Fischler Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

7-1995

Programs for Higher Education Catalog 1995-1996

Nova Southeastern University

NOVA SOUTHEASTERN UNIVERSITY

Fischler Center for the
Advancement of Education

Programs For Higher Education

Ed.D. Specializations in:

Adult Education

Computing and Information Technology

Health Care Education

Higher Education

Vocational, Technical, Occupational Education

CATALOG 1995-1996

Includes Application and Admission Forms

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.

CATALOG REQUIREMENTS

CHECK SHEET FOR AN ACCREDITED INSTITUTION OF HIGHER LEARNING

NAME OF SCHOOL *Nova Southeastern University*

ADDRESS _____ DATE 4/24/96

(1) CATALOG:
- A) Two (2) copies, **CERTIFIED TRUE & CORRECT IN CONTENT AND POLICY** by an authorized representative.
- B) Mimeographed, printed or xeroxed form.
- C) Identifying data, such as volume number & date of publication.

(2) SCHOOL CALENDAR (should include drop/add dates or procedures). (Days and hours school is in session.) *Pg. 16-17 + attached*

(3) Entrance Requirements. *Pg. 9*

(4) Maintain adequate attendance records for veterans and other eligible persons enrolled in resident courses <u>not</u> leading to a standard college degree. **Must be able to determine last date of attendance in <u>all</u> courses.** *Pg. 17*

(5) STANDARDS OF PROGRESS:
- A) School's progress requirements for graduation. *Pg. 8*
- B) Define Grading System. *Pg 12*
- C) Minimum grades considered satisfactory. *Pg 12-13*
- D) Conditions for interruption for unsatisfactory progress or grades. **(Must be a definite statement.)** *Pg. 12-13*
- E) Description of probationary period, if any, allowed by the institution. *N/A*
- F) Conditions of reentrance for those students dismissed for unsatisfactory progress. *Pg. 13*
- G) Statement regarding the progress records **KEPT** by the institution and **FURNISHED** to the students. *Pg. 13*

(6) Policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct. *Pg. 35-*

(7) Policy and regulations of the institution relative to granting credit for previous education and training. **Must be evaluated and granted if appropriate with the training period shortened proportionately, and the VA and the veteran so notified.** *Pg. 12*

(8) Curriculum identifying degree requirements to include credit hours required for each course and total credit hours for program. *Pg. 1-6*

(9) Tuition and Fees. (Include hourly tuition rate.) *See attached*

(10) Independent Study, Cooperative Training, and/or Practical Training approved?

(See Section 3675, Chapter 36, Title 38, United States Code; and Code of Federal Regulation 21.4253.)

FDVA-BSA-119 (03/94)

Programs For Higher Education

CATALOG 1995-1996

NSU
NOVA SOUTHEASTERN UNIVERSITY

PRESIDENT'S MESSAGE

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

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 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.

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, North Miami Beach, 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 (physician assistant, occupational therapy, and physical therapy). 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.

THE MISSION

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

Richard Goldman, Ph.D.
Dean, Fischler Center for the Advancement
of Education

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. 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 23 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.

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

MISSION STATEMENT

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.

Overview of the Fischler Center for the Advancement of Education:

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 Instructional Technology
   and Distance Education
M.S. in Speech-Language Pathology
M.S. and Ed.S. in Education for Teachers,
   Graduate Teacher Education Program

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 Instructional Technology
   and Distance Education
Ed.D. in Vocational, Technical,
   Occupational Education

CENTER ADMINISTRATION

Carole Benedict
Coordinator of
Marketing

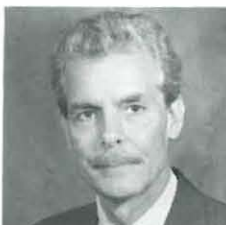Al Mizell, Ed.D.
Director of Technology

Jorge R. Pujols, M.S.
Network Administrator

Stephen I. Siplet, Ed.D.
Assistant Dean for Student
Services

J. Donald Stanier, Ph.D.
Assistant Dean

Linda Swails
Director of Administrative
Operations

Director's Message
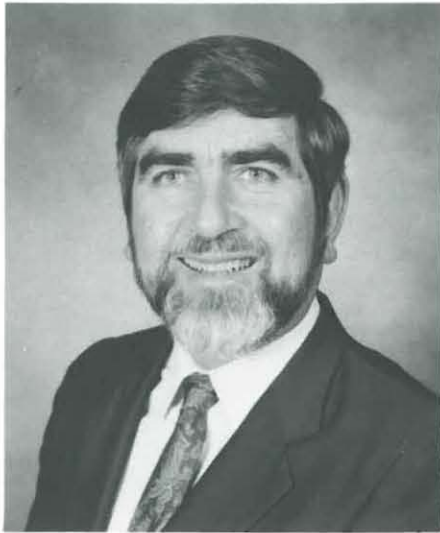
Ross E. Moreton, Ed.D.
Director, Programs for Higher Education

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 23 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 more than 14,000 students and more than 1,600 administration, faculty, and staff. 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.

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

PAMELA R. CARTER
*Practicum and Grades
Specialist*

ADA CHRISTIE
*Coordinator of
Administrative Operations*

BARBARA CROMARTIE
*Administrative Assistant to
the Faculty*

STAN A. HANNAH, Ph.D.
*Computing and Information
Technology Professor*

MARILYN KRISS
*Administrative Assistant
to the Director*

**MARIA ROSA LIGAS,
Ph.D.**
Adult Education Professor

ALISON M. MACHOVINA
*Receptionist and Learning
Materials Specialist*

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

CARRIE A. NIELSEN
Secretary to the Faculty

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

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

ISABEL M. PEREZ
*Administrative Assistant for
Online and Database
Information*

JOANNE L. RAFAEL
*Student Registration and
Payment Specialist*

DORIE RITCHIE
Administrative Secretary

MARGE ROWLAND
Administrative Secretary

**LINDA S. SCHEIRTON,
Ph.D.**
*Health Care Education
Professor*

Contents

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.

Nova Southeastern University Campus

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 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 agentry 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 that explain the relationship of these projects to that concentration in at least three of their practicum reports and in their major applied research project.

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 earn four semester hours of graduate credit for each practicum report 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.
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 seminars.
   a. One must utilize inferential statistics and be related to the Research Methodology seminar.
   b. One must be related to at least one of the specialization seminars.
   c. The other two can be related to any of the other six seminars.
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 are to 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 28.)

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.
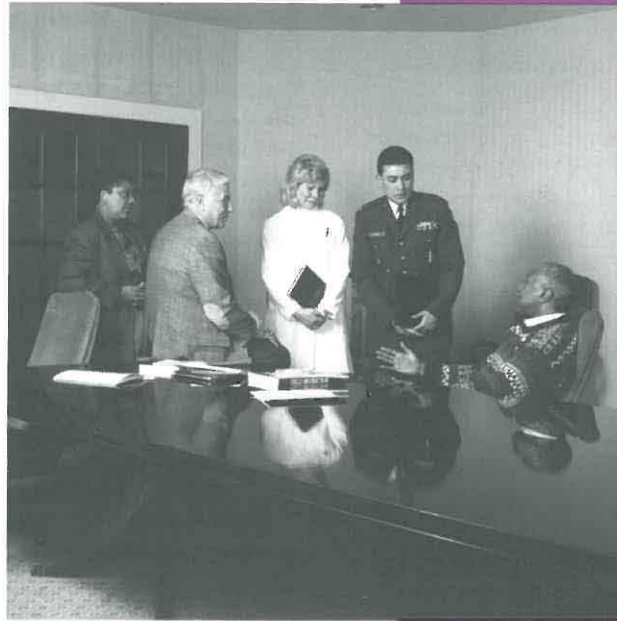
How It Works

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.

*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 7 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.

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

ADMISSIONS

Admission to the program requires (1) a master's degree with at least a 3.0 G.P.A. from a regionally accredited institution, (2) current employment in a job related to the applicant's area of specialization, and (3) 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), (4) an interview with a PHE representative, and (5) a portfolio. An individual who wishes to apply for admission should:

1. Complete the graduate admission 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 official transcripts of all previous academic work be sent to the same office. An official transcript of your master's degree should be submitted immediately to begin the application process.
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 complete by the end of the first term of enrollment.

New students admitted for the Fall, 1996 term and later must be able to demonstrate to program officials that they have access to a computer and modem at home or work, in order to be admitted to the program. In addition, they must apply for and utilize an NSU UNIX account to remain in good standing.

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

Applications are received and considered throughout the year. Definitions of each specialization 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, technical, occupational education; and who work with computers and information technology in instruction-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) 452-7240.

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 spring term, summer term, 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. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

· 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, (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.

Transcripts are maintained on a permanent basis after the student is no longer enrolled.

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 to the director and 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 to the director and 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 and the "Manual of Policies and Procedures for Students". 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 to the director and 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** section for the one exception.) The following tuition and fees are effective July 1, 1995.

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 1995-1996 academic year is $7,100 (four partial payments of $1,775 each).

Tuition beyond the third year is $1,120 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 microfiche fee of $65. 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 by the student within 10 days of signing the registration agreement or when payment is required.

In addition, students will receive a full refund of tuition payments and registration/application fees paid if they do not meet minimum admissions requirements; or for a cancelled course, seminar, workshop or a cluster that does not begin.

After the first day of instruction, students who inform the program director of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a refund for the percentage of time not attended (minimum refund would be 40%).

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) 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 ÷ 9 = 67% of the term not completed
67% x $1100 = $737.00 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not completed
67% x $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 ÷ 13 = 62% not completed
62% x $1675 = $1038.50 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 ÷ 45 = 62% clock hours not completed
62% x $1675 = $1038.50 refunded

Note: This policy is designed to meet or exceed refund requirements of various states, e.g., California, South Carolina, Washington, Indiana, Wisconsin, 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) 452-3380 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 3, 1995 for the 1995-96 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 1995-96 is May 1, 1996.

As part of our ongoing efforts to improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid is implementing a telephone voice response system. We have named our system the Automated Telephone Counseling (ATC) System. Thanks to the ATC, you may, with the help of a touch tone phone, access

information regarding your financial aid application, much as you would student loan information through your loan servicer's telephone system or your bank information through your bank's on-line system.

Through the ATC, you will be able to obtain general financial aid information, request a packet be mailed to you, or check the status of your application (including loan disbursement information) simply by punching in your social security number and four digit pin number (your birth month and year). No need to rush to a phone on your coffee break at work. The ATC will be available twenty-four hours a day, seven days a week, and file information will be updated daily.

Of course, financial aid counselors will continue to be available for questions and concerns not addressed by the ATC. It is our hope that contacting a counselor will become a faster and smoother process once the ATC is operational. The ATC will be available beginning May 1, 1995, and may be accessed locally at 452-3380 or toll free at (800) 522-3243

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) 452-7241 or toll free (800) 541-6682 (automated attendant - choose the "University Registrar" option, Ext. 7241).

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.

With the exception of Christmas Day, New Years Day, Martin Luther King Day, Memorial Day, July 4th, Labor Day, and Thanksgiving weekend, the Programs for Higher Education provides instruction to its students.

For local clusters, all seminar work takes place during the first two years of the program. One seminar in each of three terms per year 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. Core 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. Specialization national lecturers teach their seminars at the summer institute.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING
Al P. Mizell, Ed.D.
  Indiana University
Eileen E. Morrison, Ed.D.
  Vanderbilt University
Albert J. Pautler, Jr., Ed.D.
  State University of New York at Buffalo
Linda S. Scheirton, Ph.D.
  University of Texas at Austin
Marcia A. Wratcher, Ph.D.
  University of Pittsburgh

ECD 8007 - GOVERNANCE AND MANAGEMENT
Susan C. Carroll, Ph.D.
  University of Texas at Austin
John D. Cooper, Ph.D.
  Michigan State University
Nancy F. Gadbow, Ed.D.
  Syracuse University
Rosemary Gillett-Karam, Ph.D.
  University of Texas at Austin
Robert C. Messina, Ph.D.
  Fordham University
Anne E. Mulder, Ph.D.
  University of Michigan
Paula E. Peinovich, Ph.D.
  University of Pennsylvania
Jack N. Wismer, Ph.D.
  University of Denver

ECD 8008 - HUMAN RESOURCES DEVELOPMENT
Barbara G. Carnes, Ph.D.
  Fielding Institute
Warren H. Groff, Ed.D.
  Temple University
Stan A. Hannah, Ph.D.
  Indiana 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
Carmon J. Kiah, Ph.D.
  University of Maryland
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
Ana-Elena Jensen, Ph.D.
  University of Kansas
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
Nancy F. Gadbow, Ed.D.
  Syracuse University
Kenneth E. Varcoe, Ph.D.
  Southern Illinois University at Carbondale
Lois J. Zachary, Ed.D.
  Columbia University
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
Stan A. Hannah, Ed.D.
  Indiana University

Specialization Seminars in Health Care Education

HCE 8001 - EMERGING SOCIAL AND ETHICAL ISSUES IN HEALTH CARE EDUCATION
Courtney H. Lyder, N.D.
  Rush University
Linda S. Scheirton, Ph.D.
  University of Texas at Austin

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

Sonia J.S. Crandall, Ph.D.
  University of Oklahoma
Meryl K. Price, Ph.D.
  Northwestern University

Specialization Seminars in Higher Education

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

Daniel L. Austin, Ph.D.
  University of Kansas
Rosemary Gillett-Karam, Ph.D.
  University of Texas at Austin
Anne E. Mulder, Ph.D.
  University of Michigan

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

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

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 NUMBERS AND TITLES

Students registering for **PRA 8090** (MARP services) are awarded credit in the following areas when the projects are completed:

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.

DANIEL L. AUSTIN, Ph.D., Specialization National Lecturer in Politics, Law, and Economics of Higher Education, is Director of the Division of Public and Social Service Administration, School of Business and Entrepreneurship at Nova Southeastern University in Fort Lauderdale, Florida.

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.

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

DAVID L. BOGGS, Ph.D., Major Applied Research Project Advisor, is a Professor of Educational Studies at The Ohio State University in Columbus, Ohio.

DIANE EDDINS BRYANT, Ph.D., Associate Coordinator for the South Florida Cluster, is an Educational Consultant in Fort Lauderdale, Florida.

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

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

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

SUSAN C. CARROLL, Ph.D., Practicum Evaluator, is President of Everett Community College in Everett, Washington.

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

JOHN D. COOPER, Ph.D., Core National Lecturer in Governance and Management, is Dean of Career and Occupational Education at Kellogg Community College in Battle Creek, Michigan.

SONIA J.S. CRANDALL, Ph.D., Specialization National Lecturer in Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm, is Assistant Professor for the Department of Family and Community Medicine at Bowman Gray School of Medicine in Winston-Salem, North Carolina.

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

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HYMAN S. EDELSTEIN, Ed.D., Research Associate for the Massachusetts Cluster, is an Industrial Consultant in Northampton, Massachusetts.

SONJA A. EVESLAGE, Ph.D., Major Applied Research Project Advisor, is Associate Vice President of Public Service at Thomas Edison State College in Trenton, New Jersey.

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JOHN D. FOY, III, Ph.D., Associate Coordinator for the West Florida Cluster, is an Assistant Professor at University of South Alabama in Mobile, Alabama.

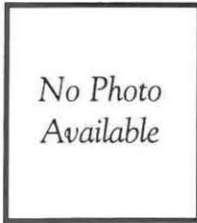**NANCY F. GADBOW, Ed.D.,** Core National Lecturer in Governance and Management, Specialization National Lecturer in Theory and Methods of Adult Education, Director's Team Member, Major Applied Research Project Advisor, and Editor of *New Horizons in Adult Education*, is a Mentor/Coordinator at SUNY Empire State College in Canandaigua, New York.

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No Photo Available

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No Photo Available

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

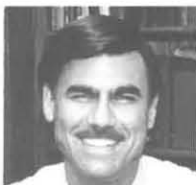**RONALD A. NEWELL, Ed.D.,** Major Applied Research Project Advisor and Practicum Evaluator, is Coordinator of Practicums and Program Professor for the National Ed.D. Program for Educational Leaders at Nova Southeastern University in Fort Lauderdale, Florida.
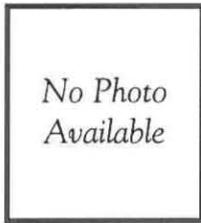
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No Photo Available

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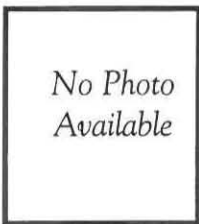
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CORNELIUS V. ROBBINS, Ed.D., Major Applied Research Project Advisor, is a Professor at the State University of New York in Albany, New York.

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.

MARK H. ROSSMAN, Ed.D., Specialization National Lecturer in Theory and Methods of Adult Education and Major Applied Research Project Advisor, is Professor of Education at Walden University in Minneapolis, Minnesota.

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

JOHN A. SAMPLE, Ph.D., Core Seminar Coordinator and Core National Lecturer in Human Resources Development, is Director of Professional Development for the Turnbull Center for Professional Development at Florida State University in Tallahassee, Florida.

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KENNETH E. VARCOE, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, Core Seminar Coordinator and Core National Lecturer in Societal Factors Affecting Education, and Specialization National Lecturer in Emergence of Higher Education in America, is Assistant Vice President of Commonwealth Educational System at Pennsylvania State University in University Park, Pennsylvania.

ELIGIO A. VELASQUEZ, Ed.D., Associate Coordinator of the Bay Area Cluster, is Professor of Spanish for the Department of Modern and Classical Languages at Santa Rosa Junior College in Santa Rosa, California.

SALLY A. VERNON, Ed.D., Major Applied Research Project Advisor, is an Educational Consultant for Vernon and Associates in Chicago, Illinois.

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

JAMES L. WATTENBARGER, Ed.D., Specialization 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.

JACK N. WISMER, Ph.D., Core National Lecturer in Governance and Management, is Vice President of Corporate and Community Development at Lake Michigan College in Benton Harbor, Michigan.

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

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

LOIS J. ZACHARY, Ed.D., Practicum Evaluator and Core National Lecturer in Societal Factors Affecting Education, is Principal of Leadership Development Services in Fayetteville, New York.

DAVID L. ZIERATH, Ph.D., Core National Lecturer in Societal Factors Affecting Education, is Chairman of the 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, FAX: (305) 476-4867, Email: krissm.@alpha.acast.nova.edu 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
   Email: toddh@alpha.acast.nova.edu

2. **CALGARY**
   Carolle Debert, Site Administrator
   Columbia College 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**
   Susan Torbenson, Ed.D.
   2471 Deckner Avenue
   Green Bay, WI 54302
   (H) (414) 469-9047

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
   Email: morganj@alpha.acast.nova.edu

6. **INTERNATIONAL CLUSTER**
   Marian Gibney, Ed.D.
   9049 N. 29th Street
   Phoenix, AZ 85028
   (H) (602) 867-4771
   Email: gibneym@alpha.acast.nova.edu
   This cluster serves all students not enrolled in a local cluster.

7. **L.A. NORTH**
   Richard Harris, Ed.D.
   c/o The Master's College
   P.O. Box 221450
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MASS. ● 8
NEW YORK
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CALIFORNIA
NEVADA
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ILLINOIS INDIANA OHIO
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MD.
COLORADO
MISSOURI
W. VA.
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KANSAS
VIRGINIA
ARIZONA
KENTUCKY
N. CAROLINA
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NEW MEXICO
OKLAHOMA
TENNESSEE
TEXAS
ARKANSAS
S. CAROLINA
● 9
● 5
● 11
ALABAMA
GEORGIA
● 4
LOUISIANA
MISSISSIPPI
● 16   FLORIDA
ALASKA
● 15
HAWAII
● 13
● 6 INTERNATIONAL 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 University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 162,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. 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 grants and foundation research.

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

The Health Professions Division Library is located at the North Miami Beach Campus in the Student Activities Building. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Learning Resources Laboratory, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

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.

STUDENT ACCESS TO TELECOMMUNICATIONS

The Graduate Programs at FCAE encourage 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 NSU computer. Students receive this access through their tuition; no additional fees are charged. This system will enable users to communicate with others in their program 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 or MAC* computer, terminal emulation software (VT100), and a 2400 based or faster modem for connection to NSU over their local telephone line. (In some rural locations a toll call may be necessary to the nearest node.) To be assigned an account on the UNIX System, interested persons need to complete a **Request for UNIX Accounts** form, which is available from your program office. After the form is processed by your program The Fischler Center's Office of Technology will provide you with an account. You will be sent a letter with your usercode and password.

For information about the system's capabilities, or the answers to technical questions, call the FCAE Helpdesk at (305) 475-7216, (800) 986-3223, Ext. 7216 (follow the automated attendant menu), or call the NSU general telecommunications Helpdesk at (800) 541-6682 (automated attendant choose "General Studies Services", then choose the "Academic Computing User Support" option). Your call will be transferred to the HELPDESK and the staff member on duty.

*(limited MAC support available from NSU)

TELECOMMUNICATIONS POLICY

New students admitted for the fall 1996 term and later must be able to demonstrate to program officials that they have access to a computer and modem at home or work, in order to be admitted to the program. In addition, they must apply for and utilize an NSU UNIX electronic telecommunication account in order to remain in good standing.

Current students are strongly encouraged to acquire electronic telecommunication accounts as soon as possible, but not later than the Fall of 1996. While the program will not require this of current students, the increased use of telecommunications within the program will place those **not** involved at a disadvantage. All students will benefit from the speed of communications, the wider access to each other and to information in NSU's electronic library, and the Internet, that becomes available when one is "online."

All PHE central staff, faculty, cluster staff, evaluators, and advisors will be required to have similar computer and modem access at work or home, and have active electronic telecommunication accounts by July 1, 1996. They have been encouraged to achieve this goal as soon as possible.

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 • (305) 476-4750, or FAX (305) 476-4759 Email: novabook@alpha.acast.nova.edu

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 disability, 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:

1. The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
2. A scrupulous respect for the equal rights and dignity of others; and
3. 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.

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.

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 that is harassing or abusive or that 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 that 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.

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.

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 Manual of Policies and Procedures for Students.*

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 Manual of Policies and Procedures for Students.*

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.

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LOIS ANN HESSER
Program Professor, Programs in Education
  and Technology
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

KATHRYN G. HOLLYWOOD
Program Professor, National Ed.D. Program
  for Educational Leaders
B.A. St. John's University
M.A. St. John's University
M.A. St. John's University
P.D. Fordham University
Ph.D. Fordham University

JOAN D. HORN MATHIS
Director of Field Experiences, Graduate
  Teacher Education Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

MOISETTE HORNBROOK
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  National Ed.D. Program
  for Educational Leaders

DEE HOWARD
Student Counselor, Graduate Teacher
  Education Program
B.S. Barry University

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

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  for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia

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Coordinator for Program Marketing,
 Graduate Teacher Education Program
B.S. University of Florida

GEORGE KONTOS
Program Professor, Graduate Teacher
 Education Program
B.A. University of Athens, Greece
M.A. University of Texas at Austin
Ed.D. University of Houston

MARY KREUTZER
Student Counselor, Graduate Teacher
 Education Program
B.S. Trenton State College

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 Education Program
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

AMY LEIDER
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M.S. University of South Florida

MARIA ROSA LIGAS
Program Professor, Adult Education, 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
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 Planning; Program Professor, Center for
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B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

JOHN PAUL MADISON
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 Education Program
B.S. State University of New York
 at Geneseo
M.S. State University of New York
 at Albany
Ed.D. University of Illinois

MARYELLEN MAHER
Associate Director, Programs in Education
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M.Ed. University of Florida
Ph.D. University of Florida

ABBEY MANBURG
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A.B. Temple University
M.S. City College of New York
Ed.D. Nova Southeastern University

DIANA MARCUS
Director of Program Development,
 Programs in Education and
 Technology
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY
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 Education and Technology
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

ROBERT C. MILES
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 Relations
B.S. University of Oklahoma
B.A. Connecticut State College
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Ph.D. University of Connecticut

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B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

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Ed.S. Indiana University
Ed.D. Indiana University

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B.A. Transylvania University
M.A. University of Michigan
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M.S. Northeastern University
Ph.D. Nova Southeastern University

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M.A. Ball State University
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  and Speech
B.A. Rutgers University
M.S. Columbia University
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B.A. Eastern Washington University
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B.S. Abilene Christian University
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M.A. University of Miami
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M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

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  and Speech
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

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.)
Information Systems (D.B.A./IS)
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
Instructional Technology
and Distance Education
Vocational, Technical, Occupational
Education
Doctor of International Business
Administration (D.I.B.A.) in:
International Business Administration
Doctor of Occupational Therapy
(D.O.T.)
Doctor of Optometry (O.D.)
Doctor of Osteopathy (D.O.)
Doctor of Pharmacy (Pharm.D.)
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
Doctor of Science (Sc.D.) in:
Computer Science
Information Science
Information Systems
Training and Learning
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.AC.) 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 Occupational Therapy (M.O.T.)
Master of Physical Therapy (M.P.T.)
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
Health Services Administration
Human Resource Management
Human Services Administration
Instructional Technology
and Distance Education
Management Information Systems
Marine Biology
Mental Health Counseling
School Guidance and Counseling
Speech-Language Pathology
Master of Medical Education (M.Sc.)

Bachelor's Degrees

Bachelor of Arts (B.A.) in:
Liberal Arts
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 Assistant
Legal Studies (prelaw)
Life Sciences (premedical)
Mathematical Sciences
Ocean Studies
Physician Assistant
Professional Management
Secondary Education
Vision Sciences

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, 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 disability, 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) 452-7241.

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
- Two transcript request forms
- A certification waiver
- A return envelope
- UNIX Account and Request form

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 transcripts of all previous academic work be sent to the same office. An official copy of the master's degree transcript should be submitted immediately to begin the admission process.
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).

NOVA SOUTHEASTERN UNIVERSITY

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

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

E-Mail Address   Fax Number (___)

Emergency Contact:

Name   Street and Number

City	State	Zip	Home Telephone (___)	Business Telephone/Extension (___)

Academic Goal: Check area of specialization

☐ Adult Education
☐ Computing and Information Technology   ☐ Higher Education
☐ Health Care Education   ☐ Vocational, Technical, Occupational Education

Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of the master's degree transcript should be submitted immediately to begin the admission process.

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.

_____

_____

_____

Is English your primary Language: _____Yes_____No

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

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_____Phone _____
   Street   City   State   Zip

☐ Public Institution ☐ Private Institution

Title of Position _____

Present Work Responsibilities _____

Place of PART-TIME Employment _____

Address_____Phone _____
   Street   City   State   Zip

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.

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

_____ _____
    Applicant's signature   Date

1995/1996

NOVA
SOUTHEASTERN
U N I V E R S I T Y

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 *(print)*   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 folowing 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 opinon, 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

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
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Recommendation for Admission to the Programs for Higher Education

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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 *(print)*	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 folowing 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 opinon, 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: _____

NOVA SOUTHEASTERN UNIVERSITY

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 *(print)*	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 folowing items:

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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

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Date: _____

Institution or Organization: _____

_____

Signature: _____

Name: _____
                     (please print)

Title: _____

Department: _____

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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

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER CENTER
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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
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                                       Fort Lauderdale, Florida 33314

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U N I V E R S I T Y

FISCHLER CENTER
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Fort Lauderdale, Florida 33314
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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

UNIX ACCOUNT REQUEST FORM
Programs in Higher Education

NOTE: *You must have access to a computer and modem before requesting a Unix Account. When requesting a Unix Account, you must fill-in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent a telecommunication program (MacKermit or IBM-PC Kermit, depending on the type of computer you indicated you have), Tymnet phone listing, Accessing Alpha: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.*

Name: _____
       (First)   (M)   (Last)

Mailing Address: _____
                 _____

Telephone #: Home (____) ____ - _____   Office (____) ____ - _____

Fax #: (____) ____ - _____   Social Security #: _____ - ____ - _____

Date of Birth: Month _____ Day _____ ,

NSU Status: _____ Student
             _____ Faculty (Adjunct Instructor, Program Professor, Practicum Advisor, Staff, etc.)
             _____ Administrator (Site Administrator, Cluster Coordinator)

Type of computer being used: _____ IBM Compatible, _____ Macintosh,

Size of disk drive: _____ 3.5" High Density (HD), _____ 3.5" Low Density (LD), _____ 5 1/4"

****PLEASE CONTINUE ON REVERSE SIDE****

FOR PROGRAM USE ONLY:
Please provide this individual with a Unix account. This individual is registered/employed in our program and is entitled to a Unix account.

_____   _____
Program Director/Designate   Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: _____   Login: _____

Date Entered: _____   Password: _____

Date Mailed: _____   Processor's
                                      Initials: _____

STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

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. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. 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 Statues may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems

- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office

- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems

- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical

- be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical

- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents

- use only legally obtained or licensed data or software in accordance with its license or purchase agreement

- be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. _Do not_ share your account with other individuals. The password to your account must be kept secure.

Your must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the _passwd command_. Always choose a password that is difficult to "guess". Your password should conform to the following rules:

- **It must be eight (8) characters in length.**
- **It must contain at least three special characters, such as a numeric digit.**
- **It must not be any word that may be found in a dictionary.**

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are 728arves, jboad007, and beat1001.

Nova's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

_____

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

_____   _____
        Print Name   _Academic Program_

_____   _____
        Signature   _Date_

PROGRAMS FOR HIGHER EDUCATION (PHE) STAFF

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Linda S. Scheirton, Ph.D.
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scheirtl@alpha.acast.nova.edu

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

Local Number (305) 475-7380

FAX Number (305) 476-4867