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Programs for Higher Education Catalog 1998-1999

Nova Southeastern University

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Programs for Higher Education

Ed.D. Specializations in:

Adult Education

**Computing and
Information Technology**

Health Care Education

Higher Education

**Vocational, Technical,
Occupational Education**

**Fischler Center
for the
Advancement
of Education**



CATALOG 1998-1999

**Includes Application
and Admission Forms**

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution which have not be 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) 737-2260."

WASHINGTON

Nova Southeastern University, Inc., is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until August 24, 1999, and authorizes Nova Southeastern University, Inc., to offer the following degree programs: Ed.D. in Child and Youth Studies, Doctorate in Business Administration, and Master of Business Administration. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, Washington 98504-3430.

MEETING FACILITIES

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

Programs for Higher Education

CATALOG 1998-1999

Policies and programs set forth in this catalog are effective through June 30, 1999. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

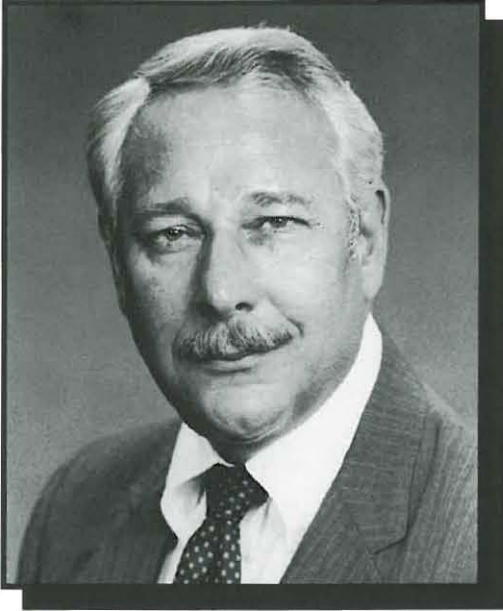
The university recognizes that individual programs require different time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Published June 1998



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.



Ray Ferrero, Jr.
President, Nova Southeastern University

President's Message

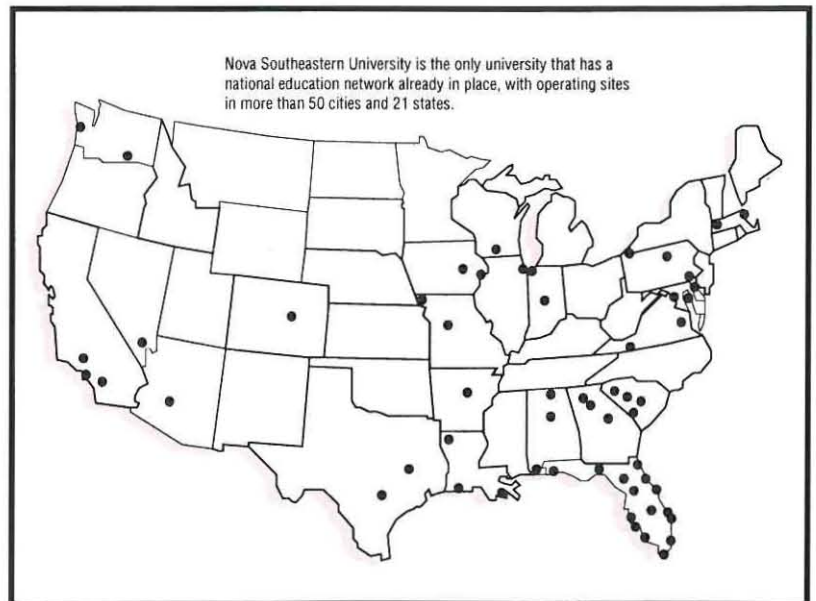
As a student of Nova Southeastern University (NSU), you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre Davie campus or a part-time student at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today, as a leader among your peers, and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.



THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. Its 232-acre main campus, west of Fort Lauderdale, is located 10 miles inland from the Atlantic Ocean and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. The university has additional locations in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in these fields: education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). Acknowledged as a leading provider of field-based degree programs, Nova Southeastern enables students throughout the nation—and the world—to pursue bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and 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: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school that serves 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 its inception, the university has been distinguished by its innovative outlook; its unique educational programs, which provide both traditional and nontraditional choices; and its multidisciplinary research into solving problems of immediate concern to mankind.

The university's centers and programs share a common mission: to prepare students to assume leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, dentistry, 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 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 significant social role of the professional.

The university's Educational Plan stresses the critical relationship between theory and practice. Thus, integral to the academic experience at NSU is the testing of classroom precepts through applied research and community service. NSU is committed to the idea that education should be bound by neither time nor place. Accordingly, the university extends educational opportunities to working professionals nationwide by placing faculty members at corporate sites and other convenient locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge upon which the academic tradition is founded.

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION



*H. Wells Singleton, Ph.D.
Education Provost, Fischler Center
for the Advancement of Education*

Education Provost's Message

Many universities are just becoming aware that working adult professionals differ in many ways from the more traditional young learner. As education evolves, there is great demand for higher education programs that can meet the needs of these working professionals without disrupting their work or personal lives.

Nova Southeastern University's Programs for Higher Education (PHE) is the foremost such program in the country in terms of size, experience, and quality. Begun more than 25 years ago on an innovative distance-learning model, PHE now offers specializations in adult education, higher education, computing and information technology, health care education, and vocational, technical, and occupational education.

As education has changed, PHE's leadership has adjusted the program offerings to remain current. This flexibility has become a hallmark of Nova Southeastern University and the Fischler Center for the Advancement of Education. Yet the basic principles of adult learning on which the programs are based have continued to support each aspect of the program. These principles include self-motivation, self-study matched with intensive seminars, integrity, and a commitment to quality.

We, at the Fischler Center, are intensely aware of the need for an increased emphasis on leadership development and lifelong learning—and we are moving rapidly to lead the way locally, nationally, and internationally.

We are embarking on innovative new partnerships, programs that “push the envelope,” a major international thrust, and much more. And, working from a newly renovated 250,000 square foot campus, we have launched initiatives that will integrate our programs with the world.

If you find your personal goals and learning styles are consistent with the directions of PHE and the Fischler Center for the Advancement of Education, I encourage you to consider applying to the program. Good luck with your career and your graduate studies.



Fischler Center for the Advancement of Education, North Miami Beach, Florida

Mission Statement

The Fischler Center for the Advancement of Education (FCAE) 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 FCAE 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 FCAE offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas affording few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the FCAE offers alternative educational delivery systems that are adaptable to practitioners' work schedules and locations. FCAE programs reflect and anticipate practitioner's needs 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 FCAE also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education Programs

Master of Science (M.S.)

- Applied Addiction Studies ✓
- Applied Gerontology and Administration ✓
- Child and Youth Care Administration ✓
- Early Childhood Education Administration ✓
- Education
 - Computer Science Education ✓
 - Educational Leadership (Administration K-12)
 - Educational Media
 - Educational Technology
 - English Education
 - Mathematics Education
 - Prekindergarten/Primary Education
 - Reading Education
 - Science Education
 - Social Studies Education
 - Teaching English to Speakers of Other Languages (TESOL)
 - Exceptional Student Education
 - Emotionally Handicapped ✓
 - Mentally Handicapped ✓
 - Specific Learning Disabilities ✓
 - Varying Exceptionalities ✓
- Family Support Studies

- Instructional Technology and Distance Education ✓
- Speech-Language Pathology

Educational Specialist (Ed.S.)

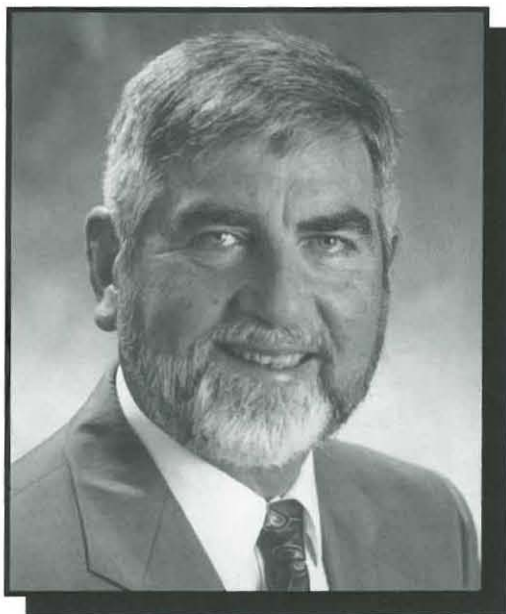
- Educational Leadership

Doctor of Education (Ed.D.)

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

Doctor of Audiology (Au.D.)

Doctor of Speech-Language Pathology (SLP.D.)



Ross E. Moreton, Ed.D.
Program Dean
Programs for Higher Education

Program Dean's Message

The Programs for Higher Education (PHE) provide an opportunity for professional educators, supervisors, and trainers to earn a doctor of education (Ed.D.) degree while remaining employed. For 26 years, this educational program has been demonstrating that an academic environment and the workplace are elements of a coherent whole. PHE students complete study areas (seminars) and job-related problem-solving projects (practicum and major applied research project reports) and thereby improve their institution/organization while developing their own knowledge and skills.

Nova Southeastern University (NSU) is a comprehensive institution with an enrollment that exceeds 16,000 students and employs more than 1,700 administrators, faculty, and staff. If you are eligible for admission into the Programs for Higher Education, you will join professional educators and trainers studying in Florida, in more than 20 other states, and in several foreign countries. All of these students share your commitment to improving adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education.

If you seek an outstanding doctoral program that enables you to remain employed while participating in an international network of students, graduates, faculty, and staff dedicated to helping you earn the Ed.D. degree, I encourage you to submit your application today.

Vision Statement

Programs for Higher Education (PHE) at Nova Southeastern University is dedicated to sustaining excellence in field-based graduate professional education. Faculty and graduates of PHE serve as agents of constructive change and as leaders in conceiving, developing, implementing, and evaluating diverse interdisciplinary strategies to advance professional practice in education and training.

Mission Statement

Programs for Higher Education (PHE) provides applied doctoral and continuing professional development programs in education to practitioners in the international community engaged in education or training. PHE, distinguished by accessibility for its learners, flexibility in programs and operation, creativity and experimentation in outlook, and diversity among learners and faculty, promotes academic standards of quality consistent with excellence in professional practice.

PHE effects a positive impact on educational practice by influencing the personal and professional development of practitioners in adult education, computer and information technology education, health care education, higher education, and workforce education and training. Through its field-based and distance-delivery approaches, PHE fosters the integration of scholarly reflection with applied research while the student remains actively engaged in professional practice.

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, and 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 of improving 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.

It 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.

PHE 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.

Student Learning Outcomes

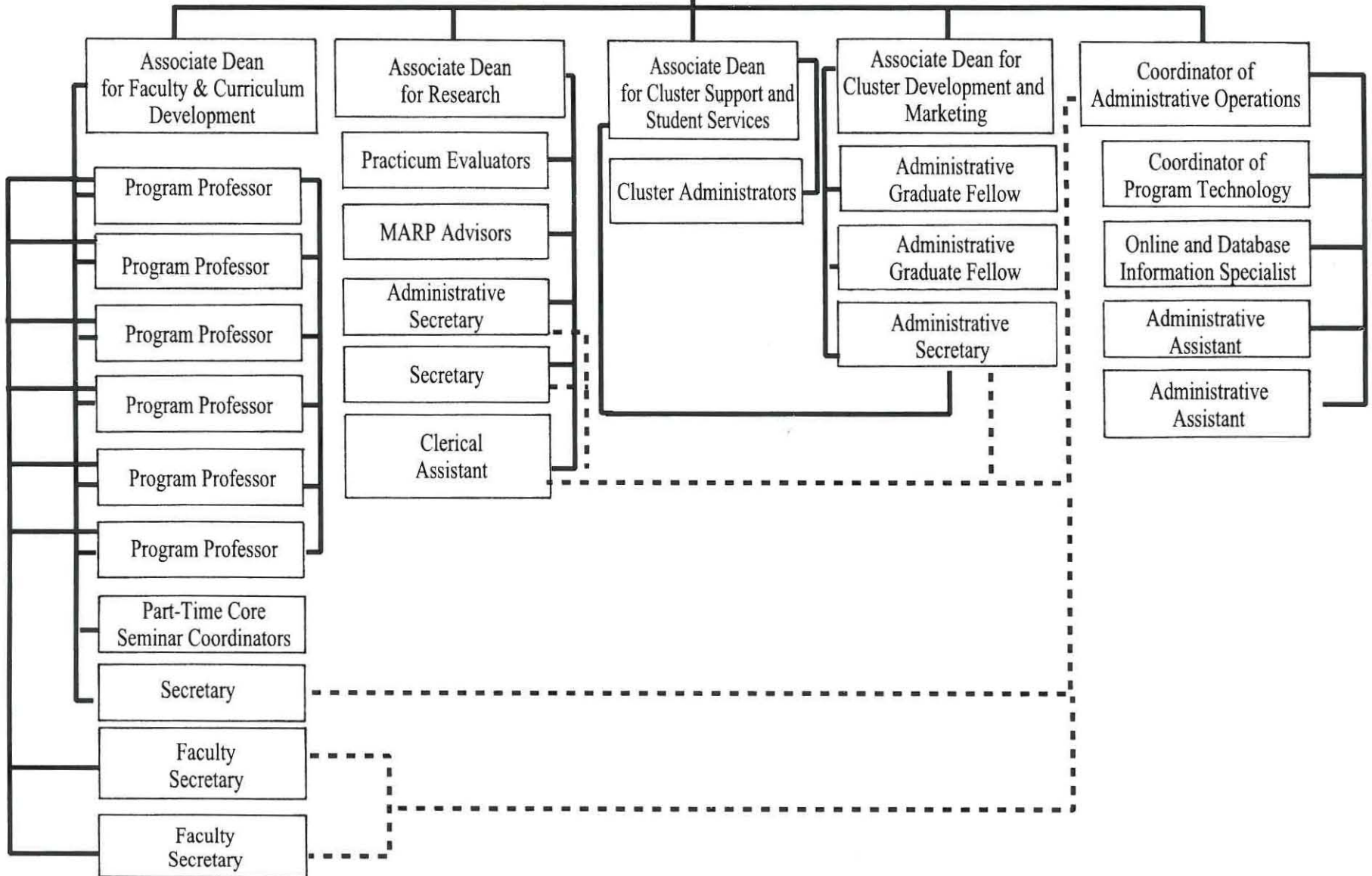
The successful graduate of the Programs for Higher Education is expected to:

1. Exhibit the ability to communicate effectively in listening, speaking, and writing.
2. Demonstrate, in course work and a comprehensive exam, the ability to conceptualize, organize, analyze, integrate, synthesize, and use judgment to address assignments, issues, problems, cases, or situations, drawing on a foundation of knowledge and perspective.
3. Demonstrate knowledge of both theoretical and applied research in the area of specialization and in the postsecondary/adult/higher education enterprise.
4. Utilize alternative approaches while acting as a change-agent in seeking to address and solve problems and issues in his or her organization.
5. Relate the literature of postsecondary education and the field of specialization to current and future trends, issues, problems, and processes in an education or training context within an organization.

ORGANIZATIONAL CHART

Ed.D. Programs for Higher Education

Program Dean



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Web site: <http://www.fcae.nova.edu/phe>

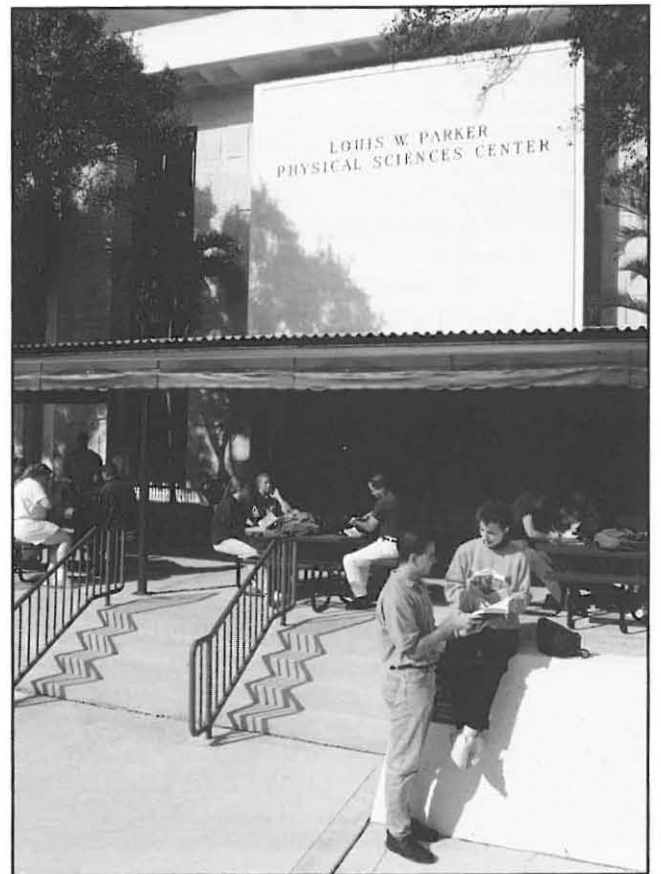
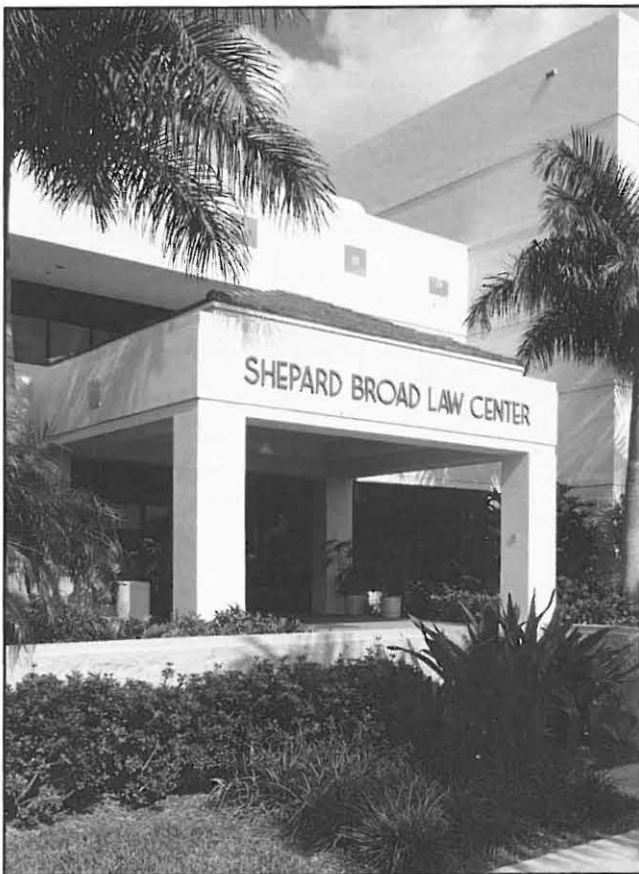
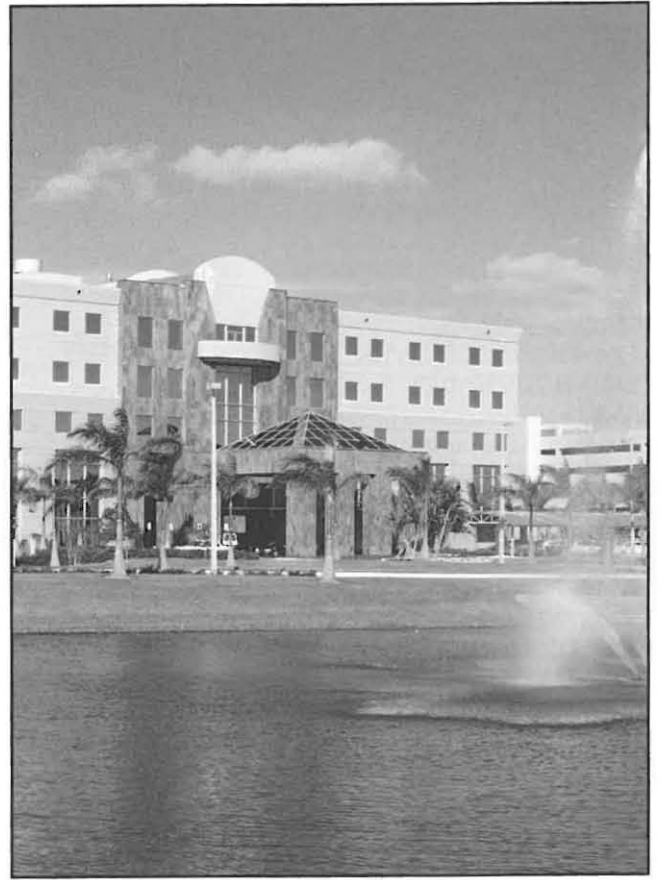
E-mail: pheinfo@fcae.nova.edu



Faculty and administrators chat during a meeting break.

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THE PROGRAMS FOR HIGHER EDUCATION

The Programs for Higher Education (PHE) of the Fischler Center for the Advancement of Education offers a doctoral degree in education (Ed.D.). To earn the doctorate, students must successfully complete eight (six core, two specialization) **seminars**, four **practicums** (papers applying program principles to the student's work setting), attend two weeklong **summer institutes**, complete both 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. Each specialization offers two seminars which 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 accredited institutions 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. Their participation is a primary factor in giving the program its national perspective and in offering students direct exposure to a wide range of scholars and practitioners.

CORE SEMINARS

Each core seminar carries three semester hours of graduate credit which are described as follows:

Curriculum and Program Planning (ECD 8003)

This seminar is designed to familiarize the student with the various theories, principles, and practices related to curriculum and program planning. It includes the study of

curricular and instructional design foundations; instructional design models; 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 HRD seminar discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated knowledge worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as: (a) needs assessment, (b) design of HRD interventions, (c) implementation of action plans, and (d) the evaluation of HRD programs.

Leadership (ECD 8009)

This seminar examines the significant research and theory that provide the conceptual framework to both view and practice leadership as a collective enterprise. The seminar is designed to empower emerging leaders through learner-designated leadership development action plans (LDAPs), 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 ensuring 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 (a) the societal and social context (past, present, and future); (b) social and societal trends and their potential impact on education; and (c) planning for the future. Some of the key concepts explored and how these factors affect education include economics, control (government, the courts, constituencies, etc.), technological and social demographics (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agency are also important aspects of the course content.

SPECIALIZATION SEMINARS

Students complete the two specialization seminars appropriate to their chosen specialization. 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 participant's 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 learner's knowledge of his or her own professional and personal experiences. A final goal encourages the participants to enhance their ability to function as lifelong learners.

Theory and Methods of Adult Education (EAD 8007)

The purpose of this seminar is to help students accomplish three broad objectives: (a) to understand adult development throughout the life span and its relationship to adult learning; (b) to become aware of the research and knowledge base regarding adult learning; and (c) 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 focuses on the changing strategic role of digital information systems. Within the past decade it has become apparent that the old model of centralized data processing can no longer meet organizational needs. Today's organizations now demand that their information systems have the flexibility and capability needed to thrive in a constantly changing client/server environment.

The purpose of this course is not to produce full-fledged database design specialists; rather, the aim is to provide educators with a basic understanding of this complex field so that they can (a) make sensible decisions about how this new technology can be used to improve educational practices, and (b) make informed decisions as administrators about the selection and utilization of information technology. Major topics in this course include: (a) relational database fundamentals, (b) client/server architecture, (c) re-engineering organizational processes, (d) project management, and (e) designing Web sites.

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

Concepts, Issues, and Values in Health Care Education (HCE 8002)

This seminar enables the health care education practitioner to understand, consider, and place in context the critical concepts and

systems which impact the provision of health care and, hence, the education and training of care providers. Value-laden concepts such as disease, illness, handicap, chronicity, cure and care that impact our thinking in all areas of health care are examined. The social and professional systems that structure the provision of care are analyzed. Issues of social justice, managed care, professionalism, technology, and the goals of health care will be discussed from social, ethical, and legal perspectives. Mechanisms fostering quality of care, both at the macrolevel (e.g., the Joint Commission on the Accreditation of Health Care Organizations) and at the microlevel (e.g., Healthcare Ethics Committees and Institutional Review Boards) are assessed. Finally, educational models and resources in the area of philosophy of health care and bio-social ethics are reviewed.

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

Over the last 10 years, Nova Southeastern University's total enrollment doubled from approximately 7,500 to 15,500 and full-time faculty increased four-fold.

Based on 1995 figures, Nova Southeastern University is the 15th largest private institution of higher education in the country.

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 will be 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, vocational legislation, and world labor market manpower needs are a few of the topics that will be examined.

CONCENTRATION OPTION

The Programs for Higher Education offers students the opportunity to choose a concentration within their specialization. Through the concentration, students can demonstrate to employers and colleagues the depth and breadth of knowledge they have gained through rigorous doctoral study. The following is a partial list of approved concentration options:

- Academic Administration
- Allied Health Education
- Bioethics
- Computer Studies
- Criminal Justice
- Curriculum and Instruction
- Education Technology
- English as a Foreign Language
- Ethics
- Finance
- General Institutional Administration
- Global Studies
- Hospitality Management
- Human Resources Development
- Institutional Development
- Library Administration
- Research and Evaluation
- Special Populations in VTO
- 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 associate dean for research.

Students interested in this option should request an application 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 post 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 to serve as a mentor. The mentor assists the student in becoming familiar with the literature in the field and serves as a role model. The choice to seek a mentor or to select a particular one is entirely up to each student. The administration of the 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. 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 dean for research to determine whether the student has met the requirements for a concentration. If so, the dean will certify the title for the concentration to the university's registrar, who will then record it on the student's transcript. If not, the student will be informed of the reasons 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 solutions 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 reports must indicate the relationship of the study to the specific concentration.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is 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.

NSU is among the 25 largest universities in the country in number of students enrolled in postbaccalaureate programs.

COMPREHENSIVE EXAMINATION

The purposes of the comprehensive examination are:

- 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.
- To provide students with an opportunity to demonstrate competency in attaining formal candidacy status.

Eligibility

Students are eligible to sit 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 is a four-hour written examination that demonstrates an individual's ability to broadly address significant issues in higher education on the basis of a foundation of knowledge and perspective. The examination is administered once per term.

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; seven semester hours for making satisfactory progress on the project, in addition to submitting the individualized evaluation; and seven semester hours of graduate 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 an 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.

CALENDAR

The calendar year of the Programs for Higher Education is divided into four terms:

TERM	BEGINS	ENDS
Fall	October 1	December 31
Winter	January 1	March 31
Spring	April 1	June 30
Summer	July 1	September 30

HOLIDAYS

Nova Southeastern University does not conduct classes in observance of the following holidays: New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Rosh Hashanah, Yom Kippur, Thanksgiving weekend, and Christmas Day.

TERMS

Students in local clusters normally take **one core seminar per term** for the first two years. They take one core seminar during the fall, winter, and spring terms and a **specialization seminar** in conjunction with the summer institute during the summer term.

International cluster students normally take **one core seminar during the winter term** and for two years attend a special summer session **prior to the institute to take two other core seminars**. (See Travel Options on page 11.) They also take the specialization seminar in conjunction with the summer institute.

By following the calendar above, both local and international cluster students can complete all seminars during the first two years of enrollment. Most students also **work on practicum requirements** during this time.

The **Comprehensive Examination** is taken when six seminars and at least three of the practicum reports have been successfully completed.

The **MARP process** is usually completed during the third year.

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 (see sample schedule below). The core seminars are scheduled for a minimum of three daylong sessions on Saturdays. Orientation meetings and applied research workshops are held the Friday night prior to each 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.

Students, faculty and staff have access to University computing facilities from anywhere in the world and more than 500 desktop computers are housed in the Einstein Library's microcomputer lab for student use.

SAMPLE SCHEDULE

FIRST YEAR	SECOND YEAR	THIRD YEAR
Core Seminar (Curriculum and Program Planning)	Core Seminar (Leadership)	Major Applied Research Project
Practicum One	Practicum Three	
Core Seminar (Human Resources Development)	Core Seminar (Governance and Management)	Continue until completed
Core Seminar (Research Methodology)	Core Seminar (Societal Factors)	Comprehensive Exam
Practicum Two	Practicum Four	
Summer Institute and Specialization	Summer Institute and Specialization	

Typically, one seminar is taken per term. There are four 3-month terms per year. Please refer to the calendar above.

CLUSTERS

In the Programs for Higher Education, all students are assigned to groups called clusters. Clusters are the vehicle through which instruction and other services are provided to students. All students are members of a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova Southeastern University. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

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

Cluster coordinators and associate 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 among cluster members, the national lecturers, and the Programs for Higher Education. All cluster coordinators and associate coordinators are professional educators with earned doctorates who also render academic assistance to students.

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 closely knit educational-professional social groups where students find support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster.

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 2,000 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.

Nova Southeastern University initiated its first distance education programs in 1972 and in 1985 was the first university in the United States to offer graduate programs in an online format.

HOW THE INTERNATIONAL CLUSTER 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.*

**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.*

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. (See chart below.)

TRAVEL OPTIONS FOR INTERNATIONAL STUDENTS

THREE-TIME TRAVEL

First Year	July/August	3 weeks (2 core seminars and 1 specialization seminar)
Second Year	July/August	3 weeks (2 core seminars and 1 specialization seminar)
Third Year	July	2 weeks (2 core seminars)

SIX-TIME TRAVEL

First Year	January	1 weekend (1 core seminar)
	March	1 weekend
	July/August	3 weeks (2 core seminars and 1 specialization seminar)
Second Year	January	1 weekend
	March	1 weekend (1 core seminar)
	July/August	3 weeks (2 core seminars and 1 specialization seminar)

CLUSTER SITES AND CONTACT PERSONS

To obtain additional information on the programs described in this catalog, contact the Programs for Higher Education, Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, FL 33162-3017, telephone (954) 262-8527 or toll-free (800) 986-3223, Ext. 8527, Fax (954) 262-3903, e-mail: smiley@fcae.nova.edu or the Programs for Higher Education cluster coordinator in their area.

The following doctoral clusters 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. CHICAGO

Susan Torbenson, Ed.D.
2471 Decker Avenue
Green Bay, WI 54302
(H) (920) 469-9047
E-mail: torbenso@fcae.nova.edu

2. 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
E-mail: barretta@fcae.nova.edu

3. GREENWOOD

John A. Morgan, Jr., Ed.D.
101 Hawthorne Court
Greenwood, SC 29646
(H) (864) 229-7742
(B) (864) 223-9442
Fax: (864) 941-8555
E-mail: morganj@fcae.nova.edu

4. INTERNATIONAL

Marian Gibney, Ed.D.
9049 North 29th Street
Phoenix, AZ 85028
(H) (602) 867-4771
E-mail: gibneym@fcae.nova.edu
This cluster serves all students not enrolled in a local cluster.

5. L.A. NORTH

Larry A. Bustetter, Ed.D.
16736 Superior Street
Northridge, CA 91343
(H) (818) 892-5710
(W) (310) 268-3154
E-mail: bustetter@earthlink.net

6. MASSACHUSETTS

Jo Ann Stone, Ed.D.
303 Bean Road
Hyde Park, VT 05655
(H) (802) 888-7114
E-mail: stonej@fcae.nova.edu

7. ORANGE COUNTY

Donald Busche, Ed.D.
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(B) (714) 582-4625
(W) (714) 488-8099
E-mail: busched@fcae.nova.edu

8. PHILADELPHIA

G. Jeremiah Ryan, Ed.D.
271 Whitwell Street
Quincy, MA 02169-1825
(H) (617) 786-1360
(B) (617) 984-1776
Fax: (617) 984-1779
E-mail: ryanj@fcae.nova.edu

9. PHOENIX

Michael A. Rooney, Ph.D.
8893 S. Myrtle Avenue
Tempe, AZ 85284
(H) (602) 835-8276
(evenings until 9:00 p.m.)
Fax: (602) 731-8111
E-mail: rooneym@fcae.nova.edu

10. RICHMOND

Richard E. Hoehlein, Ed.D.
2504 Linehan Court
Virginia Beach, VA 23454
(H) (804) 496-3721
(B) (757) 366-9622
Fax: (757) 496-5985
Email: hoehlein@fcae.nova.edu

11. SOUTH FLORIDA

Linda Lopez, Ed.D.
1151 S.W. 108th Way
Davie, FL 33324
(H) (954) 424-3935
Fax: (954) 424-3170
Voice mail: (954) 497-7309
E-mail: lopez@fcae.nova.edu

12. SPRINGFIELD

Pansy R. Collins, Ph.D.
2169 E. Monroe Terrace
Springfield, MO 65802
(H) (417) 866-8620
(B) (417) 865-2815, Ext. 7338
E-mail: collinsp@fcae.nova.edu

13. TAMPA

Rene E. Villa, Ed.D.
8205 N. Fremont Avenue
Tampa, FL 33604
(H) (813) 931-1974
E-mail: villar@fcae.nova.edu

14. TWIN CITIES

Marilyn R. Buckingham, Ph.D.
13225 Oakland Drive
Burnsville, MN 55337
(H) (612) 890-7741
(B) (612) 450-8656
Fax: (612) 450-8679
E-mail: buckingm@fcae.nova.edu

15. WAUSAU

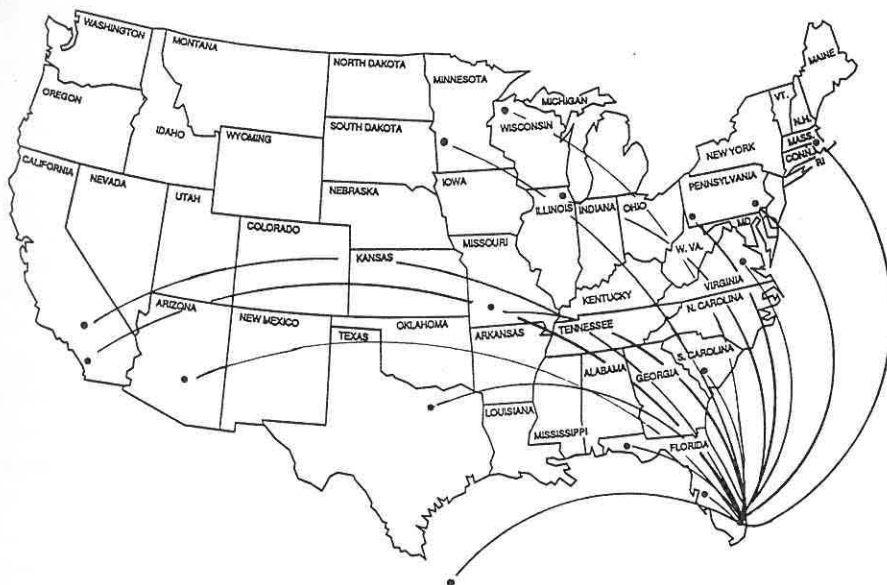
Mary-Louise Holloway, Ph.D.
2050 Winter Cress Drive
Green Bay, WI 54313
(H) (920) 490-9513
(B) (920) 498-5480
Fax: (920) 498-5673
E-mail: holloway@fcae.nova.edu

16. WEST FLORIDA

Stephen G. McLeod, Ed.D.
1313 Wisteria Avenue
Pensacola, FL 32507
(H) (904) 456-2631
E-mail: mcleods@fcae.nova.edu

17. WESTERN PENNSYLVANIA

Paula A. Calabrese, Ph.D.
631 Fifth Street
Oakmont, PA 15139-1505
(H) (412) 820-9660
(B) (412) 487-6242
E-mail: calabrep@fcae.nova.edu



DOCTORAL CANDIDACY POLICY

Doctoral students must attain candidacy status prior to being recommended for graduation to the university's president and board of trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral program are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty from all center doctoral programs and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Manual of Policies and Procedures for Students* for the Programs for Higher Education.

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.
5. Successfully complete:
 - The MARP proposal (7 credit hours).
 - The first complete draft of the MARP and the Individualized Evaluation (7 credit hours).
 - The MARP report (7 credit hours).
6. Be current in all tuition, fees, and miscellaneous charges, including those for books purchased.

Total requirements: 61 credit hours. (All requirements must be completed within 7 years from 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. The requirements are contained in the *Manual of Policies and Procedures for Students*. 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 readmittance.

ADMISSIONS

Admission to the program requires:

1. A master's degree with at least a 3.0 GPA from a regionally accredited institution.
2. Current employment in a job related to the applicant's area of specialization.
3. A letter of recommendation from the senior academic or administrative personnel in the applicant's place of employment (the recommendation is to be written on the form included in this catalog).
4. An interview with a PHE representative.
5. A portfolio.

An individual who wishes to apply for admission should:

1. Complete the graduate admission application packet in the back of this catalog and submit it with a \$50 nonrefundable application fee (payable to Nova Southeastern University) and mail to the Programs for Higher Education office.
2. Request that official transcripts of all master's academic work be sent to the same office. An official transcript of the master's degree should be submitted immediately to begin the application process.
3. Request a recommendation from applicant's supervisor or administrator using the form contained in the application packet. The supervisor or administrator should attest to the nature of the applicant's job 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.

All applicants 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

Currently, approximately 30% of all students enrolled at the University are taking classes through distance education delivery systems.

utilize an NSU account to remain in good standing.

Applications are received and considered throughout the year.

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

INTERNATIONAL STUDENTS ADMISSION

Prospective international students who have completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8685. The prospective student is responsible for all fees incurred for this evaluation.

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 33314-7796, phone (954) 262-7240.

International Students for Whom English is a Second Language

In addition to the general requirements previously listed, the admissions process for 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 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 sessions.

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 be denied admission on the recommendation of the committee. Those who have been denied admission and who have paid tuition of more than two terms will have the final term's tuition refunded.

SPECIALIZATION ADMISSION

The following is a description of the five PHE specializations, the populations, for whom they are intended, and the requirements necessary for admission.

ADULT EDUCATION

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

More than 10,000 NSU graduates have received their degrees via distance education formats.

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

This specialization is intended for the professional development of practitioners who are regularly employed in adult education; health care education; higher education; and 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

This specialization is 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, and 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

The scope of this specialization 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

This specialization 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.

ADMISSIONS PORTFOLIO

The admissions portfolio is requested once a candidate has submitted all other required admission information and has been provisionally accepted. A booklet explaining the admissions portfolio is provided to each candidate. The admissions 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 admission portfolio should include: a resume of work experience, formal and informal learning experiences, professional involvement and accomplishments, independent learning activities, experience in research, and a statement of goals. The portfolio should be completed and submitted by the end of the first term of enrollment. Once NSU receives this and all other admissions documents, the candidate's admissions file is complete.

Accompanying material will not be returned; therefore, an applicant should not submit original copies of documents or the sole copy of any documents.

For answers to questions regarding the admissions portfolio, please call (954) 262-

8527 or toll free 800-986,3223, Ext. 8527.

The e-mail address is pheinfo@fcae.nova.edu

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 A, 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 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

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 three months from the end of the term when the grade was awarded, or sooner, according to the national lecturer's time lines. If not, the grade becomes a NO PASS. (See Policy Number 3.02 in the *PHE Manual of Policies and Procedures for Students*.)

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

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 this deadline is not met, 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.

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 PASS, and UNACCEPTABLE. Grades that can be awarded on the second attempt are PASS and NO PASS.

Satisfactory completion of the comprehensive examination is required before a student's "readiness" is acknowledged and his or her 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.

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 term. A copy of each report will be placed in the student's permanent file maintained by the University.

NSU 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 7-year time limit requirement under "Graduation Requirements".)

Withdrawal From Program: No Intention to Return

Voluntary requests to withdraw completely from the program should be made to the program dean 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 Reinstate

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made to the program dean 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 a 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 program dean 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.

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 to re-register 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 the following items, to the program dean at least 30 days prior to the appropriate term:

In 1993, the College of Career Development was one of three Colleges in the nation recognized by the College Board for "excellence in the assessment and recognition of learning to motivate students in their pursuit of higher education."

FINANCIAL INFORMATION

TUITION AND FEES

A nonrefundable application fee of \$50 must be submitted with the application. (See "Refunds" section for the one exception.) The following tuition and fees are effective July 1, 1998.

Tuition for the 1998-1999 academic year is \$8,460. Tuition payments are due 15 days prior to the beginning of each three-month term. (The first payment can be made at the first class meeting.) There are four terms in the academic year. Therefore, first-, second-, and third-year students may make four partial payments of \$2,115 per term. The \$2,115 includes a \$15 registration fee per term.

Tuition beyond the third year is \$1,360 per term. The \$1,360 includes a \$15 registration fee per 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 program requirements within the first month of the term.

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 to accompany the application for degree. 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 complete the reinstatement process.

REFUND POLICY

Students are entitled to a full refund of tuition (excluding registration/application fees; not to exceed \$100 or less) if the enrollment agreement is cancelled by the student within 10 days of signing the enrollment agreement or when the payment is

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.

ATTENDANCE

SEMINAR ATTENDANCE

Attendance is required at all sessions of each seminar. 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 sessions. 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.

NSU's reputation for flexibility, innovation, and technological delivery extends to the contract training program which can develop customized programs for groups with special needs.

required, if these events are before the first class session. After the first class session registration/application fees will not be refunded and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid:

1. if they do not meet minimum admissions requirements;
2. if a course, seminar, or workshop is cancelled or if a cluster does not begin;
3. if they receive an involuntary call to active military duty;
4. upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling);
5. if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term; or
6. if there are exceptional circumstances approved by the university's president or designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, seminar, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund is 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for the tuition payment that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student, attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,360.

Based on number of classes

$9 - 3 = 6$ classes not attended

$6 \div 9 = 67\%$ of the term not completed

$67\% \times \$1,360 = \911.20 refunded

Based on clock hours

$45 - 15 = 30$ hours not received

$30 \div 45 = 67\%$ clock hours not completed

$67\% \times \$1,360 = \911.20 refunded

Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was \$2,115.

Based on number of classes

$13 - 5 = 8$ weeks not attended

$8 \div 13 = 62\%$ not completed

$62\% \times \$2,115 = \$1,311$ refunded

Based on clock hours

$45 - 17 = 28$ hours not received

$28 \div 45 = 62\%$ clock hours not completed

$62\% \times \$2,115 = \$1,311$ refunded

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 (954) 262-3380 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 sometimes as many as 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1998 for the 1998-1999 academic year. Applications received after that date will be considered on a funds-available

Nova Southeastern
University ranks in the
upper 2% with respect to
the largest total
enrollment of private
institutions nationally.

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 1998-1999 is June 30, 1999.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) system helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or application status can be checked (including loan disbursement information) simply by entering the student's Social Security Number and four digit PIN number (birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 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.
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 veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (954) 262-7241 or toll free (800) 541-6682, Ext. 7241.

PROGRAM SERVICES

Services are provided to students who are currently enrolled in the program. Students who withdraw or who are dropped from the program 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 (see "Withdrawal").



*Janet Jager, Graduate Administrative Fellow
1998-1999*

GRADUATE ADMINISTRATIVE FELLOWSHIPS

The Programs for Higher Education may offer graduate study support through two administrative fellowship positions each academic year.

The purpose of offering these fellowships is to make it possible for students to study on campus and gain the experience of working in PHE and to engage in practicum reports and a Major Applied Research Project that will be of value to the program.

In addition to a yearly stipend, each graduate fellow's tuition will be paid for one calendar year by the Programs for Higher Education (the term of the fellowship). Persons interested in a fellowship position should send a letter of interest and a current resume to the PHE dean by January 31 for the next academic year.

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.

Specialization national lecturers teach their seminars at the summer institute.

The following list includes seminar faculty. Degree information appears on the following pages.

CORE SEMINARS

ECD 8003 Curriculum and Program Planning

Alan K. Cohen
Eileen E. Morrison
Karen Overfield
Vicki L. Riley
Linda S. Scheirton
Marcia A. Wratcher

ECD 8007 Governance and Management

John D. Cooper
Rosemary Gillett-Karam
Marie V. McDemmond
Robert C. Messina
Anne E. Mulder
Jack N. Wismer

ECD 8008 Human Resources Development

H.K. Morris Baskett
Stan A. Hannah
Linda M. Howard
Olga A. Holden

ECD 8009 Leadership

Albert T. Haugerud
Carmon J. Kiah
Lynn M. Little
Joan B. Murry

ECD 8013 Research Methodology

Grady M. Grizzle
Gary E. Rankin
Rene Villa

ECD 8021 Societal Factors Affecting Education

Nancy F. Gadbow
Kenneth E. Varcoe
Lois J. Zachary
David L. Zierath

SPECIALIZATION SEMINARS

ADULT EDUCATION

EAD 8003 History, Philosophy, and Practices of Adult Education

Karen D. Bowser
James M. Wilburn, III

EAD 8007 Theory and Methods of Adult Education

Nancy F. Gadbow
Linda M. Howard
Joan B. Murry

COMPUTING AND INFORMATION TECHNOLOGY

EID 7370 Database Management Systems

Stan A. Hannah

EID 7390 Computer Information Networks

Stan A. Hannah

HEALTH CARE EDUCATION**HCE 8002 Concepts, Issues, and Values in Health Care Education**

Charles M. Culver

Linda S. Scheirton

HCE 8003 Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm

Sonia J.S. Crandall

Lynn M. Little

Martha M. Sanders

HIGHER EDUCATION**EHD 8002 Politics, Law, and Economics of Higher Education**

Daniel L. Austin

Rosemary Gillett-Karam

Anne E. Mulder

EHD 8006 Emergence of Higher Education in America

Donald W. Bryant

Kenneth E. Varcoe

James L. Wattenbarger

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION**ETD 8006 Emergence of Vocational, Technical, and Occupational Education in America**

Michelle D. Chinoda

Alan K. Cohen

ETD 8008 Trends and Issues in Vocational, Technical, and Occupational Education

Michelle D. Chinoda

Alan K. Cohen

PRACTICUM NUMBERS AND TITLES

Students register for practicum services (PRA 8070), 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 Educational 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 MARP services
(PRA 8090) 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

FULL-TIME FACULTY



ALAN K. COHEN
Program Professor,
Vocational, Technical,
Occupational
Education;
Specialization
National Lecturer in
Emergence of
Vocational, Technical,

and Occupational Education
in America and Trends and Issues in
Vocational, Technical, and Occupational
Education; Core National Lecturer in
Curriculum and Program Planning;
Major Applied Research Project Advisor;
and Central Staff Committee Member
at Nova Southeastern University
in North Miami Beach, Florida
Ed.D. Temple University
M.S. University of Pittsburgh
B.S. Indiana University of Pennsylvania



**STAN A.
HANNAH**
Program Professor,
Computing and
Information
Technology;
Specialization
National Lecturer in
Computer Information

Networks and Database Management
Systems; Seminar Coordinator and Core
National Lecturer in Human Resources
Development; Major Applied Research
Project Advisor; and Central Staff
Committee Member at Nova Southeastern
University in North Miami Beach, Florida
Ph.D. Indiana University
M.B.A. Indiana University
M.L.S. Indiana University
B.A. Indiana University



**LINDA M.
HOWARD**
Program Professor,
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Core National
Lecturer in Human
Resources
Development;
Specialization

National Lecturer in Theory and Methods
of Adult Education; Major Applied
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Ed.D. Arizona State University
M.A. Webster University
B.A. Webster University



RONALD C. KROLL
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Dean's Team Chair,
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Ed.D. The University

of Mississippi
M.A. East Tennessee State University
B.S. Carson-Newman College



ANNE E. MULDER
Program Professor,
Higher Education;
Core National
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Governance
and Management;
Specialization
National Lecturer in

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A.B. Transylvania University



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Leadership,
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Leadership Seminar,
and Specialization

National Lecturer in Theory and Methods
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Ph.D. The Union Institute
M.B.A. University of San Diego
B.A. University of California



MARTIN B. PARKS
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Major Applied
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B.A. Eastern Washington University
B.A. Eastern Washington University



DELORES M. SMILEY
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M.A. Western Michigan University
B.A. Western Michigan University

PART-TIME FACULTY



DANIEL L. AUSTIN
Specialization
National Lecturer in
Politics, Law, and
Economics of Higher
Education; Director of
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and Social Service
Administration, School

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Ph.D. University of Kansas
M.A. Missouri State University
B.A. Emporia State University



**ANITA G.
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M.A. Ball State University
B.A. University of Iowa



DAVID L. BOGGS
Major Applied
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Ph.D. Michigan

State University
M.A. Catholic University of America
B.A. Sacred Heart Seminary



KAREN D. BOWSER
Specialization
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B.S. Indiana University of Pennsylvania



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Ed.D. North Carolina State University
M.A. University of Georgia
B.A. University of Georgia



**MARILYN R.
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Coordinator of the
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Dean of Business
Program and Services
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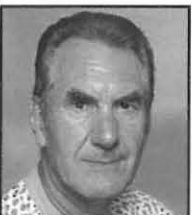
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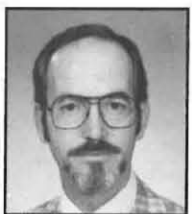
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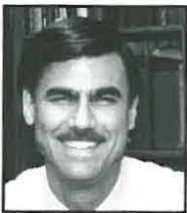
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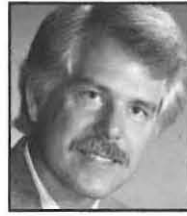
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Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call 800-541-6682, Ext. 4602 or (954) 262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: <http://www.nova.edu/library>

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction, document delivery, and online services. For more information about these services, call (954) 262-4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, and audiovisual and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain an Internet Web site, which allows access to several health-related electronic data bases, many of them full text. Users can also search the integrated NSU catalog; view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has over 300 data ports with direct Ethernet connections to the Law Center's network. In addition, a wireless network ensures network access from the library and Law Center classrooms. Students, faculty, and staff can access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing opportunities. The library is a selective U.S. Government Depository and one of only two Florida UN Documents full depository libraries. The Law Center/Law Library and Technology Center's Web page provides access to administrative, student, and research information at www.nsu.law.nova.edu.

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.

INFORMATION TECHNOLOGY

The Office of Information Technology and Media Services (OIT) provides the university community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- MicroLab
- Educational Technology
- Media Services
- Technical Support Services

Systems and Computing Services supports the administrative and academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing Services develops and maintains custom computer applications to meet the information needs of the university.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. The MicroLab provides the hardware and software resources in a microcomputer lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the main campus and east campus, including the Leo Goodwin Residence Hall, the Health Professions Division, and University Park Plaza. The Collaboration and Decision Support Lab has been established at the east campus. The facilities are available to all currently enrolled NSU students. An Open Lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and Open Lab. Available computer systems include Windows, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, and touch screens are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the university's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology Services is responsible for the Internet and World Wide Web (WWW) resources throughout the university. Custom programming and WWW development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully-equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication

STUDENT ACCESS TO TELECOMMUNICATIONS

Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the university's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including; practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account Form, which is available from their program office or located in the Application and Admission Packet section in the back of this catalog. After the form is processed by the user's program, the Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the NSU general communications Help Desk at 800-541-6682, Ext. 4357 or (954) 262-4357. Your call will be transferred to the Help Desk and handled by the staff member on duty. E-mail: help@nsu.nova.edu
Web site: <http://www.nova.edu/help>

*Limited Macintosh Support is available from NSU.

**Modems as slow as 2400 baud may be used.

TELECOMMUNICATIONS POLICY

New students 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 electronic telecommunication account in order to remain in good standing.

Current students are strongly encouraged to acquire electronic telecommunication accounts as soon as possible. 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 are required to have computer and modem access at work or home, and have active electronic telecommunication accounts.

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 announcements 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

The publication, founded in 1987, is an electronic journal focused on current research and ideas in adult education. It is a referred 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

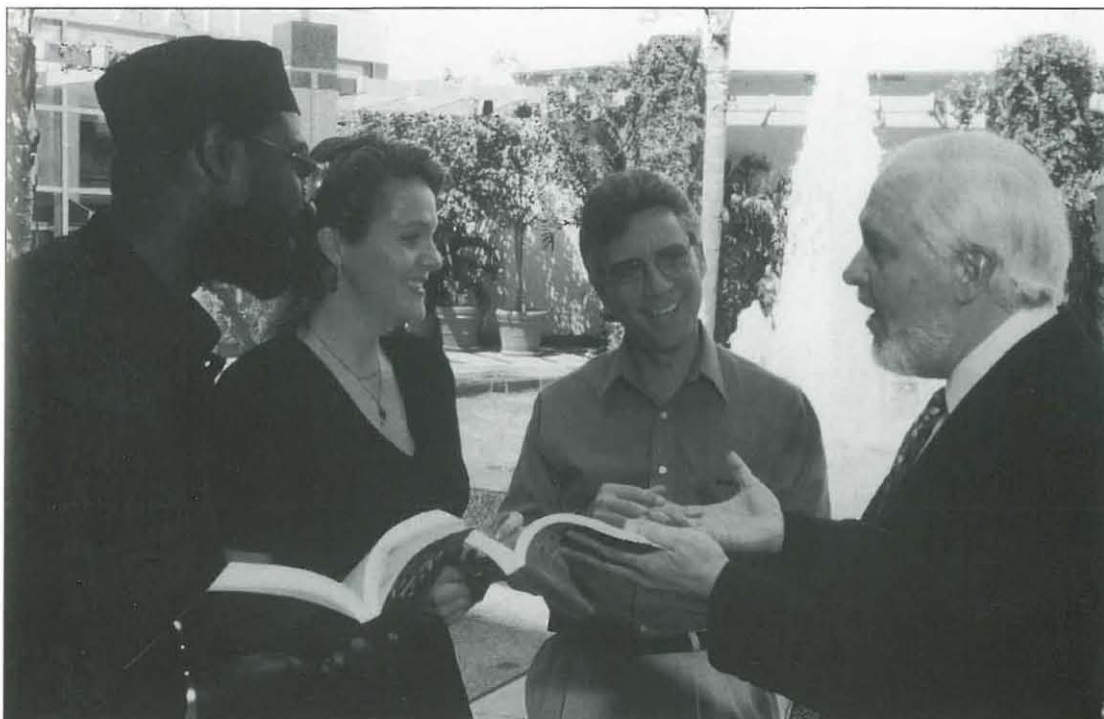
Textbooks should be purchased before the first day of class and are available at Nova Books in the Rosenthal Student Center. Students should have their course numbers and site information at hand when they order or request book information.

Nova Books carries an extensive line of reference materials; the latest editions of medical, law, psychology, and teaching reference books; study aids and test preparation guides. Books that are not in stock can be ordered, usually within one week.

Software can be purchased at Nova Books at academic prices (up to 75 percent off retail prices). Customer service can provide a complete catalog of software available at student prices.

Students at off-campus locations can order textbooks by phone, fax, or e-mail. Shipping is done via UPS, usually within 24 hours. Packages cannot be shipped to P.O. Boxes.

Nova Books' hours of operation are Monday-Friday, 8:30 a.m.-6:15 p.m., and Saturday, 10:00 a.m.-1:30 p.m. (Call for information about extended hours during "rush" periods). Nova Books can be reached by phone at (954) 262-4750 or 800-509-BOOK, by fax at (954) 262-4759, or by e-mail at novabook@nsu.nova.edu. Correspondence should be sent to Nova Books at P.O. Box 290670, Fort Lauderdale, Florida 33329.



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 Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to ensure 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 *PHE Manual of Policies and Procedures for Students*.

STUDENT PUBLICATIONS

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All university published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the president's Student Advisory Committee which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.



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 ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

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

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

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

A. Academic Standards

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

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

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

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment 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 scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

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

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

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

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. theft;
 - b. vandalism;
 - c. disruptive behavior;

- d. possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. possession, transfer, sale, or use of illicit drugs;
- f. appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. violations of housing regulations;
- h. any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. threats of or actual damage to property or physical harm to others;
- j. failure to pay tuition and fees in a timely manner.

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university).

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

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

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplementary 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 supplementary 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 University'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 workplace, 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, 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 Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all 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) address, (c) dates of attendance, (d) degree and awards received. Requests for such information must be submitted in writing to the university. 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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M.Ed. University of Arkansas
Ed.D. University of Arkansas

KATHLEEN WAGSCHAL
Program Professor
B.A. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

TANIA DERBY
Coordinator of Computer Support
B.A. University of Toronto

NEDRA BORDERS
Coordinator of Program Marketing
B.S. Nova Southeastern University

PHILIP H. DeTURK
Program Professor
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

CHARLES L. FAIRES
Program Dean
B.S. Northern Arizona University
M.S. University of Georgia
Ph.D. Kent State University

KATHRYN G. HOLLYWOOD
Program Professor
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

MOISETTE HORNBROOK
Coordinator of Administrative Operations
B.S. Nova Southeastern University

SUZANNE PADGETT
Coordinator of Instructional Materials

SHARON SANTILLI
Coordinator of Practicum Research
B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

EDNA SUAREZ-COLUMBA
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B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

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B.A. University of Florida
M.Ed. Nova Southeastern University
Ed.D. Nova Southeastern University

PETER H. WAGSCHAL
Program Professor
B.A. Harvard University
M.A. Stanford University
Ed.D. University of Massachusetts

PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS

JAIME ARANGO
Coordinator of Administrative Operations
B.S. Nova Southeastern University

JOSEPH BARIMO
Director of Business Services
M.B.A. Tampa College
M.S. University of South Florida

CELIA BARREIRO-BLANCO
Program Instructor
B.S. Arizona State University
M.S. Nova Southeastern University

ELAINE S. BLOOM
Coordinator of Student Services
B.S. Emerson College
M.S. Emerson College

TERESA J. BUTTERWECK
Program Instructor
B.A. Keuka College
M.S. Nova Southeastern University

LUCAS DOYLE
Clinical Audiologist
B.S. University of Kentucky
M.S. University of Louisville

HÉLÈNE FISHER
Program Instructor
B.S. University of Cape Town, South Africa
M.A. New York University

BARRY FREEMAN
Program Dean
B.S. Boston University
M.S. Emerson College
Ph.D. Michigan State University

ELANE FRIEDEL
Coordinator of Internships/Audiologists
B.S. Emory University
M.S. Emory University

ERICA FRIEDLAND
Program Instructor
B.A. University of Florida
M.S. Vanderbilt University

JOSEPH GONZALEZ
Program Professor
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

TERI A. HAMILL
Program Professor
B.A. University of Central Florida
M.S. Florida State University
Ph.D. Florida State University

YVETTE HANNA
Program Instructor
B.A. Long Island University
M.S. Nova Southeastern University

BRIAN D. HUMPHREY
Program Instructor
B.A. University of Rochester
M.A. University of Minnesota

SHERRY KIRCHENBAUM
Program Instructor
B.A. Adelphi University
M.A. George Washington University

SANDRA A.S. MECCA
Program Instructor
B.S. Marywood College
M.A. Kean College of New Jersey

WREN NEWMAN
Coordinator of Client Services
B.S. Ithaca College
M.S. University of Oklahoma

BARBARA PACKER
Director of Doctoral Studies and Program Professor
B.A. Rutgers University
M.S. Columbia University
Ed.D. Nova Southeastern University

ROBIN PARKER
Program Instructor
B.S. Florida State University
M.S. Florida State University

RHONDA PILELSKY

Program Instructor
B.A. Boston University
M.S. Northwestern University

ELIZABETH ROBERTS

Program Professor
B.A. Henderson State University
M.S.E. University of Central Arkansas
Ph.D. University of Southern Mississippi

ELIZABETH E. SPERRY

Program Professor
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

FRANCINE SPIEGEL

Internship Supervisor
B.A. Montclair State University
M.A. Montclair State University

ALYSSA MILTENBERG-VERTES

Program Instructor
B.A. University of Hartford
M.S. Nova Southeastern University

SHELLEY VICTOR

Associate Dean and Program Professor
B.A. State University of New York
at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

KRISTY S.E. WEISSLING

Program Instructor
B.S. University of Nebraska-Lincoln
M.A. University of Nebraska-Lincoln

GAIL WILLIAMSON

Program Instructor
B.S. Kent State University
M.A. Kent State University

STEVEN WRAY

Academic Advisor
B.A. McMaster University

CAROLE ZANGARI

Coordinator of Research and Program Professor
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARBARA ZUCKER

Program Instructor
B.S. Miami University
M.A. Kent State University

PROGRAMS IN EDUCATION AND TECHNOLOGY

ADELA BECKERMAN

Program Professor
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

ROBERT BEGUIRISTAIN

Technology Support Specialist
B.S. Florida International University

ANNE BERENS

Director of Practicums, National Faculty
B.A. University of Colorado
M.A. University of Hawaii
M.A. University of Hawaii
Ph.D. York University, Toronto

MARSHA BURMEISTER

Program Professor, Cluster Coordinator
B.A. Michigan State University
M.A. University of West Florida
M.Ed. University of West Florida
Ed.D. Nova Southeastern University

CLEVELAND O. CLARKE

Program Professor
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

PHILIP DUCHASTEL

Program Professor
B.A. University of Montreal
M.Sc. Florida State University
Ph.D. Florida State University

SUE FASSANELLA

Coordinator of Administrative Operations

RICHARD GOLDMAN

Distinguished University Program Professor
of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

ROBERT K. GREENE

Practicum Associate
B.A. Florida Atlantic University

JAIME LOPEZ

Coordinator of Technology
B.S. Nova Southeastern University

MARYELLEN MAHER

Program Dean
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

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

JOAN M. MIGNEREY
Program Professor
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

RAFAEL MOLINA
Graduate Fellow
B.S. Universidad de Montemorelos
M.Ed. Universidad de Montemorelos

GINA PEYTON
Coordinator of Curriculum and Development
B.S. Nova Southeastern University

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

CHARLES SCHLOSSER
Program Professor
B.A. University of Northern Iowa
M.S. Iowa State University
Ph.D. Iowa State University

MARCIA SKOPP
Director of Student Development and Admissions
B.S. University of Maryland
M.Ed. American International College
Ed.D. Nova Southeastern University

NOREEN WEBBER
Program Professor
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

PROGRAMS IN LIFE SPAN CARE AND ADMINISTRATION

JUDITH BARTMANN
Program Professor and Practicum Advisor
Applied Gerontology
B.S. Colorado State University
M.A. University of Northern Colorado
Ph.D. University of Northern Colorado

RALPH HOGGES
Program Professor and Associate Director
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

NORMAN W. POWELL, JR.
Program Dean
B.A. The American University
M.Ed. The American University
Ed.D. The American University

KIM RISNEAR
Coordinator of Administrative Operations

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NOVA SOUTHEASTERN UNIVERSITY

DEGREE OFFERINGS

Doctoral and Professional Degrees

Doctor of Audiology (Au.D.)
 Doctor of Business Administration (D.B.A.) in:
 Accounting
 Finance
 Health Services Administration
 Human Resource Management
 Information Technology Management
 International Management
 Management
 Marketing
 Doctor of Dental Medicine (D.M.D.)
 Doctor of Education (Ed.D.) in:
 Adult Education
 Child and Youth Studies
 Computing and Information Technology
 Computing Technology in 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.)
 Doctor of Law (J.D.)
 Doctor of Occupational Therapy (Dr.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
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Family Therapy
 Information Science
 Information Systems
 Oceanography
 Doctor of Physical Therapy (D.Sc.P.T.)
 Doctor of Psychology (Psy.D.) in:
 Clinical Psychology
 Doctor of Public Administration (D.P.A.)
 Doctor of Speech-Language Pathology (SLP.D.)

Specialist Degrees

Educational Specialist (Ed.S.) in:
 Education

Master's Degrees

Master of Accounting (M.Acc.)
 Master of Biomedical Sciences (M.B.S.)
 Master of Business Administration (M.B.A.) in:
 Accounting
 Entrepreneurship
 Finance
 Health Services Administration
 Human Resource Management
 International Business
 Management Information Systems
 Marketing
 Medical Management
 Public Administration
 Sports Management
 Master of International Business Administration (M.I.B.A.)

Master of Occupational Therapy (M.O.T.)
 Master of Physical Therapy (M.P.T.)
 Master of Public Administration (M.P.A.)
 Master of Public Health (M.P.H.)
 Master of Science (M.S./M.Sc.) in:
 Applied Addiction Studies
 Applied Gerontology and Administration
 Child and Youth Care Administration
 Coastal Zone Management
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Early Childhood Education Administration
 Education
 Family Support Studies
 Family Therapy
 Health Services Administration
 Human Resource Management
 Instructional Technology and Distance Education
 Management Information Systems
 Marine Biology
 Marine Environmental Sciences
 Medical Education
 Mental Health Counseling
 School Guidance and Counseling
 Speech-Language Pathology

Bachelor's Degrees

Bachelor of Arts (B.A.)
 Bachelor of Science (B.S.) in:
 Accounting
 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Early Childhood Education
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Assistant Studies
 Legal Studies (prelaw)
 Life Science (premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 Science and the Business Environment
 Science and the Law
 Secondary Education
 Sports and Wellness Studies

Joint Degrees

Law/Business Administration (J.D./M.B.A.)
 Law/Dispute Resolution (J.D./M.S.)
 Law/Mental Health Counseling (J.D./M.S.)
 Law/Urban and Regional Planning (J.D./M.U.R.P.)

PROVISIONS

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 nonacademic, 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 33314-7796. 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 ensure 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 Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, Ext. 7241.

APPLICATION AND ADMISSION PACKET

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

- Graduate admissions application
- Admission recommendation form
- Two transcript request forms
- Return envelope
- E-mail account and request form

To apply for admission an individual should:

1. Complete the graduate admissions application packet and submit it with the \$50 nonrefundable application fee (payable to Nova Southeastern University) to the Programs for Higher Education, 1750 NE 167th Street, North Miami Beach, FL 33162-3017.
2. Request that 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 a letter of recommendation from your supervisor or an administrator who can attest to the nature of your performance.
4. Complete and return the portfolio following notification of provisional admission. Each admission file must be completed by the end of the first term of enrollment.
5. Submit GRE scores if you are a member of the Greenwood Cluster (South Carolina).

FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017
 (954) 262-8527
 800-986-3223, Ext. 8527 (U.S. and Canada)
 Fax: (954) 262-3903

Center-AE
 Cluster Code HED
 Major Code 805, 806, 807, 834, 835
 Degree Objective EDH
 S - PR
 AC - GST
 AA - X
 AT - GRM
 First Semester _____

Official Use Only

Graduate Admissions Application Programs for Higher Education

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

Please enclose a check in the amount of \$50 (application fee) payable to Nova Southeastern University.

NOTE: All application material must be mailed directly to:

Programs for Higher Education
 Nova Southeastern University
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017

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
- Health Care Education
- Higher 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
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017

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

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, (954) 262-7240.

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

Check one of the following:

Hispanic origin

White (not of Hispanic origin)

Asian or Pacific Islander

Black (not of Hispanic origin)

American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova Southeastern University? Yes No

If no, in what program were you enrolled? _____ Dates of attendance _____

PROGRAMS FOR HIGHER EDUCATION

Name of Applicant _____

GOALS AND ANTICIPATED BENEFITS STATEMENT

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

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

EMPLOYMENT INFORMATION

Place of FULL-TIME Employment _____

Address _____
Street City State ZIP Phone

Public Institution Private Institution

Title of Position _____

Present Work Responsibilities _____

Place of PART-TIME Employment _____

Address _____
Street City State ZIP Phone

Title of Position _____

Present Work Responsibilities _____

FINANCIAL AID:

Have you applied for financial aid? Yes No

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

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

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.

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

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017
 (954) 262-8527
 800-986-3223, Ext. 8527 (U.S. and Canada)
 Fax: (954) 262-3903

Recommendation for Admission to the Programs for Higher Education

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

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

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

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

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

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

1. Attitude toward work Somewhat negative Average Positive
2. Motivation toward work Low Average High
3. Ability to carry out tasks Low Average High

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

8. Most significant weakness _____

9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well slightly
10. In my opinion, the applicant's potential for success in a doctoral program of studies is: good average poor
11. In my opinion, the applicant has the ability to effectively complete 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(s):
 good average poor
13. The applicant works effectively with administrators or supervisors at his/her institution or organization:
 yes no
14. The applicant has been involved in innovative projects at his/her institution or organization: yes no

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

Date: _____ Signature: _____

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

_____ Title: _____

Department: _____

RETURN TO: NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
1750 NE 167th Street
North Miami Beach, Florida 33162-3017



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(954) 262-8527 or 800-986-3223, Ext. 8527 (U.S. and Canada)
Fax: (954) 262-3903

REQUEST FOR OFFICIAL TRANSCRIPT
PROGRAMS FOR HIGHER EDUCATION

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 on the form below.

- 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
1750 NE 167th Street
North Miami Beach, Florida 33162-3017



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
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1750 NE 167th Street
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PROGRAMS FOR HIGHER EDUCATION

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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
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

FCAE UNIX ACCOUNT APPLICATION FORM

You must have access to a computer and a modem before 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 Quick Start sheets to assist with configuring your computer's telecommunications software and the Introduction to Distance Library Services at NSU. 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 to which you are applying, and may take up to 10 working days from receipt by FCAE Network Services to be processed. **This form will not be processed unless signed on the reverse side.**

PLEASE PRINT OR TYPE CLEARLY

Social Security Number

-

 -

Last Name

First Name

M.I.

Mailing Address

City

State

Zip

-

Home Phone

() -

Business Phone

() -

Fax

() -

Check the program with which you are associated: EDL GTEP LSCA PET PHE CSD FCAE

FCAE Status : Student Staff Faculty Do you own a telecommunication program: Yes.

No.

Operating System : DOS Windows 3.1 Windows 95 NT Workstation Macintosh

PLEASE CONTINUE ON REVERSE SIDE

(SIGNATURE REQUIRED ON REVERSE SIDE)

FOR PROGRAM USE ONLY

Please provide this applicant with a UNIX account. I certify that he/she is registered/employed in our program and is entitled to an account.

Director / Designate _____ Date _____

FOR NETWORK SERVICES 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 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'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.

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 computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- refrain from any attempt to use Nova Southeastern University computer systems as a means for the unauthorized access to computer systems outside the University's systems
- be aware that the use 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 computing. The following rules outline your responsibilities for securing your computing account. This is not, however, a comprehensive list of all online policies, procedures, and responsibilities. Consult the NSU Policy regarding Use of Computers and Network Systems. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your account coordinator 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. Make sure to commit your password to memory. You may change your password at any time with the password 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 four (4) letters and four (4) numbers.
- It must not be any word that can be found in a dictionary.
- Choose a password that is meaningful to you but not obvious to anyone else.

Examples of acceptable passwords are: 29py94ju, as76dl98, 98df 7gh6.

NSU 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 computer. NSU is not responsible for the loss of your computer files.

There are no specific limits to online time; however, you are encouraged to use your online time wisely in order to conserve resources. Online time that has been excessive and/or used for unauthorized purposes can result in a charge to you. If you do not access your account for a period of six (6) months, your account will be deleted.

I understand the above rules for using the NSU computing systems and networks and agree to abide by them. If you have trouble accessing your account or forget your password, please contact your account coordinator. he/she 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



FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

Programs for Higher Education

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