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.



Program Components

The Programs for Higher Education (PHE) doctor of education (Ed.D.) degree program in education consists of eight (six core, two specialization) seminars, the completion of four practicums (papers applying program principles to the student's work setting), attendance at two weeklong summer institutes, a comprehensive examination, and a major applied research project (MARP). This program is designed so that it may be completed in three years, while the student remains fully employed.

Seminar Descriptions

Students must attend and pass eight seminars. Six of these are "core" seminars and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for that specialization. Core seminars are offered at local cluster sites and on campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes. Instruction is provided by educators with doctorates from throughout the country who have been selected as national lecturers on the basis of their subject expertise, teaching ability, reputation, and commitment to helping graduate adult learners achieve their educational goals. This is a primary factor in giving the program its national perspective and gives students direct exposure to a wide range of scholars and practitioners.

Core Seminars

The six core seminars are listed as follows. Each seminar carries three semester hours of graduate credit.

CURRICULUM AND PROGRAM PLANNING (ECD 8003)

This seminar is designed to familiarize the student with the various theories, principles, and practices related to curriculum, instructional delivery, and program planning. It includes the study of curricular foundations; instructional design; learning theory; the implementation, management, and evaluation of instruction; and a consideration of significant issues and trends.

GOVERNANCE AND MANAGEMENT (ECD 8007)

This seminar emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

HUMAN RESOURCES DEVELOPMENT (ECD 8008)

This seminar discusses the development of human resources within organizations. Contemporary theory, research, and practice are explored. The quest to improve organizational effectiveness ultimately rests on the philosophical conviction that people are the essential capital assets. Thus, the seminar views the more effective organization of the future in terms of the strong relationships between organizational development and human resources development strategies.

LEADERSHIP (ECD 8009)

The purpose of this seminar is twofold: (1) to provide learners with a conceptual framework in which leadership is viewed as a collective enterprise resulting in unity of organizational vision and purpose; and, (2) to empower emerging leaders through learner-designated leadership development action plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as

communicating a vision and goals; inspiring and motivating others; embracing and nurturing diversity; building and facilitating teams and coalitions; processing and analyzing information; anticipating and incorporating alternative futures, assessing and assuring quality in processes and outcomes; and stimulating and stabilizing change.

RESEARCH METHODOLOGY (ECD 8013)

This seminar is designed to assist the learners in gaining the skills for identifying, analyzing, and solving institutional and agency problems related to their place of employment. Emphasis is placed on the application of the three problem-solving methodologies--research, evaluation, and development. The learner is provided with tools to design and critically analyze research studies. The learner will also be exposed to concepts related to research design, internal and external validity of research designs, sample selection, reliability and validity of instruments designed for data collection, concepts of descriptive and inferential statistics, and to the use of computer software packages for statistical analysis.

SOCIETAL FACTORS AFFECTING EDUCATION (ECD 8021)

This seminar explores the interdependent forces in society that affect lifelong education. The seminar approach includes doing environmental scanning and identifying the various societal factors or forces external to education that can or do influence the institution of education, the process of education, and lifelong learning. The course of study includes a focus on (1) the societal and social context (past, present, and future); (2) social and societal trends and their potential impact on education; and (3) planning for the future. Some of the key concepts explored and how these factors affect education include economics, control (government, the courts, constituencies, etc.), technological and social demographics (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agency are also important aspects of the course content.

Specialization Seminars

Students complete the two specialization seminars appropriate to their chosen specialization. Again, three semester hours of graduate credit are awarded for successful completion of each seminar.

Adult Education

HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION (EAD 8003)

This seminar provides a foundation for the field of adult education based on the historical context and philosophical constructs that have informed the practice of adult educators for over 75 years. The seminar also provides opportunities to participate in adult learning activities linking theory and practice. It is designed to take advantage of the participants' experience educating and training adults from a wide variety of settings and of their expertise as adult learners. The goals of the seminar include learning the development of adult education as a social movement in a historical context; increasing the understanding of adult education within a philosophical framework; exploring the scope of the field of operations of adult education as it is practiced in the United States; and integrating the scholarly knowledge (the history, philosophy, and practices of adult education) with the learners' knowledge of their own professional and personal experiences. A final goal encourages the participants to enhance their ability to function as a lifelong learner.

THEORY AND METHODS OF ADULT EDUCATION (EAD 8007)

The purpose of this seminar is to help students accomplish three broad objectives: to understand adult development throughout the life span and its relationship to adult learning; to become aware of the research and knowledge base regarding adult learning; and to develop an understanding of the role of the "teacher" in adult education and become skillful in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives.

Computing and Information Technology

DATABASE MANAGEMENT SYSTEMS (EID 7370)

This seminar examines methods and techniques for determining database requirements and effectively managing organizational data resources. Strategies for designing database management systems are presented. Components and architectures of the relational data model are analyzed. Topics discussed include data administration, data languages, development of database applications, the user interface, databases and expert systems, development of database management systems, object-oriented technology, and information storage and retrieval in a distributed environment. Students review commercially available database management systems products and tools.

COMPUTER INFORMATION NETWORKS (EID 7390)

This seminar focuses on the latest advances in the expanding field of computer networks and their impact on information systems applications. Communications principles and techniques of information acquisition, storage, retrieval, transfer, reception, and security are presented. Computer communications and the design of distributed systems are examined. Topics covered include voice, image and data transmission; radio and satellite networks; the Integrated Services Digital Network (ISDN); electronic data interchange (EDI); protocols and software; network management; network security and control; inter-networking; and LANs, MANs, and WANs.

Health Care Education

EMERGING SOCIAL AND ETHICAL ISSUES IN HEALTH CARE EDUCATION (HCE 8001)

This seminar enables the health care education practitioner to understand, consider, and place in context the critical societal, ethical and legal and regulatory issues in health care delivery that impact on education and training. Social conditions like the aging population, the AIDS epidemic, rapid dissemination of health information in the media, increasing cultural diversity of patients and the workforce, interest in holistic medicine, and consumer education concerns form a backdrop for the study of a changing health care system. These factors include technological advances in patient-care delivery; changing professional relationships among care givers; and the impact of politics, particularly as related to cost containment, managed care, and health care rationing and accessibility. Ethical questions revolve around organ availability and distribution, assisted "suicide," genetic experimentation, the withdrawal of life-support systems, and the responsibilities of educators to both students and patients. Issues are applied to the work setting and the practitioner's career development.

PREPARING AND DEVELOPING STAFF IN THE HEALTH CARE PROFESSIONS OF THE FUTURE: A CHANGING EDUCATIONAL PARADIGM (HCE 8003)

This seminar is based on the assumption that an educated, trained, and motivated staff is the most important asset in the health care organization of the future. To that end, the seminar will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The relationship of continuous quality improvement (CQI) to education and training is explored.

Higher Education

POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION (EHD 8002)

This seminar places leadership roles and policy decision making in current and emerging contexts of political, legal, and economic factors affecting postsecondary education. The seminar applies the techniques and theories of the three perspectives 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.

EMERGENCE OF HIGHER EDUCATION IN AMERICA (EHD 8006)

The areas of study in this seminar are the historical and philosophical roots of higher education: European contributions to the ideas of the American college; the evolution and diversification of American higher education; the dynamic pattern of higher education in the late 20th century; and examination of the future of American higher education with appropriate emphasis on its various components.

Vocational, Technical, Occupational Education

EMERGENCE OF VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION IN AMERICA (ETD 8006)

This seminar covers the historical development of vocational-technical education in western societies, including the social, political, and economic forces critical to the evolving nature of education for work. Also studied are the roles of the economy, business, industry, and government in the creation of opportunities and applications for applied technology education.

TRENDS AND ISSUES IN VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION (ETD 8008)

This seminar explores the major sociological, economic, educational, legislative, and political issues and trends expected to have continuing impact on vocational-technical education. The current status and philosophies of vocational-technical education are discussed relative to these trends and issues. Seminar content reflects the dynamic changes occurring in our society. Articulation between secondary and postsecondary education, business and industry partnerships, and vocational legislation and world labor market manpower are a few of the topics examined.

The Concentration Option

Programs for Higher Education offers students the opportunity to elect a concentration within their specialization. The concentration enables students to demonstrate to employers and colleagues that they have undergone a rigorous doctoral program, in depth as well as breadth.

A partial list of approved concentration follows:

- Academic Administration
- Curriculum and Instruction
- Educational Technology
- Finance
- General Institutional Administration
- Human Resources Development
- Institutional Development
- Research and Evaluation
- Student Affairs Administration
- Systems Analysis
- Training and Education

In addition, a student may apply to concentrate in an area not on the list and may do so with the approval of the PHE central staff.

Students interested in this option should request an application form from their cluster coordinator or the central office. Students are eligible to request concentrations if they have completed no more than one practicum and are able to relate the remainder of their practicums and the MARP to the "theme" of their concentrations. PHE will acknowledge and record in the students' records the choice of concentration. Students will express their chosen concentration by including statements in at least three of their practicum reports and in their major applied research project, which explain the relationship of these projects to that concentration.

Each student is encouraged to select and seek the counsel of a qualified professional in his or her approved concentration field who would serve as a mentor. The mentor would assist the student in becoming familiar with the literature in the field and serve as the role model. The choice to seek a mentor or to select a particular one is entirely up to each student. Programs for Higher Education will have no official role in this process.

After the MARP proposal is approved, each student is asked to do an individualized evaluation of PHE's effectiveness and its impact on the individual's professional growth organization. The student will be asked in this evaluation to include a statement about the concentration and its relationship to practicums and the MARP. These statements and the titles/abstracts of practicums and MARPs in question will be reviewed by the PHE associate director to determine whether the student has met the requirements for a concentration. If so, he will certify the title for the concentration to the University registrar, who will then record it on the student's transcript. If not, the student will be informed of the reasons why not and will be given the opportunity to appeal the decision.

Practicums

Students receive four semester hours of graduate credit for each practicum approved. Practicums are applied research projects designed to promote the solution to current problems in the students' institutions. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

There are four practicums (proposals and reports) required in the PHE Ed.D. program. The requirements regarding practicum topics, are as follows:

1. Each of the three methodologies (research, evaluation, and development) must be used in three separate practicums. The research methodology must utilize inferential statistics.
2. Any of the methodologies may be used in the fourth practicum.
3. Each of the four reports must indicate a relationship to concepts presented in one or more of the specialization seminars; however, two are recommended.
4. If a concentration has been declared, the report must indicate the relationship of the study to the specific concentration.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is the formulation and the implementation of a plan of action that will lead to improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by cluster coordinators, associate cluster coordinators, local research associates, and practicum evaluators.

Summer Institutes

Each student must attend two summer institutes (ECD 8060 and ECD 8061). Summer institutes are weeklong conferences that bring together students, cluster coordinators, associate cluster coordinators, local research associates, 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 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 across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Comprehensive Examination

Purposes

The comprehensive examination has several purposes:

- To provide an assessment of student growth and development in the program;
- To establish that individual students are ready to proceed to the final (MARP) stage; and
- To provide students an opportunity to demonstrate competency in attaining formal candidacy status.

Eligibility

Students are eligible for the comprehensive examination upon passing six seminars and three practicums. Successful completion of the comprehensive examination is a prerequisite to admission to candidacy status and the assignment of a MARP committee.

Description

The comprehensive examination consists of a four-hour written examination that demonstrates an individual's competence to address broadly significant issues in higher education based on a foundation of knowledge and perspective.

Major Applied Research Project

Students receive 21 semester hours of graduate credit for completing this project. The major applied research project, or MARP, is the capstone of doctoral study. MARPs utilize the processes of the practicums. 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. MARPs involve the application of research to actual problems and issues in education. The program stresses experiences that contribute to the professional improvement of the students, and the MARP year is the capstone of those experiences. Projects undertaken must be in the students' area of specialization and are based in the institutions or organizations in which students are employed.

Students receive seven semester hours of graduate credit for completion of the major applied research project proposal, a second seven semester hours of graduate credit for completion of the individualized evaluation and satisfactory progress on the project, and a final seven semester hours credit for completion of the major applied research project. (Credit for "satisfactory progress" will not be awarded until the fourth practicum report is approved.)

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP committee after completing the comprehensive examination and after seven seminars, three practicums, and the fourth practicum proposal have been satisfactorily passed.

Clusters

In the Programs for Higher Education, all students are organized into groups called clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova Southeastern University.

Cluster coordinators are key members of the PHE faculty who are responsible for providing counseling and academic support service to students; for managing, within the guidelines set by the University, the guidance affairs of a local cluster; and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. Cluster coordinators also render academic assistance to students. All cluster coordinators are professional educators with earned doctorates.

Local Clusters

During the first two nine-month academic years for local clusters, formal instruction covers six of eight required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to local clusters for the meetings of the core seminars. Clusters have an in-class enrollment of approximately 20 students.

Members of a local cluster are generally from the same geographic area and some may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually form into closely knit educational-professional social groups that students often find sources of support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster. Clusters are now operating throughout the United States and Calgary. (See current list on page 31.)

International Cluster

The International Cluster was developed specifically for professionals who, because of location or employment considerations, are unable to participate in local clusters. It was designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment. The cluster now serves students across the U.S., Canada, Europe, Latin America, and the Far East.

The International Cluster employs a combination of field-based delivery, supervised study, and formal instruction in intensive summer sessions. The program components include a minimum of three regional cluster meetings, two summer sessions, and two summer institutes. In addition to an orientation meeting in the winter, one International Cluster meeting is scheduled the following year at the operational International Cluster site. Summer sessions are held during the two weeks prior to the summer institute. International students for whom English is a second language are required to attend an orientation program in advance of these dates.

Students who are members of the International Cluster are provided with the same high academic standards, services, and instruction that have attracted more than 3,000 postsecondary administrators, faculty, trainers, and consultants from across the United States and the world to the Programs for Higher Education of Nova Southeastern University. However, unlike students who attend a local cluster, International Cluster students travel three or six times to an instructional location during the three years of the program.

How It Works

Three-Time Travel Option

As described in this catalog, students are required to complete six core and two specialization seminars. During the spring term, students begin work on two core seminars via a distance-learning component. Each seminar culminates in a one-week session prior to the summer institute for a total of two weeks. During the spring term, students are also sent specialization seminar material. Many of the written assignments are completed prior to the institute. However, the in-class portion of the seminar is held in conjunction with the institute. The time spent in class, with the core and specialization seminars and summer institute, is three weeks. This procedure is repeated during the second year. During the third year of the program, students need attend only the two-week core seminars. The specialization seminars will have been completed.*

Six-Time Travel Option

In lieu of traveling to the designated city for instruction during the third year, students may complete two additional core seminars during the winter term of the first and second years. For those selecting this option, course material for the winter core seminars is mailed at the end of November. Students attend two weekend sessions--one in January and the other in March. This procedure is repeated during the second year of the program.

TRAVEL OPTIONS		
THREE-TIME TRAVEL		
First Year	July/August	3 weeks
Second Year	July/August	3 weeks
Third Year	July	2 weeks
SIX-TIME TRAVEL		
First Year	January	1 weekend
	March	1 weekend
	July/August	3 weeks
Second Year	January	1 weekend
	March	1 weekend
	July/August	3 weeks

*International students for whom English is a second language do not take a specialization seminar at the first summer institute; therefore, they must complete their specialization seminars during the second and third summer institutes. (See page 11 of this catalog).

Graduation Requirements

Students must fulfill the following graduation requirements:

1. Attend and pass eight seminars (24 credits).
2. Pass four practicums (16 credits).
3. Attend two summer institutes.
4. Successfully complete the comprehensive examination and submit an individualized evaluation.
5. Successfully complete the MARP proposal and MARP report (21 credits).
6. Be current in all tuition, fees, and miscellaneous charges, including those for books purchased.

Total requirements: 61 credits. (All requirements must be completed within seven years of the date of the beginning of the term of entry.)

PHE has adopted minimum progress requirements to ensure student success within the seven-year time limit. A student who does not achieve minimum progress may not be eligible to continue, even though the time limit has not expired. Students wishing to appeal the dismissal must petition for re-admittance.

Admissions

Admission to the program requires a master's degree from a regionally accredited institution, current 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 included in the catalog. An interview with a PHE representative and a portfolio are also required. An individual who wishes to apply for admissions should:

1. Complete the graduate admissions application and submit it with a \$40 nonrefundable application fee (payable to Nova Southeastern University) and a required certification waiver form letter to the Programs for Higher Education office.
2. Request that the official transcript of academic work leading to the master's degree be sent to the same office.
3. Request recommendations from three supervisors or administrators who can attest to the nature of his or her performance.
4. Complete and return the portfolio following notification of provisional admission. Each admission file must be completed by the end of the first term of enrollment.

Note: GRE scores are required for students of the Greenwood Cluster (South Carolina).

Applications are received and considered throughout the year. Specific criteria for admission are as follows.

ADULT EDUCATION

Encompasses all the educational activities systematically organized and provided by a variety of institutions in different systems (business, education, government, health, religion) for the purposes of promoting the personal and social development of adults.

The Ed.D. specialization in adult education seeks to assist adult education professionals in increasing their knowledge of history, philosophy, theory, research, methods, and practices of adult education to identify and meet the educational needs of adult students. To be considered for admission in the Ed.D. specialization in adult education, practicing professionals must be directly engaged in teaching, administering, or supporting programs specifically designed to address the educational needs of adult students. These programs may be delivered in some of the following settings:

1. Continuing education programs and returning adults in postsecondary institutions.
2. Education, training, and development programs in business and industry, governmental and military agencies, and health and religious organizations.
3. Public and community education programs for adults.

COMPUTING AND INFORMATION TECHNOLOGY

Intended for the professional development of practitioners regularly employed in adult education; health care education; higher education; vocational-occupational-technical education; and who work with computers and information technology in instructionally-related or information management roles. Persons in the education fields listed above, who work in such functions or settings as information systems, computer center operations, computer networking, computer assisted or computer-managed instruction, computerized libraries, and database management and administration should find the specialization in computing and information technology valuable.

HEALTH CARE EDUCATION

Intended for the professional development of educational practitioners regularly employed in health care education roles in such settings as hospitals, schools of nursing, or allied health; colleges and universities; vocational/technical institutions; government agencies; or the military, business, or industry. The health care education specialization is intended to meet the needs of the health care academic community, as well as of those who are involved in the education and training of practitioners already in the field. The initial preparation of health care personnel and the continued development and maintenance of a qualified and competent health care workforce in a changing society are equally critical elements in an effective health care system.

Persons serving as educational program administrators, curriculum specialists, faculty, trainers, human resources development staff, health promotion, or consumer health education personnel should benefit from completing the specialization in health care education. It should be noted that the program is not for care givers, but rather for those involved in the training, education, or staff development of care givers, patients, or members of the general public.

HIGHER EDUCATION

Its scope is all education leading to a degree beyond the secondary level. The program is committed to enhancing those persons who teach, manage, or support the mission of higher education within an organizational context.

The specialization in higher education is intended for persons regularly employed in postsecondary institutions. This includes faculty and/or staff working in higher education institutions or those in public, private, local, state, or federal agencies/organizations related to higher education.

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

Encompasses all aspects of the education of women and men for economic independence as productive and contributing members of society and its organizations, including business and industry, community and government, and secondary and postsecondary education. The vocational, technical, occupational education specialization reflects a commitment to prepare practicing professionals in a wide variety of vocational education settings to meet the needs of all citizens for sustained effectiveness in a rapidly changing workplace.

The specialization in vocational, technical, occupational education is intended for practicing professionals in the following areas:

1. Vocational, technical, occupational education divisions of schools, colleges, universities, business, industry, labor, the armed services, correctional facilities, and centers for rehabilitative services.
2. Educational and governmental agencies.
3. Training and development programs in the workplace.
4. Public schools, community, and returning adult career-development programs.
5. Primary and supportive roles in the occupational preparation of a broad range of learners.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695.

International Students for Whom English Is a Second Language

In addition to the general requirements listed above, the admissions process for these I-ESL students includes:

1. The requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university
2. The submission of the portfolio, a current requirement for admission of all students, at or prior to the first summer session
3. Certification that they own or have proximate access to a FAX machine, so that long-distance communications with PHE program personnel can be enhanced
4. Receipt of the completed application and fees in the PHE office by March 1 for those intending to enroll for the following spring and summer terms; September 1 for those planning to attend the fall term; or November 1 for those planning to attend the Winter term.

Qualified applicants applying by March 1 will be admitted to the program in a provisional status and will be invited to enroll for the forthcoming summer session and summer institute. Beginning I-ESL students will not take a specialization seminar at that first summer institute, but will participate in the institute only. This will mean a "three-institute" attendance requirement for these students. Qualified applicants applying by November 1 will be invited to enroll for the winter core-seminar session.

An International Student Admissions Committee will formally review the preparation and academic progress of I-ESL students who are in this provisional admission status at the conclusion of the two-week, core-seminar summer session or the winter core-seminar session, as appropriate. Students whose language, communication, and academic performance are satisfactory will be offered unconditional admission, providing all other admissions requirements have been met. Students whose performance is not satisfactory or who are deemed to be high-risk candidates by the committee will either be counseled about the risks or denied admission on the recommendation of the committee. Those denied admission and who have paid tuition for more than two terms will have the final term's tuition refunded.

Portfolio

The portfolio is requested once a candidate has submitted all other required admission information and has been provisionally accepted. A booklet explaining the portfolio is provided to each candidate.

The portfolio:

1. Provides an opportunity for the candidate to amass and demonstrate total educational, professional, career, and personal accomplishments
2. Will be used as part of a longitudinal research study by PHE to determine the effectiveness of its admission requirements
3. Can be used as a source of data for counseling those in the program.

The candidate includes the following in the portfolio: a résumé of work experience, formal and informal learning experiences, professional involvement and accomplishments, independent learning activities, experience in research, and a statement of goals. Once this and all other admissions documents are received, the candidate's admissions file is complete.

The portfolio should be completed and submitted by the end of the first term of enrollment. Accompanying material will not be returned; therefore, original or "only copy" material should not be submitted.

If an applicant meets all requirements and has submitted the 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.

For answers to questions regarding admissions, call (305) 475-7385 or toll-free (800) 986-3223, Ext. 7385.

Transfer Credit

A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These credits will be evaluated for transfer against up to two of the core or specialization seminar requirements. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be at the grade of "A" or "B" or equivalent.

Applicants who wish to request evaluation of prior course work for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to PHE. Current students should request and receive prior written approval from PHE central staff before enrolling in any courses at another institution that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school.

Grading System

For Seminars

Students enrolled in the Programs for Higher Education receive grades of PASS, NO PASS, INCOMPLETE, and AUDIT for seminars. Grades for a given seminar are assigned by the national lecturer responsible for that seminar.

An INCOMPLETE for a seminar indicates the student has not completed the seminar requirements. To be considered for an INCOMPLETE grade, a student must have demonstrated timely progress in the seminar up to the point when extenuating circumstances hindered seminar completion. If, after a discussion with the national lecturer, the lecturer determines it is reasonable to expect that the student will be able to complete the requirements of the seminar within a specified time period, the student will be granted an INCOMPLETE grade. An INCOMPLETE must be made up within six months. If not, it becomes a NO PASS.

A NO PASS indicates one of the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, 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.

An AUDIT grade is issued by the national lecturer when a student is registered "not for credit" in a particular seminar under the following conditions:

1. There is space available in the class.
2. The national lecturer has agreed to accept the individual student.
3. The student attends the seminar meetings, participates in the discussions, and does the readings.
4. No papers, tests, or exams are required.
5. The student is registered and has paid for the term in question.

No change in registration status, other than withdrawal, is permitted after the seminar begins. AUDIT grades do not count toward meeting graduation requirements, and no credit will be awarded.

For Practicums

Grades of PASS, UNACCEPTABLE, and NO PASS are assigned for practicums. Practicum grades are assigned by practicum evaluators.

A grade of UNACCEPTABLE means that the practicum needs revision. A student is given two chances over a six-month period to present an acceptable revision. If not, the present practicum expires and the student must initiate a new proposal. When a practicum receives an UNACCEPTABLE on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

For Comprehensive Exams

Grading of the comprehensive exam is done by a representative three-member faculty panel. The student has two opportunities to pass this exam. On the first attempt, potential grades are HIGH PASS, PASS, and UNACCEPTABLE. Grades that may be awarded on the second attempt are HIGH PASS, PASS, and NO PASS.

Satisfactory completion of the comprehensive examination is required before "readiness" is acknowledged and candidacy approved. Those deemed *not ready* (because they received a grade of UNACCEPTABLE on the first attempt) will be counseled and urged to develop a plan of action that will remedy deficiencies. Students who fail to move satisfactorily to candidacy after the second attempt will be terminated from the program and are not eligible for readmission.

For MARPs

A grade of PASS is awarded upon successful completion of the MARP.

General Policies on Grades

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

Each student will be provided a grade/progress report at the end of every evaluation period. A copy of each report will be placed in the student's permanent file maintained by the University.

The University maintains up-to-date progress reports on each student. The University periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Student Status

Status is determined by registration, payment, and academic progress. Students who register and pay appropriate tuition and fees each term are considered enrolled. Students who do not register and pay tuition and fees are considered withdrawn.

Withdrawal

General Provisions on Withdrawal

If a student fails to register or pay tuition, for a particular term, the central office staff will administratively **withdraw** the student as of the first day of that term, after making a reasonable effort to contact the student with a request for registration or payment.

Withdrawal for a period does not suspend "time limit for completion" requirements. (See seven-year time limit requirement under **Graduation Requirements** in this catalog.)

Withdrawal from Program; No Intention to Return

Voluntary requests to withdraw completely from the program should be made in writing to the director, with a copy sent to the cluster coordinator. This request should specify the date and term in which the withdrawal is effective. Students are encouraged to explain the reason for the request and program-related problems, if any, that led to the decision.

Withdrawal from Term; Intention to Re-Register

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made in writing to the director, with a copy to the cluster coordinator. The reason for the withdrawal should be explained and the planned date and term of re-entry stated. The central office acknowledgement of this request will include a "Reinstatement Request," and an "Action Form," including instructions regarding the reinstatement process. (See the following **Reinstatement** section.)

Students in "stop-out" status are not eligible for academic services from program faculty and staff, and may not have grades posted to their records, except for changes of "INCOMPLETE" grades earned in seminars. They will continue to receive the "Practitioner's News," and revised publications such as the practicum and MARP guides, "Manual of Policies and Procedures for Students," and "Student Handbook." Students who stop out for more than one term may be subject to financial aid penalties, such as requests for loan repayment.

Withdrawal from Seminar; Intention to Remain Enrolled for Term

Students may have legitimate reasons to request withdrawal from a core or specialization seminar, or be advised to do so by the national lecturer. Such students may wish to remain enrolled in the program in order to accomplish other work, such as practicums, a summer institute, or the comprehensive exam. A request to **withdraw from a seminar** should be made in writing to the director, with a copy to the cluster coordinator, and should state the desire to remain enrolled for the term in question. The registration for the term will be changed to drop the particular seminar and add "PRA 8070 Practicum Services," or "PRA 8090 MARP Services," as appropriate.

Students may withdraw from a seminar, without academic penalty, at any time prior to the final class meeting; they may not withdraw after the last class session or just before seminar grades are issued.

No notation regarding the dropped class will appear on their transcript. Following the final meeting, since no official withdrawal is possible, students will receive whatever grade they have earned in the seminar, as determined by the national lecturer.

Plans for re-registration for the dropped seminar should be discussed with the cluster coordinator.

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

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the director, at least 30 days prior to the appropriate term:

1. A letter of intention to re-enroll (please send a copy to the cluster coordinator).
2. A completed reinstatement form. This form is sent with the acknowledgement of withdrawal or is available from the central office.
3. A \$35 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form.

Students who are readmitted will be required to pay tuition and fees in effect at the time of reinstatement.

Financial Information

Tuition and Fees

A nonrefundable application fee of \$40 must be submitted with the application. (See refunds for the one exception.) The following tuition and fees are effective July 1, 1994.

Tuition for each term is due and payable by the 15th day of the month prior to the beginning of the term.

Tuition for the 1994-1995 academic year is \$6,700 (four partial payments of \$1,675 each).

Tuition beyond the third year is \$1,020 per three-month term.

Students who enroll and pay tuition beyond the third year (beyond 12 terms of enrollment) will receive a refund of \$600 if they complete all requirements of the degree within the first month of the term.

Attendance at two summer institutes is required for graduation. While there are no additional fees for the summer institutes, students must be currently registered and paid for the summer term and are responsible for their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a MARP/graduation fee of \$50. Additional fees include a late registration fee of \$60 and a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$35 for those who withdraw and then re-enter the program.

Refunds

Students are entitled to a refund of all tuition payments (not including registration/application fees; not to exceed \$100) if the registration agreement is cancelled in writing by the student prior to, or during, the first day of instruction.

In addition, students will receive a full refund of tuition payments, and registration/application fees paid for a cancelled course, seminar, workshop or a cluster that does not begin. (For a special I-ESL Refund, see page 11.)

After the first day of instruction, students who inform the program director in writing of their intention to withdraw will be entitled to a tuition refund based on the following schedule: During the first 60% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended.

Refunds will be made within 30 days after the effective date of withdrawal.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1100.

Based on no. of classes

$9 - 3 = 6$ classes not attended
 $6 \div 9 = 67\%$ of the term not completed
 $67\% \times \$1100 = \737.00 refunded

Based on clock hours

$45 - 15 = 30$ hours not received
 $30 \div 45 = 67\%$ clock hours not completed
 $67\% \times \$1100 = \737.00 refunded

Example #2: Student attended 5 (17 clock hours) weeks of a 13-week (45 clock hours) term, for which the charge was \$1675.

Based on no. of classes

$13 - 5 = 8$ weeks not attended
 $8 \div 13 = 62\%$ not completed
 $62\% \times \$1675 = \1038.50 refunded

Based on clock hours

$45 - 17 = 28$ hours not received
 $28 \div 45 = 62\%$ clock hours not completed
 $62\% \times \$1675 = \1038.50 refunded

*This policy is designed to meet or exceed refund requirements of various states, e.g., California, South Carolina, Washington, and Florida.

Financial Aid

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7410 or (800) 522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1994 for the 1994-95 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1994-95 is May 1, 1995.

General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. be accepted for enrollment in an eligible degree seeking program at Nova Southeastern University;
3. be making satisfactory progress in his or her course of study;
4. not be in default of or owe a refund for any financial aid received previously;
5. sign a Statement of Educational Certification; and
6. be registered with Selective Service, if required to do so by federal law.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veteran's dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685 or toll free (800) 541-6682 (automated attendant - choose the "University Registrar" option).

Programs' Services

Programs' services are provided to currently enrolled students. Students who withdraw from the program or who are dropped by the University are not entitled to receive services. The only exception to this rule is in the case of removal of INCOMPLETE seminar grades.

Graduate Administrative Fellowships

Two graduate administrative fellowship positions are available each academic year in the Programs for Higher Education.

The purpose of offering these fellowships is to make it possible for students: (1) to study on campus and gain the experience of working in PHE; (2) to attend seminars with the South Florida Cluster; (3) to engage in practicums and a MARP that will be of value to PHE.

In addition to a yearly stipend, each graduate fellow's tuition for four terms and expenses for one summer institute will be paid by the Programs for Higher Education. Graduate administrative fellowships are available for one year. Persons interested in a fellowship position should send a letter of intent and a current resume to the PHE director by January 31.

Calendar

The academic year of the Programs 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

Students may be admitted to an existing or new local cluster at the beginning of the fall, winter, or spring term.

For local clusters, all seminar work takes place during the first two years of the program. One seminar per three term is scheduled for these two years. The core seminars are scheduled for a minimum of three daylong sessions on Saturday. Orientation meetings and applied research workshops are held Friday night prior to the Saturday session. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each local cluster student should have completed the eight required seminars, made substantial progress on practicums, and taken the comprehensive exam.

During the third year of the program, each local cluster student completes the practicum requirements and, if the comprehensive examination is passed, is assigned to a major applied research project committee.

International students should contact their cluster coordinator or the Programs for Higher Education for details regarding the International Cluster calendar.

Attendance

Seminar Attendance

Attendance at all sessions of each seminar is required. Any exception to this policy must be based on an emergency circumstance and an agreement with the national lecturer in respect to alternative learning activities.

1. Such an agreement to make up work requires the completion of specified assignments relating to the missed session. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the seminar session.
2. After the make-up agreement has been finalized, the national lecturer must inform the Programs for Higher Education office and the cluster coordinator regarding the arrangements.

Under no circumstances may a student receive credit for a seminar if more than one seminar meeting is missed.

Summer Institute Attendance

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.



Course Numbers and Titles

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. The following list includes seminar faculty and the institutions from which they earned their doctorate.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING

Al P. Mizell, Ed.D., Indiana University

Albert J. Pautler, Jr., Ed.D., State University of New York at Buffalo

Marcia A. Wratcher, Ph.D., University of Pittsburgh

ECD 8007 - GOVERNANCE AND MANAGEMENT

Nancy F. Gadbow, Ed.D., Syracuse University

Frederick C. Kintzer, Ed.D., Stanford University

Anne E. Mulder, Ph.D., University of Michigan

Paula E. Peinovich, Ph.D., University of Pennsylvania

ECD 8008 - HUMAN RESOURCES DEVELOPMENT

Barbara G. Carnes, Ph.D., Fielding Institute

Warren H. Groff, Ed.D., Temple University

Richard T. Rees, Ed.D., Rutgers University

John A. Sample, Ph.D., Florida State University

ECD 8009 - LEADERSHIP

Albert T. Haugerud, Ph.D., University of Washington

Lynn M. Little, Ph.D., University of Texas, Southwest Medical Center

Joan B. Murry, Ph.D., The Union Institute

Martin B. Parks, Ph.D., The Ohio State University

ECD 8013 - RESEARCH METHODOLOGY

Grady M. Grizzle, Ph.D., North Texas State University

Maria Rosa Ligas, Ph.D., University of Southern Mississippi

Gary E. Rankin, Ph.D., University of Northern Colorado

Steven R. Terrell, Ed.D., Florida International University

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

Germaine B. Simpson, Ph.D., The Ohio State University

Kenneth E. Varcoe, Ph.D., Southern Illinois University at Carbondale

David L. Zierath, Ph.D., University of Kentucky

Specialization Seminars in Adult Education

EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION

Dale L. Cook, Ed.D., Western Michigan University

Patricia A. Lawler, Ed.D., Teachers College/Columbia University

Maria Rosa Ligas, Ph.D., University of Southern Mississippi

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION

Nancy F. Gadbow, Ed.D., Syracuse University

Mark H. Rossman, Ed.D., University of Massachusetts

Specialization Seminars in Computing and Information Technology

EID 7370 - DATABASE MANAGEMENT SYSTEMS

Steven R. Terrell, Ed.D., Florida International University

EID 7390 - COMPUTER INFORMATION NETWORKS

TBA

Specialization Seminars in Health Care Education

HCE 8001 - EMERGING SOCIAL AND ETHICAL ISSUES IN HEALTH CARE EDUCATION

Courtney H. Lyder, N.D., Rush University

HCE 8003 - PREPARING AND DEVELOPING STAFF IN THE HEALTH CARE PROFESSIONS OF THE FUTURE: A CHANGING EDUCATIONAL PARADIGM

TBA

Specialization Seminars in Higher Education

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION

Daniel L. Austin, Ph.D., University of Kansas

James B. Boyer, Ph.D., The Ohio State University

Sebastian V. Martorana, Ph.D., University of Chicago

Anne E. Mulder, Ph.D., University of Michigan

Lawrence A. Nespoli, Ed.D., Pennsylvania State University

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

Donald W. Bryant, Ed.D., North Carolina State University

Frederick C. Kintzer, Ed.D., Stanford University

Kenneth E. Varcoe, Ph.D., Southern Illinois University at Carbondale

James L. Wattenbarger, Ed.D., University of Florida

Specialization Seminars in Vocational, Technical, Occupational Education

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION IN AMERICA

Susan J. Olson, Ph.D., Pennsylvania State University

ETD 8008 - TRENDS AND ISSUES IN VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION

Martin B. Parks, Ph.D., The Ohio State University

Practicum Numbers and Titles

Students register for PRA 8070 (practicum services) and, when the projects are completed, they are awarded credit in the following areas:

EID 8390

Practicum - Computer Information Networks

EHD 8072 or EAD 8072 or ETD 8072 or HCE 8072 or EID 8072✓

Practicum - Curriculum and Program Planning

EID 8370

Practicum - Database Management

EHD 8076

Practicum - Emergence of Higher Education in America

ETD 8077

Practicum - Emergence of Vocational, Technical, and Occupational Education in America

HCE 8083

Practicum - Emerging Social and Ethical Issues in Health Care Education

EHD 8071 or EAD 8071 or ETD 8071 or HCE 8071 or EID 8071

Practicum - Governance and Management

EAD 8079

Practicum - History, Philosophy, and Practices of Adult Education

EHD 8078 or EAD 8078 or ETD 8078 or HCE 8078 or EID 8078

Practicum - Human Resources Development

EHD 8081 or EAD 8081 or ETD 8081 or HCE 8081 or EID 8081

Practicum - Leadership

EHD 8077

Practicum - Politics, Law, and Economics of Higher Education

HCE 8084

Practicum - Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Education Paradigm

EHD 8075 or EAD 8075 or ETD 8075 or HCE 8075 or EID 8075

Practicum - Research Methodology

EHD 8074 or EAD 8074 or ETD 8074 or HCE 8074 or EID 8074

Practicum - Societal Factors Affecting Education

EAD 8080

Practicum - Theory and Methods of Adult Education

ETD 8082

Practicum - Trends and Issues in Vocational, Technical, and Occupational Education

Summer Institute Numbers and Titles

ECD 8060 - Summer Institute - 1

ECD 8061 - Summer Institute - 2

Comprehensive Examination Number and Title

ECD 8100 - Comprehensive Examination

Major Applied Research Project Number and Title

Students register for PRA 8090 (MARP services) and, when the projects are completed, they are awarded credit in the following areas:

EHD 8093 or EAD 8093 or ETD 8093 or HCE 8093 or EID 8093
Major Applied Research Project Proposal

EHD 8094 or EAD 8094 or ETD 8094 or HCE 8094 or EID 8094
Individualized Evaluation and Satisfactory Progress on the Major Applied Research Project

EHD 8095 or EAD 8095 or ETD 8095 or HCE 8095 or EID 8095
Major Applied Research Project

Programs for Higher Education Faculty

LEO W. ANGLIN, Ph.D., Major Applied Research Project Advisor, is Dean of Berry College, Mount Berry, Georgia.



DONALD BUSCHE, Ed.D., Coordinator of the Orange County Cluster, is Dean of Vocational Education at Saddleback College in Mission Viejo, California.

DANIEL L. AUSTIN, Ph.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Director of the Institute of Health Policy and Administration, School of Business and Entrepreneurship at Nova Southeastern University in Fort Lauderdale, Florida.



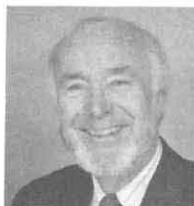
BARBARA G. CARNES, Ph.D., National Lecturer in Human Resources Development, is an Educational Consultant and President of Carnes and Associates, Inc., in St. Louis, Missouri.

ANITA G. BARRETT, Ph.D., Coordinator of the Dallas Cluster, is Associate Dean of Instruction at Tarrant County Junior College, South Campus, in Fort Worth, Texas.



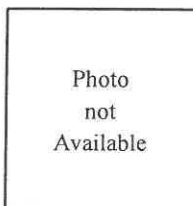
CHARLES CLAYMAN, Ed.D., Associate Cluster Coordinator for the Massachusetts Cluster, is Director of College Corporation Community Relations of Endicott College in Beverly, Massachusetts.

H. K. (MORRIS) BASKETT, D.Phil., Coordinator of the Calgary Cluster, is Professor of Continuing Education at the University of Calgary, Canada.



DALE L. COOK, Ed.D., National Lecturer in History, Philosophy, and Practices of Adult Education, is Associate Professor of Educational Administration and Director of the Center for Community Education at Kent State University in Kent, Ohio.

JAMES B. BOYER, Ph.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Professor of Curriculum and American Ethnic Studies at Kansas State University, Manhattan, Kansas.



PHYLLIS S. COOPER, Ed.D., Coordinator of the Philadelphia Cluster, is Professor at Trenton State College in Trenton, New Jersey.

DONALD W. BRYANT, Ed.D., National Lecturer in Emergence of Higher Education in America, is President of Carteret Community College in Morehead City, North Carolina.



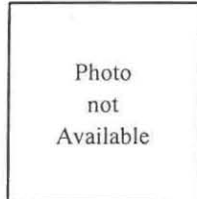
JOHN A. DAVITT, Ph.D., Member of the Director's Team, is Superintendent/President at Glendale Community College in Glendale, California.

CAROLLE DEBERT, M.Ed., Site Administrator of the Calgary Cluster, is a Manager at Columbia Institute of Canada in Calgary, Canada.



RODGER S. GRAHAM, JR., Ed.D., Local Research Associate for the Chicago Cluster, is Vice-President and Regional Manager at the Institute for Professional Development in Marion, Indiana.

HYMAN S. EDELSTEIN, Ed.D., Local Research Associate for the Massachusetts Cluster, is a Consultant and Instructor in Educational Applications of Microcomputers and in Quality Assurance at Greenfield Community College and Cambridge College in Greenfield, Massachusetts.



GRADY M. GRIZZLE, Ph.D., Local Research Associate for the Dallas Cluster and National Lecturer for Research Methodology, is Division Chair for the Mathematics Division at Dallas County Community College District in Dallas, Texas.

DAVID S. FLIGHT, Ph.D., Major Applied Research Project Central Staff Committee Member, is Program Professor for the National Ed.D. Program for Educational Leaders at Nova Southeastern University in Fort Lauderdale, Florida.



WARREN H. GROFF, Ed.D., Practicum Evaluator and National Lecturer in Human Resources Development, is an Educational Consultant in Memphis, Tennessee.

JOHN D. FOY, III, Ph.D., Local Research Associate for the West Florida Cluster, is an Adjunct Instructor at University of Southern Alabama in Mobile, Alabama.



RICHARD K. HARRIS, Ed.D., Coordinator of the Los Angeles North Cluster, is Professor and Department Chair at The Master's College in Newhall, California.

NANCY F. GADBOW, Ed.D., National Lecturer in Governance and Management and Theory and Methods of Adult Education and a Major Applied Research Project Advisor, is an Educational Consultant in Canandaigua, New York.



ALBERT R. HAUGERUD, Ph.D., National Lecturer in Leadership, is an Educational Consultant in Issaquah, Washington.

MARIAN GIBNEY, Ed.D., Associate Cluster Coordinator for the International Cluster, and Local Research Associate for the Phoenix Cluster, is Director of Research and Development and Psychology Department faculty member, Phoenix College, Maricopa Community College District, Phoenix, Arizona.



RICHARD E. HOEHLIN, Ed.D., Coordinator of the Hampton/Richmond Cluster is Director of Continuing Education at Tidewater Community College in Virginia Beach, Virginia.

ANA-ELENA JENSEN, Ph.D., Associate Cluster Coordinator for the Springfield Cluster, is President for Systems Consulting Group in Overland Park, Kansas.



PATRICIA A. LAWLER, Ed.D., National Lecturer in History, Philosophy, and Practices of Adult Education, is Assistant Professor of Education at Widener University in Chester, Pennsylvania.

MARVIN E. JONES, Ed.D., Coordinator of the Springfield Cluster, is Associate Professor at Evangel College in Springfield, Missouri.



TONI R. L'HOMMEDIU, Ph.D., Coordinator of the Western Pennsylvania Cluster, is Professor of Psychology at the Community College of Allegheny County in West Mifflin, Pennsylvania.

JACK A. KAUFHOLD, Ed.D., Major Applied Research Project Advisor, is a Program Professor for the National Ed.D. Program for Educational Leaders at Nova Southeastern University in Fort Lauderdale, Florida.



MARIA ROSA LIGAS, Ph.D., Programs for Higher Education Professor of Adult Education, National Lecturer in Research Methodology, a Major Applied Research Project Advisor, and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.

CARMON J. KIAH, Ph.D., Local Research Associate for the Hampton/Richmond Cluster is Coordinator of Institutional Research at John Tyler Community College in Chester, Virginia.



LYNN M. LITTLE, Ph.D., National Lecturer in Leadership, is Chairman and Associate Professor at the University of Texas, Southwest Medical Center in Dallas, Texas.

JOHN H. KINGSBURY, Ph.D., Major Applied Research Project Advisor, is Assistant Professor of Computer Education Programs for the Center for Computer and Information Sciences at Nova Southeastern University in Fort Lauderdale, Florida.



LINDA LOPEZ, Ed.D., Associate Cluster Coordinator of the South Florida Cluster is Principal Intern of Adult and Vocational Off-Campus Programs at Broward County Public Schools in Hollywood, Florida.

FREDERICK C. KINTZER, Ed.D., Major Applied Research Project Advisor, and National Lecturer in Governance and Management and Emergence of Higher Education in America, is Professor Emeritus at the University of California in Los Angeles, California.



JAMES E. LORION, Ph.D., Practicum Evaluator, is a Retired Educator from Cuyahoga Community College in Cleveland, Ohio.

COURTNEY H. LYDER, N.D., National Lecturer in Health Care Education, is an Assistant Professor at Yale University in New Haven, Connecticut.



AL P. MIZELL, Ed.D., National Lecturer in Curriculum and Program Planning, is Director of Technology for the Fischler Center for the Advancement of Education at Nova Southeastern University in Fort Lauderdale, Florida.

MARJORY LYONS, Ph.D., Major Applied Research Project Advisor, is an Educational Consultant at Nova Southeastern University in Fort Lauderdale, Florida.



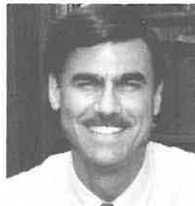
ROSS E. MORETON, Ed.D., Director of the Programs for Higher Education and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.

SEBASTIAN V. MARTORANA, Ph.D., Major Applied Research Project Advisor and National Lecturer in Politics, Law, and Economics of Higher Education, is Professor Emeritus at Pennsylvania State University in University Park, Pennsylvania.



JOHN A. MORGAN, JR. Ed.D., Coordinator of the Greenwood Cluster, is Executive Vice President at Piedmont Technical College in Greenwood, South Carolina.

JANE E. MATSON, Ed.D., Major Applied Research Project Advisor, is Emeritus Professor of Education at California State University in Los Angeles, California.



BRIAN K. MORLEY, Ph.D., Associate Cluster Coordinator for the Los Angeles North Cluster, is Assistant Professor at The Master's College in Newhall, California.

GEORGE MEHALLIS, Ph.D., Coordinator of the South Florida Cluster and Major Applied Research Project Advisor, is retired Executive Director for Technical Education at Broward Community College and an Educational Consultant in Fort Lauderdale, Florida.



ANNE E. MULDER, Ph.D., Programs for Higher Education Professor of Higher Education; National Lecturer in Governance and Management, and in Politics, Law, and Economics of Higher Education; Major Applied Research Project Advisor, and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.

PETER K. MILLS, Ed.D., Associate Director of the Programs for Higher Education, Major Applied Research Project Coordinator, Major Applied Research Project Advisor, and a Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.



JOAN B. MURRY, Ph.D., National Lecturer in Leadership, is Associate Dean at the Union Institute, College of Undergraduate Studies, in San Diego, California

LAWRENCE A. NESPOLI, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Executive Director of the New Jersey Council of County Colleges in Trenton, New Jersey.



DIANE L. PAUL, Ed.D., Programs for Higher Education, Director of Practicums and Cluster Development at Nova Southeastern University in Fort Lauderdale, Florida.

RONALD A. NEWELL, Ed.D., Major Applied Research Project Advisor and Practicum Evaluator, is a Program Professor for the National Ed.D. Program for Educational Leaders at Nova Southeastern University in Fort Lauderdale, Florida.



ALBERT J. PAUTLER, JR., Ed.D., National Lecturer in Curriculum and Program Planning, is Professor in the Department of Educational Organization, Administration, and Policy at State University of New York in Buffalo, New York.

R. ANDREW NIESIOBEDZKI, Ed.D., Associate Cluster Coordinator for the Tampa Cluster, is Assistant Professor at Manatee Community College in Venice, Florida.



PAULA E. PEINOVICH, Ph.D., National Lecturer in Governance and Management, is Vice-President for Academic Affairs of the Regents College of the University of the State of New York in Albany, New York.

PATRICK O'CONNELL, Ed.D., Coordinator of the Chicago Cluster, is Department Chairman of the Social Science and Behavioral Sciences Division at South Suburban College in South Holland, Illinois.



GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Research Methodology, is Vice President for Planning at Oklahoma City Community College in Oklahoma City, Oklahoma.

SUSAN J. OLSON, Ph.D., National Lecturer in Emergence of Vocational, Technical, and Occupational Education in America, is Assistant Professor in the Technical Education Program at the University of Akron, in Akron, Ohio



RICHARD T. REES, Ed.D., Major Applied Research Project Advisor and National Lecturer in Human Resources Development, is Director of Hospital Education, Lakeland Regional Medical Center in Lakeland, Florida.

MARTIN B. PARKS, Ph.D., Programs for Higher Education, Professor of Vocational, Technical, Occupational Education; National Lecturer in Leadership; a Major Applied Research Project Advisor; Practicum Evaluator; and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.



DAVID O. REMINGTON, Ph.D., Major Applied Research Project Advisor, is Associate Director for Institutional Research in the Nova Southeastern University Office of University Research Services in Fort Lauderdale, Florida.

DONALD C. RIGG, Ed.D., Major Applied Research Project Consultant to Central Staff Committee Members, is retired from Broward Community College, South Campus, in Hollywood, Florida.



JOHN A. SAMPLE, Ph.D., National Lecturer in Human Resources Development, is Principal/Owner at Sample and Associates in Tallahassee, Florida.

CORNELIUS V. ROBBINS, Ed.D., Major Applied Research Project Advisor, is a Professor at State University of New York in Albany, New York.



JOHN A. SCIGLIANO, Ed.D., Major Applied Research Project Advisor, is Vice-President for Computer and Information Technology at Nova Southeastern University in Fort Lauderdale, Florida.

VALDA M. ROBINSON, Ed.D., Major Applied Research Project Advisor, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.



CLIFFORD L. SHISLER, Ph.D., Major Applied Research Project Advisor, is Director, Office of Research Grants and Contracts, at Northern Kentucky University in Highland Heights, Kentucky.

MICHAEL A. ROONEY, Ph.D., Coordinator of the Phoenix Cluster, is District Director of Student Development Services of the Maricopa Community College District in Phoenix, Arizona.



GERMAINE B. SIMPSON, Ph.D., National Lecturer in Societal Factors Affecting Education, is an Adjunct Instructor at Palm Beach Community College, in Lake Worth, Florida.

MARK H. ROSSMAN, Ed.D., National Lecturer in Theory and Methods of Adult Education, is Chair of Education at Walden University in Minneapolis, Minnesota.



JO ANN STONE, Ed.D., Coordinator of the Massachusetts Cluster, is Executive Director of Self-Concepts in Morrisville, Vermont.

G. JEREMIAH RYAN, Ed.D. Local Research Associate of the Philadelphia Cluster, is Vice-President of Marketing, Planning and Development at Harford Community College in Bel Air, Maryland.



LESLIE SUE, Ed.D., Coordinator of the International Cluster, is Professor of Criminal Justice at Truckee Meadow Community College in Reno, Nevada.

STEVEN C. SWORDER, Ed.D., Local Research Associate for the Orange County Cluster, is Professor of Mathematics at Saddleback College in Mission Viejo, California.



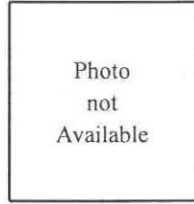
RENE E. VILLA, Ed.D. Coordinator of the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.

GASPARE B. TAMBURELLO, Ed.D., Coordinator of the West Florida Cluster, is a Consultant to Pensacola Junior College in Pensacola, Florida.



JAMES L. WATTENBARGER, Ed.D., National Lecturer in Emergence of Higher Education in America, is the retired Director of the Institute of Higher Education and Distinguished Service Professor at the University of Florida in Gainesville, Florida.

STEVEN R. TERRELL, Ed.D., Major Applied Research Advisor and National Lecturer in Research Methodology, is Assistant Professor of Information Systems and Computer Education in Nova Southeastern University's Center for Computer Information Sciences in Fort Lauderdale, Florida.



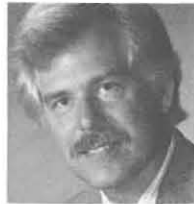
MARCIA A. WRATCHER, Ph.D., National Lecturer in Curriculum and Program Planning, is Director of Learning Services at Carnegie Mellon University in Pittsburgh, Pennsylvania.

H. RALPH TODD, JR., Ed.D., Coordinator for the Bay Area Cluster, is an Educational Consultant in Fair Oaks, California.



JOHN Y. YANTIS, Ed.D., Major Applied Research Project Advisor, is Professor of Education at Central Michigan University in Mt. Pleasant, Michigan.

KENNETH E. VARCOE, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, National Lecturer in Societal Factors Affecting Education, and in Emergence of Higher Education in America, is Assistant Vice-President for Student Affairs at Pennsylvania State University in University Park, Pennsylvania.



DAVID L. ZIERATH, Ph.D., National Lecturer in Societal Factors Affecting Education is Chairman, Department of Sociology, at the University of Wisconsin in Platteville, Wisconsin.

Cluster Sites and Contact Persons

Those who are interested in obtaining additional information on the programs described in this catalog may do so by contacting the Programs for Higher Education, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7385 or toll-free (800) 986-3223, Ext. 7385, or the Programs for Higher Education cluster coordinator 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 coordinator or site administrator.

1. **BAY AREA (CALIFORNIA)**
H. Ralph Todd, Jr., Ed.D.
8124 Rockfield Court
Fair Oaks, CA 95628
(H) (916) 967-2765
2. **CALGARY**
Carolle Debert, Site Administrator
Columbia Institute of Canada
802 Manning Road NE
Calgary, Alberta, Canada T2E 7N8
(H) (403) 242-8831
(B) (403) 235-9310
FAX: (403) 272-3805
3. **CHICAGO**
Patrick O'Connell, Ed.D.
9448 Chestnut Lane
Munster, IN 46321
(H) (219) 923-1256
FAX: (708) 895-4692
4. **DALLAS**
Anita G. Barrett, Ph.D.
8453 Mary's Creek Drive
Fort Worth, TX 76116
(H) (817) 244-3309 (evenings and weekends only)
(B) (817) 531-4509
5. **GREENWOOD**
John A. Morgan, Jr., Ed.D.
101 Hawthorne Court
Greenwood, SC 29646
(H) (803) 229-7742
(B) (803) 223-9442
FAX: (803) 941-8555
6. **HAMPTON/RICHMOND**
Richard E. Hoehlein, Ed.D.
2504 Linehan Court
Virginia Beach, VA 23454
(B) (804) 427-7195
7. **L.A. NORTH**
Richard Harris, Ed.D.
c/o The Master's College
P.O. Box 221450
Newhall, CA 91322-1450
(B) (805) 259-3540, Ext. 216
FAX: (805) 254-1998
8. **MASSACHUSETTS**
Jo Ann Stone, Ed.D.
RR#1, Box 6120
Morrisville, VT 05661
(H) (802) 888-7114
9. **ORANGE COUNTY**
Donald Busché, Ed.D.
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(B) (714) 582-4623

10. PHILADELPHIA

Phyllis S. Cooper, Ed.D.
4 Hampton Road
Trenton, NJ 08638-1414
(H) (609) 771-6944
(B) (609) 771-2522
FAX: (609) 538-8238

11. PHOENIX

Michael A. Rooney, Ph.D.
8601 North Black Canyon Highway,
Suite 117
Phoenix, AZ 85021
(H) (602) 839-8276 (Evenings until
9:00 p.m.)
FAX: (602) 731-8111

12. SOUTH FLORIDA

George Mehallis, Ph.D.
9661 N.W. 11th Street
Plantation, FL 33322
(B) (305) 475-7385
FAX: (305) 476-4867

13. SPRINGFIELD

Marvin E. Jones, Ed.D.
3777 E. Ebony Place
Springfield, MO 65809
(H) (417) 831-0945

14. TAMPA

Rene E. Villa, Ed.D.
8205 N. Fremont Avenue
Tampa, FL 33604
(H) (813) 931-1974

15. WEST FLORIDA

Gaspere B. Tamburello, Ed.D.
5930 Admiral Doyle Road
Pensacola, FL 32506
(H) (904) 456-0480

16. WESTERN PENNSYLVANIA

Toni R. L'Hommedieu, Ph.D.
P.O. Box 234
Smithfield, PA 15478
(H) (412) 569-4403
(B) (412) 469-6309
FAX: (412) 469-6371

17. INTERNATIONAL CLUSTER

Leslie Sue, Ed.D.
5455 Silver Hills Circle
Sparks, NV 89431
(H) (702) 331-3740
This cluster serves all students not
enrolled in a local cluster.

What Graduates Say About the Program

ARIZONA:

"Overall, I found the Nova Southeastern University Program far exceeded my expectations. Nova Southeastern was a breath of fresh air which I found challenging and informative. The knowledge and experience that students brought to the seminars was easily transferred to the actual work situation.

Each of the projects undertaken during this program was instrumental in providing vital information about my institution. As a result of this experience, I feel better acquainted with processes that bring about constructive changes in the institution."

DELAWARE:

"A major strength of the program is its innovative field-based delivery system, which integrates formal instruction with self-directed study and applied research. The program has enhanced my skills as a researcher, a writer, and an administrator, ad infinitum. One of the programs' most effective elements is the strong linkage between life/career goals and learning. This approach allowed me to function at work at my optimum level of efficiency. For the first time in my learning experience, I actually enjoyed the process, not simply the achievement of a desirable goal."

FLORIDA:

"The program is structured so that the student can get out of the program what he puts into it. In other words, unlike many graduate programs that focus their attention around the ego of their faculty and place a higher value on structure than on learning, this program seems to be designed around the idea that outcomes are more important than process, and student learning is more important than rigid structure. This program has a great deal of structure, but it is structure placed in an arena of relevance. This allows students to attach more meaning to their learning experiences and, I believe, improves the quality of the academic work that the program requires."

ILLINOIS:

"I truly feel that the program is solid. I have completed some very nice work and am proud of the quality. I received the assistance I needed from my cluster coordinator and from the faculty teaching the seminars in which I participated. I am proud to be a graduate of the Programs for Higher Education. I have a great sense of accomplishment and am thankful for the opportunity I had to be a part of Nova Southeastern University."

MISSOURI:

"The nontraditional aspect of the program has great appeal for military educators and other busy adults. Bringing the program to the students is an idea whose time came in 1946, but has not yet been adopted by very many colleges. To pursue a local doctorate program, I would have had a three-hour drive, either 150 miles to St. Louis, or over back country roads to Columbia, Missouri, twice a week to attend classes."

NEW JERSEY:

"The Nova Southeastern University experience has exceeded my expectations in terms of the quality and quantity of course work required throughout the program. The material was relevant and thought-provoking. The mode of learning, which included formal instruction, independent study, and applied research, had a salutary effect upon me because I was motivated to become more familiar with my own educational environment. The program is a well-structured, high-level educational experience."

NEW YORK:

"The greatest strength of the Programs for Higher Education is the ability to complete the program without having to interrupt employment.

The diversity of the student population is an asset as it affords an opportunity for students to learn from other students from different disciplines and other geographical areas. This is especially true at the summer institute.

Summer Institute is an excellent professional development opportunity for many educators."

SOUTH CAROLINA:

"The Nova Southeastern program is excellent. It provides the flexibility a practitioner needs. It also provides students access to nationally acclaimed leaders in the community college arena. The national lecturers were excellent.

The summer institutes offer outstanding opportunities for professional growth. The networking opportunities for professional growth are as valuable as the sessions. I really have enjoyed the doctoral program. I have attended six summer institutes and look forward to this summer's."

Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than **138,000** volume equivalents can be searched through the library's computer catalog, considerably more sophisticated than the traditional card catalog. Also, more than 35 specialized indexed in CD-ROM format are available, as is dial-up access to the on-line catalog.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN AND FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grant and foundation research.

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682 (automated attendant - choose the "General Student Services" Option) or (305) 475-7388.

The entire microfiche collection of ERIC, more than 300,000 documents, is available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Fischler Center for the Advancement of Education of Nova Southeastern University.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well equipped audio studio and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Computing Facilities

The University's Computing Facility provides data processing services for meeting instructional, research, and administrative needs. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.

UNIX Systems for Telecommunications

Programs for Higher Education (PHE) encourages its field-based faculty, staff, and students to avail themselves of the University's resources and to communicate with one another via telecommunications using the Computer Center's UNIX system on the NOVAVAX computer. This system will enable users to communicate with others in PHE through e-mail, request university electronic library services, participate in electronic classroom course experiences (when scheduled), and discuss issues in computer conferences. Through various external electronic networks, users will also gain access to practitioners, bulletin boards, library catalogs, full-text material, and data bases throughout the country and the world.

Interested persons need an MS-DOS-compatible computer, terminal emulation software (VT100), and either a 1200 or 2400 baud modem for connection to TYMNET over their local telephone line. (In some rural locations a toll call may be necessary to the nearest TYMNET node.) To be assigned an account on the UNIX System, interested persons will need to complete a form, **Request for UNIX Accounts**, which is available from the office of the assistant to the director of PHE. The Fischler Center's Office of Technology will provide you with an account. You will be sent a letter with your usercode and password, plus the literature you requested on the form.

For information about the system's capabilities, or the answers to technical questions, call: in the United States (800) 541-6682 (automated attendant-choose "General Student Services", then choose the "Academic Computing User Support" option) or (305) 475-7668. Your call will be transferred to the HELPDESK and the staff member on duty.

AEDNET

The Adult Education Network (AEDNET) is an international electronic network. The network is operated through a *listserv* that enables subscribers to share information. Researchers, practitioners, and graduate students in adult and continuing education are provided with opportunities to discuss important topics and concerns in an online environment.

AEDNET activities include network-wide discussions, information exchanges on topics and queries, and announcement of jobs, conferences, special events, and publications. The network also serves in the dissemination of the electronic journal, New Horizons in Adult Education.

New Horizons in Adult Education

This publication, founded in 1987, is an electronic journal focused on current research and ideas in adult education. It is a refereed journal that is published two or three times each year. The journal provides graduate students, faculty, researchers, and adult education practitioners with a means for publishing their most-current thinking and research within adult education and related fields. The journal is transmitted to subscribers around the world at no fee through the electronic network of AEDNET. The contents of the journal are indexed in the Educational Resources Information Center (ERIC) database. Articles may be submitted to New Horizons in Adult Education in a variety of disk formats through regular mail or electronically through AEDNET. The editorial staff also will accept conventional paper copies for review, so that important contributions to adult education may be published.

Textbooks

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone (800) 509-2665 or (305) 476-4750 or FAX (305) 476-4759.

Policies Governing Student Relations

General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue code.

Institutional and Academic Information

NSU and its composite academic units periodically publish bulletins or catalogs describing the University and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units and/or the registrar's office maintains at least one full-time employee to assist all students in obtaining information.

Nondiscrimination

NSU fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more-formal avenues of appeal and redress. Grievance procedures are explained in the Programs for Higher Education's *Manual of Policies and Procedures for Students*.

A student with a grievance against any policy or procedure should follow the grievance procedures as outlined.

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarship and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should neither interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others;
 - j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
 - k. Failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students, pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the PHE Student Handbook.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub.L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the PHE Student Handbook.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name; (b) dates of attendance; (c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern 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 the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Education Faculty and Administrative Staff

THELMA ALBRITTON

Associate Director of Development and Marketing, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
A.B. Greensboro College
M.Ed. University of Oregon

HECTOR BARAJAS

Coordinator of Curriculum Development, Ed.D. Program in Child and Youth Studies
A.G.S. Central Texas College

ADELA BECKERMAN

Program Professor, Master's Programs in Life Span Care and Administration
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

CAROLE BENEDICT

Coordinator of Center Marketing, Center for the Advancement of Education

PAUL B. BORTHWICK, JR.

Senior Educational Leadership Professor, GEM Program
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

CHIP BOWDEN

Coordinator of Administrative Operations, GEM Program

WALTER CEGELKA

Assistant Director, Education
B.S. University of Scranton
M.S. Syracuse University
Ed.D. Syracuse University

ADA CHRISTIE

Coordinator of Administrative Operations, Ed.D. Programs for Higher Education

CLEVELAND O. CLARKE

Director of Education Programs, Farquhar Center, Associate Professor
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

CLAYTON CONDIT

Recruiting Assistant, Western Programs
B.S. University of San Francisco

JOANN CONDIT

Coordinator of Western Programs

ELIZABETH DARVAS

Associate Professor, Education
B.A. New York University
M.A. New York University
Ed.D. Nova Southeastern University

CARMEN E. DUMAS

Program Professor of Education, Ed.D. Program in Child and Youth Studies
Senior Editor, *Florida ASCD Journal*
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

PHILIP H. DeTURK

Dean, Farquhar Center for Undergraduate Studies, Associate Professor
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

KEN DOSÉ

Associate Director of Education Programs, Farquhar Center, Assistant Professor
B.A. University of Charleston
M.A. Nova Southeastern University
Ed.D. Nova Southeastern University

LLOYD A. DUVALL

Program Development Coordinator, National Ed.D. Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

KAMELIA EL-KOLALLI

Student Counselor, GEM Program
B.A. Alexandria University

CHARLES L. FAIRES

Associate Director, National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. University of Georgia
Ph.D. Kent State University

SUE FASSANELLA

Coordinator of Administrative Operations, Ed.D. Program in Child and Youth Studies

ABRAHAM S. FISCHLER

President Emeritus, Nova Southeastern University
B.S. City College of the City University of New York
M.A. New York University
Ed.D. Columbia University

MELBA FLETCHER

Assistant Professor, Education
B.S. University of New Mexico
M.S. Troy State University
Ed.D. University of Alabama

DAVID S. FLIGHT
Program Professor, National Ed.D. Program
for Educational Leaders
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. University of Chicago

VERA FLIGHT
Director of Student Development and
Admissions, Ed.D. Program in Child and
Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova Southeastern University

ELANE FRIEDEL
Audiologist/Coordinator of Internships,
Master's Program in Speech-Language
Pathology, LaBonte Institute for Hearing,
Language, and Speech
B.S. Emory University
M.S. Emory University

RICHARD GOLDMAN
Dean, Center for the Advancement
of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

LINDA H. GOLDSMITH
Program Professor, GEM Program
B.A. University of Pennsylvania
M.A. Fordham University
Ed.D. Western Michigan University

JOSEPH GONZALEZ
Associate Director of Curriculum/Research,
Master's Program in Speech-Language
Pathology, LaBonte Institute for Hearing,
Language, and Speech
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE
Practicum Associate, Ed.D. Program in Child
and Youth Studies
Managing Editor, *The Child and Youth Care
Administrator*
B.A. Florida Atlantic University

MONA R. GRIFFER
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.A. Brooklyn College
M.S. Brooklyn College

MARILYN K. GRISH
Broward County School Board Liaison
B.S. Eastern Michigan University
M.A. Eastern Michigan University
Ed.D. Nova Southeastern University

DIANE GUPTA
Clinical Supervisor for the Hearing Impaired,
LaBonte Institute for Hearing, Language,
and Speech
B.A. Fontbonne College
M.A. Memphis State University

EDIE R. HAPNER
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. University of Missouri
M.S. Fontbonne College

AUDREY H. HENRY
Program Professor, GEM Program
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

TONI HEPPLER
Director, Center for Media and Technology
B.S. Nova Southeastern University
M.S. Nova Southeastern University

LOIS ANN HESSER
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
B.S. State University of New York at Potsdam
M.S. State University of New York at Potsdam
*Ed.D. State University of New York
at Albany*

RALPH HOGGES
Program Professor, Master's Programs in Life
Span Care and Administration
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

JOAN D. HORN
Director of Field Experiences, GEM Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

DEE HOWARD
Student Counselor, GEM Program
B.S. Barry University

BRIAN D. HUMPHREY
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.A. University of Rochester
M.A. University of Minnesota

JOHN A. KAUFHOLD
Program Professor, National Ed.D. Program
for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia

BRIAN S. KELLMAN
Coordinator for Program Marketing,
GEM Program
B.S. University of Florida

GEORGE KONTOS

Program Professor, GEM Program
B.A. University of Athens, Greece
M.A. University of Texas at Austin
Ed.D. University of Houston

MARY KREUTZER

Student Counselor, GEM Program
B.S. Trenton State College

SIDI LAKHDAR

Program Professor, GEM Program
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

MICHELLE LEONARD

Assistant Professor, Education
B.A. University of Alabama
M.A. University of South Alabama
Ed.D. University of Alabama

MARIA ROSA LIGAS

Adult Education Professor,
Ed.D. Programs for Higher Education
B.Ed. Universidad de Carabobo, Venezuela
M.Ed. University of Southern Mississippi
Ed.S. University of Southern Mississippi
Ph.D. University of Southern Mississippi

JOHN LOSAK

Director of University Research and Planning
Program Professor, Center for the
Advancement of Education
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

MARYELLEN MAHER

Program Professor of Education,
Ed.D. Program in Child and Youth Studies
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

ABBEY MANBURG

Director, Ed.D. Program in Child and
Youth Studies
A.B. Temple University
M.S. City College of New York
Ed.D. Nova Southeastern University

DIANA MARCUS

Director of Program Development,
Ed.D. Program in Child and Youth Studies
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY

Program Professor, National Ed.D. Program
for Educational Leaders
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

ROBERT C. MILES

Director of Licensure and State Relations
B.S. University of Oklahoma
B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

JACK MILLS

Director, Master's Program in
Speech-Language Pathology, LaBonte
Institute for Hearing, Language, and Speech
B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

PETER K. MILLS

Associate Director,
Ed.D. Programs for Higher Education
A.B. Saint Peter's College
Ed.M. Rutgers University
Ed.D. Rutgers University

AL P. MIZELL

Director of Technology,
Center for the Advancement of Education
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

ROSS E. MORETON

Director, Ed.D. Programs for Higher Education
B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. University of Mississippi

ANNE E. MULDER

Higher Education Professor, Ed.D. Programs
for Higher Education
B.A. Transylvania University
M.A. University of Michigan
Ph.D. University of Michigan

DENNIS MURPHY

Program Professor, GEM Program
B.S. Worcester Polytechnic Institute
M.S. Northeastern University
Ph.D. Nova Southeastern University

DEO NELLIS

Director of Academic Operations,
GEM Program
B.A. State University of New York at Buffalo
M.S. Nova Southeastern University
Ed.D. Nova Southeastern University

RON NEWELL

Program Professor, National Ed.D. Program
for Educational Leaders
B.S. Southern Illinois University
M.S. Southern Illinois University
Ed.D. University of Arizona

WREN NEWMAN
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. Ithaca College
M.S. University of Oklahoma

VESNA OSTERTAG
Program Professor, GEM Program
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova Southeastern University

BARBARA PACKER
Coordinator of Audiology and Aural
Rehabilitation, Master's Program in
Speech-Language Pathology, LaBonte
Institute for Hearing, Language, and Speech
B.A. Rutgers University
M.S. Columbia University

ROBIN PARKER
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

MARTIN B. PARKS
Vocational Education Professor,
Ed.D. Programs for Higher Education
B.A. East Washington University
B.A. East Washington University
Ph.D. The Ohio State University

ROBERT PARKS
Instructor, Education
B.A. Belmont Abbey College
B.B.A. Florida Atlantic University
M.Ed. Florida Atlantic University

SHIRLEY PATCHIN
Coordinator of Student Services,
GEM Program

DIANE L. PAUL
Director of Practicums and Cluster
Development, Ed.D. Programs for
Higher Education
B.S. Trenton State College
M.Ed. Trenton State College
Ed.D. Nova Southeastern University

JOHANNE PECK
Director, GEM Program
B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

ELIZABETH A. POLINER
Director of Resource Information for
External Programs
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova Southeastern University

NORMAN W. POWELL, JR.
Director, Master's Programs in Life Span
Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

SYLVIA PRANT
Assistant to the Director, Master's Programs in
Life Span Care and Administration
B.S. Nova Southeastern University
M.S. Nova Southeastern University

JORGE R. PUJOLS
PC Specialist/Network Administrator,
Center for the Advancement of Education
B.S. Florida Atlantic University

CECELIA R. RICHARD
Coordinator of Instructional Materials,
GEM Program
B.A. University of South Carolina

YOLANDA RIVERO
Program Professor, GEM Program
B.A. Queens College
M.A. Columbia University
Ed.D. Columbia University

ELIZABETH ROBERTS
Instructor, Master's Program in Speech-
Language Pathology, LaBonte Institute for
Hearing, Language, and Speech
B.A. Henderson State University
M.S.E. University of Central Arkansas

WILMA J. ROBLES de MELENDEZ
Program Professor, GEM Program
B.A. University of Puerto Rico
M.A. University of Puerto Rico
*Ph.D. Universidad Complutense de Madrid,
Spain*

KAREN ROCKEY
Coordinator of Administrative Operations,
National Ed.D. Program for Educational
Leaders

MARILYN RUSSO
Coordinator, Insurance/Billing, Master's
Program in Speech-Language Pathology,
LaBonte Institute for Hearing, Language,
and Speech

SHARON SANTILLI
Program Professor, National Ed.D. Program
for Educational Leaders
B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

MARY ELLEN SAPP
Director of Practicums,
Ed.D. Program in Child and Youth Studies
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

REGINA SCHAWAROCH
Admissions Supervisor,
Center for the Advancement of Education
B.S. Nova Southeastern University

MARILYN SEGAL
Dean, Family and School Center,
Senior Faculty Member,
Ed.D. Program in Child and Youth Studies
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova Southeastern University

MARK SELDINE
Senior Student Counselor, GEM Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

ELISA SERIO
Coordinator of Administrative Services,
Master's Program in Speech-Language
Pathology, LaBonte Institute for Hearing,
Language, and Speech

MARIA M. SHELTON
Director, National Ed.D. Program for
Educational Leaders
B.S. Abilene Christian University
M.Ed. Southwest Texas State University
Ed.D. Texas A & M University

THRISHA G. SHIVER
Director of Academic Services,
National Ed.D. Program
for Educational Leaders
B.S. Howard University
M.S. Florida International University
Ph.D. Pennsylvania State University

STEPHEN I. SIPLET
Director of Student Affairs and Admissions,
Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova Southeastern University

ARLENE SMITHERMAN
Audiologist, Master's Program in Speech-
Language Pathology, LaBonte Institute for
Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

SUZANNE P. SPAHN
Academic Computing Specialist/Instructional
Designer, Center for the Advancement
of Education
B.A. Florida International University
M.S. Florida International University

J. DONALD STANIER
Assistant Dean, Center for the Advancement
of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, GEM Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

LINDA SWAILS
Director of Administrative Operations,
Center for the Advancement of Education

ALLAN S. TYLER
Program Professor, GEM Program
B.S. University of Southern Mississippi
M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

SHELLEY VICTOR
Coordinator, Communication Disorders Clinic,
LaBonte Institute for Hearing, Language,
and Speech
*B.A. State University of New York at
Stony Brook*
M.A. University of Miami

CHRIS T. WATERS
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. East Carolina University
M.A. University of Miami

NOREEN WEBBER
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

CAROLE ZANGARI
Program Professor, Master's Program in
Speech-Language Pathology, LaBonte
Institute for Hearing, Language, and Speech
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

Nova Southeastern University Board of Trustees

Ray Ferrero, Jr.

Chair

Ovid C. Lewis

Interim President

Robert A. Steele

Vice-Chair

W. Tinsley Ellis

Secretary

Leonard L. Farber

Harry A. Gampel

Linda L. Gill

William D. Horvitz

Royal F. Jonas

Jack L. LaBonte

Marshall B. Lytle II

Mary R. McCahill

Chair Emeritus

Arnold Melnick, D.O.

August C. Paoli

Emanuel Pushkin, O.D.

David H. Rush

Franklin L. Smith

Harry L. Smith

Morton Terry, D.O.

Jay Tishchenkel, R.Ph.

Zachariah P. Zachariah, M.D.

Ex Officio

Joseph R. Millsaps

Terrence J. Russell

Jeffrey Thompson

Current President, Alumni Association-International

James Farquhar

Chairman Emeritus (retired)

Abraham S. Fischler

President Emeritus

Honorary Trustees

Robert O. Barber

Hamilton Forman

Myron I. Segal, M.D.

J. Wallace Wrightson

Nova Southeastern University Administration

OVID C. LEWIS, J.S.D., *Interim President*

MORTON TERRY, D.O., *Chancellor, Health Professions Division*

LESLIE W. BROWN, *Vice-President for Development*

DOUGLAS G. BUCK, D.P.A., *Associate Vice-President for Human Resources*

STEPHEN L. GOLDSTEIN, Ph.D., *Vice-President for Community Relations*

ARNOLD MELNICK, D.O., *Vice-Chancellor and Provost, Health Professions Division*

JOHN J. SANTULLI, II, *Associate Vice-President for Administration*

JEFFREY SCHNEIDER, *Vice-President for Finance*

JOHN A. SCIGLIANO, Ed.D., *Vice-President for Computer and Information Technology*

Nova Southeastern University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

- Accounting (D.B.A./Acc.)
- Business Administration (D.B.A.)
- Finance (D.B.A./Fin.)
- Health Services (D.B.A./H.S.)
- Human Resource Management (D.B.A./H.R.M.)
- International Management (D.B.A./I.M.)
- Marketing (D.B.A./Mkt.)

Doctor of Education (Ed.D.) in:

- Adult Education
- Child and Youth Studies
- Computer and Information Technology
- Computer Education
- Educational Leadership
- Health Care Education
- Higher Education
- Vocational, Technical, Occupational Education

Doctor of International Business Administration (D.I.B.A.) in:

- International Business Administration

Doctor of Optometry (O.D.)

Doctor of Osteopathy (D.O.)

Doctor of Pharmacy (Pharm.D.)

Doctor of Science (Sc.D.) in:

- Computer Science
- Information Science
- Information Systems
- Training and Learning

Doctor of Philosophy (Ph.D.) in:

- Clinical Psychology
- Dispute Resolution
- Family Therapy
- Oceanography

Doctor of Psychology (Psy.D.) in:

- Clinical Psychology

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

- Public Administration

Juris Doctor (J.D.) in:

- Law

Specialist Degrees

Clinical Specialist (C.I.S.) in:

- Family Systems
- Health Care

Educational Specialist (Ed.S.) in:

- Computer Education
- Computer-Based Learning Education

Master's Degrees

Master of Accounting (M.A.C.) in:

- Accounting

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

- Business Administration

Master of International Business Administration (M.I.B.A.) in:

- International Business Administration

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

- Public Administration

Public Administration/Coastal Zone Management

Public Administration/Marine Biology

Master of Science (M.S.) in:

- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Information Systems
- Computer Science Education
- Dispute Resolution
- Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services
- Information Systems
- Information Technology and Resource Management
- Management of Quality and Technology
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology
- Training and Learning

Master of Arts (M.A.) in:

- Liberal Studies

Bachelor's Degrees

Bachelor of Science (B.S.) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Mathematical Sciences
- Ocean Studies
- Physician Assistant
- Professional Management
- Secondary Education

Bachelor of Arts (B.A.) in:

- Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, 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 discovery of the fraud, and the student is not entitled to any credit for work that he or she 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 Southeastern University will be considered receivable and will be collected.

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

Any Nova Southeastern University student has the right to inspect and review his or 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 has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or 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 Office of the University Registrar, Nova Southeastern University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veteran's Training, Florida Department of Veteran's Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, or telephone (305) 370-5685.

Application and Admission Packet

The following materials may be detached from the catalog and used by those who wish to apply for admission to the Programs for Higher Education. Included here are:

- A graduate admissions application
- Three admissions recommendation forms
- A transcript request form
- A certification waiver
- A return envelope

An individual who wishes to apply for admission should:

1. Complete the graduate admissions application and submit it with the \$40 nonrefundable application fee (payable to Nova Southeastern University) and the required certification waiver form letter to the Programs for Higher Education office.
2. Request that the official transcript of academic work leading to the master's degree be sent to the same office.
3. Request recommendations from *three* supervisors or administrators who can attest to the nature of his or her performance.
4. Following notification of provisional admission, complete and return the portfolio. Each admission file must be completed by the end of the first term of enrollment.
5. GRE scores are required for students of the Greenwood, Cluster (South Carolina).



FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
 FAX: (305) 476-4867

Center-AE	
Cluster Code	HED
Major Code	
Degree Objective	EDH
S - PR	
AC - GST	
AA - X	
AT - GRM	
First Semester	

Official Use Only

Graduate Admissions Application Programs for Higher Education

To the applicant: We welcome your application to this program. If at any point you are uncertain about the application process, you are encouraged to write or call the program office.

Please enclose a check in the amount of \$40 (application fee) payable to Nova Southeastern University.

NOTE: All application material must be mailed directly to:

Programs for Higher Education
 Nova Southeastern University
 3301 College Avenue
 Fort Lauderdale, Florida 33314

Expected starting date _____ / _____ / _____ Location _____
Mo. Day Year

Soc. Sec.# _____ / _____ / _____ Sex: () Male () Female Date of birth _____ / _____ / _____
Mo. Day Year

Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number _____

City State Zip Home Telephone Business Telephone/Extension

Mailing address while attending Nova Southeastern (local if applicable) _____ City _____ State _____ Zip _____

Emergency Contact:

Name Street and Number

City State Zip Home Telephone Business Telephone/Extension

Academic Goal:

Check area of specialization

- | | |
|---|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Computing and Information Technology | <input type="checkbox"/> Vocational, Technical, Occupational Education |
| <input type="checkbox"/> Health Care Education | |

Please list all colleges and universities attended. An official copy of your master's transcript is required.
 Send them to: Fischler Center for the Advancement of Education
 Admissions Office
 Nova Southeastern University
 3301 College Avenue
 Fort Lauderdale, Florida 33314

Complete Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree (B.S., M.S.)	G.P.A.

Do you intend to transfer any graduate level credits toward your doctoral degree?
 _____ NO _____ YES
 If yes, list: Course number, title, institution, and dates. What Programs for Higher Education seminar would it replace?
 Send: Course description, transcript.

Citizenship Status:

- U.S. citizen
- Nonresident alien
- Resident alien

International students:

Do you require an I-20 visa? Yes No
 If you have a visa, indicate status code _____
 Country of citizenship _____
 Native language _____
 TOEFL score _____

I certify that I own or have access to a FAX machine: Yes No FAX number (if yes) _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (305) 370-5695.

Ethnic Origin Data (this information is requested for reporting purposes only):

- Check one of the following:
- White (not of Hispanic origin)
 - Black (not of Hispanic origin)
 - Hispanic origin
 - Asian or Pacific Islander
 - American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova Southeastern University? Yes No
 If no, in what program were you enrolled? _____ Dates of attendance _____

PROGRAMS FOR HIGHER EDUCATION

Name of Applicant _____

GOALS AND ANTICIPATED BENEFITS STATEMENT

PHE's Ed.D. curriculum requires the prospective student to be employed in an education or training setting related to one of the specializations offered and to request admission in that specialization. One intended outcome of the doctoral program is improvement in the student's professional development in the field of education or training and in the specialization; another is advancement of the educational program in the student's institution or organization as a result of applied research projects accomplished by the student as requirements for graduation.

Explain how you think the Nova Southeastern doctoral program will enhance your professional development. What goals have you set for yourself in connection with the program? How do you think your enrollment will benefit your institution or organization? Share your thoughts about prospective applied research projects (practicums, MARP) you might undertake that will improve education or training activities in your organization. (Attach a separate sheet, if necessary.)

EMPLOYMENT INFORMATION

Place of FULL-TIME Employment _____

Address _____
Street City State Zip Phone

Public Institution Private Institution

Title of Position _____

Present Work Responsibilities _____

Place of PART-TIME Employment _____

Address _____
Street City State Zip Phone

Title of Position _____

Present Work Responsibilities _____

FINANCIAL AID:

Have you applied for financial aid? _____ Yes _____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? _____ Yes _____ No

If yes, when was the FAFSA sent to Iowa? _____
Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova Southeastern University.

Applicant's signature

Date

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University practices a policy of nondiscrimination in employment and admission. Nova Southeastern University does not discriminate on the basis of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
 FAX: (305) 476-4867

Recommendation for Admission to the Programs for Higher Education

TO THE APPLICANT: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. You must submit three of these recommendation forms as part of the admission process.

Please complete this portion of the recommendation form *before* giving it to your source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
 I DO I DO NOT waive the right to inspect and review this completed recommendation.

Applicant's name (<i>print</i>)		Signature		
Street address	Apartment	City	State	Zip
Social Security Number	Program	Cluster	Date	
Employer (or institution/organization) _____				

TO THE EVALUATOR: Please do not complete this form if the waiver above has not been completed and signed by the applicant.

The individual named above has made application to the Programs for Higher Education. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicums) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the Programs for Higher Education doctoral program. The Programs for Higher Education at Nova Southeastern University utilize the student's job setting as a laboratory in which each student is required to pursue a practical problem and submit periodic reports. This practicum process can be accomplished effectively only with the knowledge and support of each student's supervisor. Please rate the applicant on the following items:

- | | | | |
|---------------------------|-------------------|---------|----------|
| 1. Attitude toward work | Somewhat negative | Average | Positive |
| 2. Motivation toward work | Low | Average | High |

3. Ability to carry out tasks	Low	Average	High
4. Resourcefulness in identifying and carrying out tasks	Low	Average	High
5. Emotional control	Unstable	Usually well balanced	Always well balanced
6. Interpersonal relationships	Avoided	Tolerated by others	Well liked by others
7. Most significant strength	_____		
8. Most significant weakness	_____		

9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well _____, slightly _____.
10. In my opinion, the applicant's potential for success in a doctoral program of studies is: good _____, average _____, poor _____.
11. In my opinion, the applicant has the ability to carry effectively an institutional or organizational research project: yes _____, no _____.
12. I have observed the applicant's work on institutional or organizational projects and find the project: good _____, average _____, poor _____.
13. The applicant works effectively with administrators or supervisors at his institution or organization: yes _____, no _____.
14. The applicant has been involved in innovative projects at his institution or organization: yes _____, no _____.

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO: NOVA SOUTHEASTERN UNIVERSITY
 Fischler Center for the Advancement of Education
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314

FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
 FAX: (305) 476-4867

Recommendation for Admission to the Programs for Higher Education

TO THE APPLICANT: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. You must submit three of these recommendation forms as part of the admission process.

Please complete this portion of the recommendation form *before* giving it to your source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
 I DO I DO NOT waive the right to inspect and review this completed recommendation.

Applicant's name (<i>print</i>)		Signature		
Street address	Apartment	City	State	Zip
Social Security Number	Program	Cluster	Date	
Employer (or institution/organization) _____				

TO THE EVALUATOR: Please do not complete this form if the waiver above has not been completed and signed by the applicant.

The individual named above has made application to the Programs for Higher Education. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicums) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the Programs for Higher Education doctoral program. The Programs for Higher Education at Nova Southeastern University utilize the student's job setting as a laboratory in which each student is required to pursue a practical problem and submit periodic reports. This practicum process can be accomplished effectively only with the knowledge and support of each student's supervisor. Please rate the applicant on the following items:

- | | | | |
|---------------------------|-------------------|---------|----------|
| 1. Attitude toward work | Somewhat negative | Average | Positive |
| 2. Motivation toward work | Low | Average | High |

- | | | | |
|--|----------|-----------------------|----------------------|
| 3. Ability to carry out tasks | Low | Average | High |
| 4. Resourcefulness in identifying and carrying out tasks | Low | Average | High |
| 5. Emotional control | Unstable | Usually well balanced | Always well balanced |
| 6. Interpersonal relationships | Avoided | Tolerated by others | Well liked by others |
| 7. Most significant strength | | | |
| 8. Most significant weakness | | | |
9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well _____, slightly _____.
10. In my opinion, the applicant's potential for success in a doctoral program of studies is: good _____, average _____, poor _____.
11. In my opinion, the applicant has the ability to carry effectively an institutional or organizational research project: yes _____, no _____.
12. I have observed the applicant's work on institutional or organizational projects and find the project: good _____, average _____, poor _____.
13. The applicant works effectively with administrators or supervisors at his institution or organization: yes _____, no _____.
14. The applicant has been involved in innovative projects at his institution or organization: yes _____, no _____.

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____ Signature: _____

Institution or Organization: _____ Name: _____
(please print)

_____ Title: _____

Department: _____

RETURN TO: **NOVA SOUTHEASTERN UNIVERSITY**
 Fischler Center for the Advancement of Education
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314

FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
 FAX: (305) 476-4867

Recommendation for Admission to the Programs for Higher Education

TO THE APPLICANT: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. You must submit three of these recommendation forms as part of the admission process.

Please complete this portion of the recommendation form *before* giving it to your source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
 I DO I DO NOT waive the right to inspect and review this completed recommendation.

Applicant's name (<i>print</i>)		Signature		
Street address	Apartment	City	State	Zip
Social Security Number	Program	Cluster	Date	
Employer (or institution/organization) _____				

TO THE EVALUATOR: Please do not complete this form if the waiver above has not been completed and signed by the applicant.

The individual named above has made application to the Programs for Higher Education. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicums) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the Programs for Higher Education doctoral program. The Programs for Higher Education at Nova Southeastern University utilize the student's job setting as a laboratory in which each student is required to pursue a practical problem and submit periodic reports. This practicum process can be accomplished effectively only with the knowledge and support of each student's supervisor. Please rate the applicant on the following items:

- | | | | |
|---------------------------|-------------------|---------|----------|
| 1. Attitude toward work | Somewhat negative | Average | Positive |
| 2. Motivation toward work | Low | Average | High |

3. Ability to carry out tasks	Low	Average	High
4. Resourcefulness in identifying and carrying out tasks	Low	Average	High
5. Emotional control	Unstable	Usually well balanced	Always well balanced
6. Interpersonal relationships	Avoided	Tolerated by others	Well liked by others
7. Most significant strength	_____		
8. Most significant weakness	_____		

9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well _____, slightly _____.
10. In my opinion, the applicant's potential for success in a doctoral program of studies is: good _____, average _____, poor _____.
11. In my opinion, the applicant has the ability to carry effectively an institutional or organizational research project: yes _____, no _____.
12. I have observed the applicant's work on institutional or organizational projects and find the project: good _____, average _____, poor _____.
13. The applicant works effectively with administrators or supervisors at his institution or organization: yes _____, no _____.
14. The applicant has been involved in innovative projects at his institution or organization: yes _____, no _____.

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO: **NOVA SOUTHEASTERN UNIVERSITY**
 Fischler Center for the Advancement of Education
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
FAX: (305) 476-4867

REQUEST FOR OFFICIAL TRANSCRIPT

STUDENT: Fill in the blanks in both sections. Mail to your former school.

Dear Alma Mater:

Please send an official transcript of my academic work while attending your institution to Nova Southeastern University. Return the form below to Nova Southeastern University.

A. I attended your school from _____ to _____.

B. While in attendance, my name on your records was

Last First Middle/Maiden

C. My student identification number was _____.

Thank you for your assistance.

Sincerely,

Signature

PROGRAMS FOR HIGHER EDUCATION

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH THE TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security No. _____ / _____ / _____ Date _____

Name _____
Last First Middle/Maiden

Street _____ Apartment _____

City _____ State _____ Zip _____

PLEASE SEND ONE COPY TO :

NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7385 or (800) 986-3223, Ext. 7385 (U.S. and Canada)
FAX: (305) 476-4867

Dr. Ross E. Moreton
Director
Programs for Higher Education
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314

Re: Certification Waiver

Dear Dr. Moreton:

Because of the national scope of the program and the uniqueness of the requirements of each state, I understand that acceptance to and satisfactory completion of the doctoral program does not guarantee that I will meet certificate requirements for the state in which I am employed. I further understand that this applies to all five specializations: Adult Education; Computing and Information Technology; Health Care Education; Higher Education; and Vocational, Technical, Occupational Education. However, I do want to be considered for admission.

Sincerely,

Signature of applicant

Name (please print)

Social Security Number _____/_____/_____

Date

RETURN TO: NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314

PROGRAMS FOR HIGHER EDUCATION (PHE) STAFF

Pamela Carter
Records and Grades Specialist
(Ext. 7383)
carter@alpha

Ada Christie
Coordinator of Administrative Operations
(Ext. 7395)
ada@alpha

Yolanda Chunn
Receptionist and Learning Materials Specialist
(Ext. 7380)

Barbara Cromartie
Administrative Assistant to the Faculty
(Ext. 7384)
crombarb@alpha

Isabel Freeman
Administrative Assistant to the Faculty
(Ext. 7626)
perezi@alpha

Marilyn Kriss
Administrative Assistant to the Program Director
(Ext. 7385)
krissm@alpha

Maria Rosa Ligas, Ph.D.
Program Professor Adult Education
(Ext. 1536)
ligasm@alpha

Peter K. Mills, Ed.D.
Associate Director
(Ext. 7380)
millsp@alpha

Ross E. Moreton, Ed.D.
Director
(Ext. 7380)
moreton@alpha

Anne E. Mulder, Ph.D.
Program Professor Higher Education
(Ext. 5737)
muldera@alpha

Martin B. Parks, Ph.D.
*Program Professor Vocational, Technical,
Occupational Education*
(Ext. 1535)
parksm@alpha

Diane L. Paul, Ed.D.
Director of Practicums and Cluster Development
(609/737-1361)
pauld@alpha

Joanne Rafael
Registrations and Tuition Payments Specialist
(Ext. 7589)
rafaelj@alpha

Marge Rowland
Administrative Secretary
(Ext. 7394)
rowlandm@alpha

CENTRAL OFFICE
Toll Free Number 1-800-986-3223, Ext 7380
(U.S. and Canada)

Local Number 305-475-7380

FAX Number 305-476-4867

NOVA
SOUTHEASTERN
UNIVERSITY

FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7385
(800) 986-3223, Ext. 7385 (U.S. and Canada)
FAX: (305) 476-4867