1989

Center for the Advancement of Education
Programs for Higher Education 1989-90

Nova University

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Center for the Advancement of Education

Programs for Higher Education
1989-90
ERRATA

National Ed.D. Program for Ed. Leaders 1989-90 catalog page 34, paragraph five; Delete the following and add:

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

Programs for Higher Education 1989-90

Policies and programs set forth herein are effective through June 30, 1990. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.
President's Message

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

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

Abraham S. Fischler
President, Nova University
The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit, university chartered by the State of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, with additional locations in downtown Fort Lauderdale and Coral Springs and at Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, the behavioral sciences, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor’s, master’s, educational specialists, and doctoral degrees in education, in business and public administration, and in the behavioral, social, and computer sciences.

The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education, and certificate programs are offered by the University.

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

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

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

Research studies are emerging on the adult learner. Many universities are just becoming aware that working adult professionals, age 25-65, differ on many dimensions from younger learners. Nova's graduate programs in higher education; adult education; and vocational, technical and occupational education began in 1972. During the 17 years, the programs have evolved and changed, but the basic principles of adult learning on which the programs are based have continued in all of the programs' components:

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

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

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

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

Because of its commitment to the working professional, the center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The center also aids professional educators in achieving personal goals, including certification requirements.
The field-based doctor of education programs of Nova University are committed to providing quality education to professional educators and trainers. Throughout the last seventeen years, the Programs for Higher Education of Nova University have demonstrated that the academic environment and the work place are elements of a coherent whole. The world of theory is incomplete without the world of work and vice versa. The study areas (seminars) and the problem solving projects (practicums) required in the Programs for Higher Education support the University goal to improve education and training activities in the society by further developing the professionals that work in those settings.

Nova University has over 10,000 students and 1,000 faculty and staff members. If you are accepted into the Programs for Higher Education you will be joining individuals studying in Florida, in 22 other states across the nation and in four foreign countries, who share your commitment to improve adult education; higher education; and vocational, technical, occupational education.

Ross E. Moreton
Director
Programs for Higher Education

The Programs for Higher Education at Nova University provide a field-based doctor of education (Ed.D.) degree to practitioners working in the specializations of higher education, vocational education, or adult education (including business, industrial, and military training programs). 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 into an integrated program of study.

Each of the specializations offered by the Programs for Higher Education embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision making in educational programs and systems. The overall goal of the Programs is to make a positive impact on education by influencing those responsible for its administration and delivery.

The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality 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 the Programs for Higher Education, it is a condition for earning the degree.

At the present time, working professionals are earning their doctorates in education through clusters in Alabama, Alaska, Arizona, California, Florida, Illinois, Massachusetts, Missouri, Pennsylvania, South Carolina, Texas, Virginia, Wisconsin, and Alberta, Canada.

We plan to offer the Ed.D. program in Colorado, Nevada, New Mexico, and Washington.
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Program Components

This doctoral program consists of seven seminars (five core, two specialization), the completion of five practicums (papers applying program principles to the student's work setting), attendance at two week-long summer institutes, a comprehensive examination and a Major Applied Research Project (MARP). This program is designed so that it may be completed in three years, while the student remains fully employed.

Seminar Descriptions

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

Core Seminars

Listed below are the five core seminars. Each seminar carries three semester hours credit.

ECD 8003 – CURRICULUM AND PROGRAM PLANNING

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

ECD 8007 – GOVERNANCE AND MANAGEMENT

This seminar covers theories, models, and processes in the management of educational organizations or programs. Theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.
ECD 8011 – APPLIED EDUCATIONAL RESEARCH AND EVALUATION

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

ECD 8016 – LEARNING THEORY AND APPLICATIONS

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

ECD 8021 – SOCIETAL FACTORS AFFECTING EDUCATION

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

Specialization Seminars

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

Adult Education

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

The broad goal of this seminar is to provide students with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal. Vertical perspective is the ability to see the present situation in the light of past developments and future trends – to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now – to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society, (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.
EAD 8007 – THEORY AND METHODS OF ADULT EDUCATION  
In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

Higher Education

EHD 8002 – POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION  
This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.

EHD 8006 – EMERGENCE OF HIGHER EDUCATION IN AMERICA  
The areas of study in this seminar are the historical and philosophical roots of higher education; the Medieval, Renaissance, and Reformation contributions to the ideas of the American college; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact are explored.

Vocational, Technical, Occupational Education

ETD 8002 – PERSONNEL-HUMAN RESOURCES DEVELOPMENT  
This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered. The emphasis is on the organization of the future.

ETD 8006 – EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL (VTO) EDUCATION IN AMERICA  
This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, government, and the economics of VTO education.

Practicums

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

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars.
Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is the formulation and the implementation of a plan of action that will lead to improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by the cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

**Summer Institute**

Each student must attend two summer institutes (ECD 8060 & ECD 8061). Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that 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.

Since 1977, an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others new, innovative, or in some way unique, projects that they have successfully undertaken. In this way, the problems and concerns of those in the “front lines” of education and training are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners’ Hall of Fame are acquired through a national call for papers.

**Comprehensive Examination**

**Purposes**

The comprehensive examination has several purposes:

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

**Eligibility**

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

**Description**

The comprehensive examination consists of a written examination that will demonstrate an individual's competence to address broadly significant issues in higher education based on a foundation of knowledge and perspective.
Major Applied Research Project

Students receive 21 semester hours credit for completing this project. The major applied research project (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.

MARP involves the application of research to actual problems and issues in education. Since the program stresses experiences that contribute to the professional improvement of the students and the MARP year is the capstone of those experiences, the nature of the projects undertaken is useful in professional situations, most likely in the institutions or organizations in which students are employed.

Students receive seven semester hours credit for completion of the major applied research project proposal, a second seven semester hours credit for completion of the individualized evaluation and satisfactory progress on the project, and a final seven semester hours credit for completion of the major applied research project.

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP Committee after the comprehensive assessment has been satisfactorily completed.

Clusters

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

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

Local Clusters

During the first two 9-month academic years for local clusters, formal instruction covers five of seven required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for the meetings of the five core seminars.

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

Regional Clusters

Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.
Regional clusters employ a combination of field-based delivery, supervised study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an orientation meeting in the winter of 1990, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida, from July 10 through July 20, 1990. The Summer Institute will be held in Ft. Lauderdale, Florida, from July 23 through July 28, 1990.

Learning Resources

Field-Based Cluster Libraries
The Programs for Higher Education provide each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar. This material supplements the required textbooks purchased by students. The cluster coordinator makes provisions for storing these materials and distributing them to students as needed.

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

Campus-Based Libraries
The libraries of Nova University serve as a major resource for the institutional and research programs in many fields and constitute a vital support activity. The following libraries have been organized to provide services to several user groups as follows:

The Albert and Birdie Einstein Library serves as the main collection for undergraduate and graduate students. The library contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communications, and the humanities. The library includes individual study carrels, copy facilities, a media room, microfiche readers, and a microfiche reader-printer. An interlibrary loan service is available to locate materials not immediately available at the Einstein Library.

The William Springer Richardson Library serves graduate students in the ocean sciences. Housed in the Oceanographic Center at Port Everglades, it contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The Law Library provides a collection of 250,000 volumes and volume equivalents for legal study and research; it is a depository for United Nations' documents, U.S. Government documents, and Florida State documents.

Information Retrieval Service
All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 290,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from I.R.S. at no charge.

I.R.S. also has computer access to ERIC and more than 300 other databases, including several social science databases that contain education-related information. I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, I.R.S. has access to databases containing more than 150 million records.
Grading System

Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, UNACCEPTABLE, and NO PASS are assigned for practicums. A grade of pass is awarded upon successful completion of the MARP project. Grades for a given seminar are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators. Grading of the comprehensive exam is done by a representative three-member faculty panel. The student has two opportunities to pass this exam. On the first attempt, potential grades are HIGH PASS, PASS, UNACCEPTABLE. Grades that may be awarded on the second attempt are HIGH PASS, PASS, and NO PASS.

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

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 by the date stipulated in the Policies and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, or (3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving a NO PASS must repeat the seminar.

A grade of UNACCEPTABLE means that the practicum needs revision. 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. Students who receive two NO PASS grades will be terminated from the program and are not eligible for readmission.

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

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

To graduate, a student must fulfill the following requirements:

1. attend and pass seven seminars;
2. pass five practicums;
3. attend two summer institutes;
4. successfully complete the comprehensive examination and submit an individualized evaluation;
5. successfully complete the MARP proposal and MARP report; and
6. be current in all tuition, fees, and miscellaneous charges, including those for books purchased.

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

Transfer Credit

A maximum of six semester hours of doctoral 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 and specialization seminar requirements. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be at the grade of “A” or “B” or equivalent.

What Programs for Higher Education graduates say about the Program –

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

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

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

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

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

Admission to the program requires a master's degree from a regionally accredited institution, current full-time employment in a job related to the applicant's area of specialization, and three recommendations from senior academic or administrative personnel in the applicant's place of employment. The recommendations are to be written on forms provided by the Programs for Higher Education. An interview with a Programs for Higher Education representative and a portfolio are required. An individual who wishes to apply for admission should:

1. Complete the Graduate Admissions Application and submit it with the $30.00 nonrefundable application fee (payable to Nova University) and the required Certification Waiver form letter to the Programs for Higher Education office,
2. Request the transcript of academic work leading to the master's degree to be sent to the same office,
3. Request recommendations from three supervisors or administrators who can attest to the nature of his/her performance,
4. Following notification of provisional admission, complete and return the portfolio. Each admission file must be complete by the end of the first term of enrollment.

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

ADULT EDUCATION. A person employed full time in adult education (e.g., training or educational programs in business, industry, or military; postsecondary educational programs; or adult basic education programs).

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

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

Portfolio

The portfolio is requested once a candidate has submitted all other required admission information and has been provisionally accepted.

The portfolio:
1. Provides an opportunity for the candidate to amass and show 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; and
3. Can be used as a source of data for counseling those in the program.

The candidate includes the following in the portfolio; 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. Once this and all other admissions documents are received, the candidate's admissions file is complete.

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

For answers to questions regarding admissions call (305) 475-7385, Toll-free 1-800-541-NOVA, Ext. 7385.
Financial Information

Tuition and Fees
A nonrefundable application fee of $30 must be submitted with the application. The following tuition and fees are effective October 1, 1989:
- Tuition for the term is due and payable by the first day of the term.
- Tuition for 1989-90 academic year is $4,400 (four partial payments of $1,100 each).
- Tuition beyond the third year is $550 per three month term. Students who enroll and pay tuition beyond the third year will receive a refund of $300 if they complete all requirements for the degree within the first month of the term.
- Attendance at two summer institutes is required for graduation. While there are no additional fees for the summer institutes, students must be currently registered and paid for the spring and summer terms 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 major applied research project (MARF) fee of $25. 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 $20 for those who withdraw and then reenter the program.

Refunds
Students who inform the program in writing of their intention to withdraw will be entitled to a refund based on the following schedule:
- Withdrawal before the first seminar meeting, 100 percent refund; withdrawal after the first seminar but prior to the second, 50 percent refund; withdrawal after the second seminar but prior to the third, 15 percent refund.
- If a cluster for which an applicant has applied fails to form, all money will be refunded (including the $30 application fee).

Financial Aid
Nova University maintains an Office of Student Financial Planning and Resources to assist students in meeting educational expenses. Aid programs open to the Programs for Higher Education students include National Direct Student Loans, Plus Loans, and State or Federal Guaranteed Student Loans. If you are interested in receiving a Financial Aid Packet please contact the Office of Student Financial Planning and Resources (305-475-7410, Toll-free 1-800-541-NOVA, Ext. 7410)

Veterans' Benefits
The Programs for Higher Education is approved for veterans' training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the office of the Registrar for more information. (305-475-7413, Toll-free 1-800-541-NOVA, Ext. 7413)
Withdrawal
Withdrawal occurs in two ways. Ideally the student should notify the director, Programs for Higher Education, in writing (with a copy to the cluster coordinator) of his/her intention to withdraw, specifying the effective date of the withdrawal. If, however, a student fails to register and pay tuition for a particular term, the program considers him/her to be “withdrawn” as of the first day of that term. This also occurs by action of the Accounts Receivable Office if the student registers for a term and does not make payment.

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.

Reinstatement
In order to be reinstated after a period of withdrawal, a student must submit to the director, at least thirty days prior to the appropriate term:
1. A letter of intention to reenroll. (Please send a copy to the cluster coordinator.)
2. A completed reinstatement form. This form is sent with the acknowledgment of withdrawal or is available from the central office.
3. A $20.00 reinstatement fee by check or money order made payable to Nova University and attached to the reinstatement form.
Students who are readmitted, will be required to pay tuition and fees in effect at the time of reinstatement.

Program Services
Program services are provided to currently enrolled students. Students who withdraw from the program or are dropped by the University are not entitled to receive services from the University. The only exception to this rule is for the removal of incomplete seminar grades.

Grievances
Grievance procedures are explained in the Programs for Higher Education Policies and Procedures Manual.
A student with a grievance against any policy or procedure should follow the grievance procedure as outlined.

Graduate Fellowships
Two graduate fellowship positions are available each academic year in the Programs for Higher Education.
The purpose of offering these fellowships is to make it possible for students: (1) to come to the campus and gain the experience of working in the Programs for Higher Education; (2) to attend seminars with the South Florida cluster that meets on the Nova Campus; (3) to engage in practicums and a MARP that will be of value to the Programs for Higher Education.
In addition to a yearly stipend, the graduate fellows’ tuition and summer institute expenses will be paid by the Programs for Higher Education. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus.
Student Conduct and Rights

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

Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is contained in the Policies and Procedures Manual and is available from the Programs for Higher Education.

Privacy of Records

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

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

Students or parents not wishing to have this information disclosed should notify the Office of the Registrar in writing prior to September 1st 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 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 United States Department of Education.

The Nova University general policies on student relations are on file in the Office of the Registrar.

Calendar

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

- **Fall Term:** October 1 - December 31
- **Winter Term:** January 1 - March 31
- **Spring Term:** April 1 - June 30
- **Summer Term:** July 1 - September 30

A new cluster may start at the beginning of the fall or winter term. All seminar work takes place during the first two years of the program. For local clusters, one seminar per term is scheduled for five of the six terms. The core seminars are scheduled for a minimum of three day-long sessions on
Saturdays. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each student should have completed the seven required seminars.

During the third year of the program, each student completes the practicum requirements, or if eligible, works on the major applied research project (MARP). Students meet with their MARP advisors and other Programs for Higher Education staff for counseling and advising.

Students who require more than three years to complete the program are supported by the Office of Continuing Services (OCS). This office assists such students in obtaining needed advice and counseling for completing the program.

**National Lecturers**

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

**Core Seminars**

ECD 8003 - CURRICULUM AND PROGRAM PLANNING  
BARTON HERRSCHER, Ed.D., University of California at Los Angeles  
AL P. MIZELL, Ed.D., Indiana University  
ALBERT PAUTLER, Jr., Ed.D., State University of New York at Buffalo

ECD 8007 - GOVERNANCE AND MANAGEMENT  
DANIEL AUSTIN, Ph.D., The University of Kansas  
WARREN GROFF, Ed.D., Temple University  
RICHARD ALFRED, Ed.D., The Pennsylvania State University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION  
GARY RANKIN, Ph.D., Colorado State College  
MARcia BELCHER, Ph.D., University of Florida  
FRANCIS CROWLEY, Ph.D., Fordham University

ECD 8016 - LEARNING THEORY AND APPLICATIONS  
JOHN LOSAK, Ph.D., Florida State University  
EARL WRIGHT, Ph.D., University of Texas

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION  
KENNETH VARCOE, Ph.D., Southern Illinois University at Carbondale  
DAVID ZIERATH, Ph.D., University of Kentucky

**Specialization in Adult Education**

EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION  
DALE COOK, Ed.D., Western Michigan University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION  
NANCY F. GADBOW, Ed.D., Syracuse University

**Specialization in Higher Education**

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION  
J. TERENCE KELLY, Ed.D., University of Tennessee  
SEBASTIAN V. MARTORANA, Ph.D., The University of Chicago  
LAWRENCE A. NESPOLI, Ed.D., The Pennsylvania State University

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA  
DONALD BRYANT, Ed.D., North Carolina State University  
FREDERICK KINTZER, Ed.D., Stanford University  
JAMES WATTENBARGER, Ed.D., University of Florida
Practicums
Students register for PRA 8070 (practicum services) and when the projects are completed they are awarded credit in the following areas:

EAD 8071 or EHD 8071 or ETD 8071
Practicum – Governance and Management

EAD 8072 or EHD 8072 or ETD 8072
Practicum – Curriculum and Program Planning

EAD 8073 or EHD 8073 or ETD 8073
Practicum – Learning Theory and Applications

EAD 8074 or EHD 8074 or ETD 8074
Practicum – Societal Factors Affecting Education

EAD 8075 or EHD 8075 or ETD 8075
Practicum – Applied Educational Research and Evaluation

EAD 8079
Practicum – History, Philosophy, and Practices of Adult Education

EHD 8076
Practicum – Emergence of Higher Education in America

ETD 8076
Practicum – Personnel – Human Resources Development

EAD 8080
Practicum – Theory and Methods of Adult Education

EHD 8077
Practicum – Politics, Law, and Economics of Higher Education

ETD 8077
Practicum – Emergence of Vocational, Technical, Occupational Education in America

Summer Institutes
ECD 8060 – Summer Institute – 1
ECD 8061 – Summer Institute – 2

Comprehensive Examination
ECD 8100 – Comprehensive Examination

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

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

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

EAD 8095 or EHD 8095 or ETD 8095
Major Applied Research Project
Programs for Higher Education Faculty

RICHARD L. ALFRED, Ed.D., National Lecturer in Governance and Management, is associate professor and program chair of higher and adult continuing education at the University of Michigan.

DANIEL L. AUSTIN, Ph.D., National Lecturer in Governance and Management, is Director of the Institute of Health Policy and Administration for the Friedt School of Business and Entrepreneurship at Nova University.

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

MARCIA J. BELCHER, Ph.D., National Lecturer in Applied Educational Research and Evaluation, is a Senior Research Associate, at Miami-Dade Community College in Miami, Florida.

EDWARD BERNSTEIN, Ed.D., Local Research Associate for the South Florida Cluster, is Professor in the Department of Mathematics at Miami-Dade Community College in Miami, Florida.

JOHN W. BOUSEMAN, Ph.D., Practicum Evaluator, is Instructor of Philosophy at Ybor City Campus of Hillsborough Community College in Tampa, Florida.

WINIFRED M. BOWERS, Ed.D., Coordinator of the Springfield Cluster, is Licensed Psychologist in private practice in Springfield, Missouri.

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

DONALD BUSCHE, Ed.D., Local Research Associate for the Santa Ana Cluster, is Associate Dean of Vocational Education at Saddleback College in Mission Viejo, California.

CHARLES W. COLLINS, Ed.D., Coordinator of Regional Clusters, is a Professor of Geography and Chairman of the Geosciences Department at the University of Wisconsin in Platteville, Wisconsin.

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

FRANCIS J. CROWLEY, Ph.D., National Lecturer in Applied Educational Research and Evaluation, is retired from Fordham University.
DAVID S. FLIGHT, Ph.D.,
Major Applied Research Project
Central Staff Committee
Member, is Director of
Practicums for National Ed.D.
Programs for Educational
Leaders at Nova University.

JOHN D. FOY, III, Ph.D.,
Local Research Associate for
the West Florida Cluster, is a
Senior Analyst with Orlando
Technology, Inc., Shalimar,
Florida.

NANCY FARIS GADBOW,
Ed.D., National Lecturer in
the specialization courses for
Leadership in Adult Education,
is coordinator of adult education
at Syracuse University in
Syracuse, New York.

GRADY M. GRIZZLE, Ph.D.,
Local Research Associate for the
Dallas Cluster, is Coordinator
of Research at Dallas County
Community College District in
Dallas, Texas.

WARREN H. GROFF, Ed.D.,
National Lecturer in
Governance and Management
and the specialization courses
for Vocational, Technical,
Occupational Education, an
Educational Consultant.

BARTON R. HERRSCHER,
Ed.D., Major Applied Research
Project Advisor and National
Lecturer in Curriculum and
Program Planning, is an
Associate Professor at the
University of Houston in
Houston, Texas.

MARVIN E. JONES, Ed.D.,
Local Research Associate for the
Springfield Cluster, is Associate
Professor at Evangel College in
Springfield, Missouri.

CLETE H. HINTON, Ed.D.,
Coordinator of the Chicago
Cluster, is Professor of Career
and Educational Support
Services in the School of
Business and Social Science at
Harper College in Palatine,
Illinois.

J. TERENCE KELLY, Ed.D.,
National Lecturer in Politics,
Law, and Economics of Higher
Education, is Vice-President of
the North Campus, Miami-Dade
Community College in Miami,
Florida.

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

JAMES E. WRION, Ph.D.,
Practicum Evaluator, is a retired
educator from Cuyahoga
Community College in
Cleveland, Ohio.
JOHN LOSAK, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, and National Lecturer in Learning Theory and Applications, is Dean of Institutional Research at Miami-Dade Community College in Miami, Florida.

LEO M. MCGUIRK, Ph.D., Local Research Associate for the Massachusetts Cluster, is Associate Professor of Education at Bridgewater State College in Bridgewater, Massachusetts.

MARGARET S. MARTIN, Ph.D., Local Research Associate for the Greenwood Cluster, is Associate Professor of Health Services Administration at Medical University of South Carolina in Charleston, South Carolina.

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

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

GEORGE MEHALLIS, Ph.D., Coordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

PETER K. MILLS, Ed.D., Major Applied Research Project Advisor, is Associate Director of the Programs for Higher Education. He also serves as a Central Staff Committee Member. He is president of the Association for Continuing Higher Education for 1988-89.

MILTON MITCHELL, Ph.D., Local Research Associate for the Regional Clusters, is Associate Professor at the University of Wisconsin in Platteville, Wisconsin.

AL P. MIZELL, Ed.D., National Lecturer for Curriculum and Program Planning, is Associate Director for GEM Programs at Nova University.

ROSS E. MORETON, Ed.D., Major Applied Research Project Advisor, is Director of the Programs for Higher Education. He also serves as a Central Staff Committee Member for many major applied research project students.

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

DEO E. NELLIS, Ed.D., Coordinator of the Phoenix Cluster, is Western Programs representative for Nova University in Phoenix, Arizona.
MARY PATRICIA NELSON, Ed.D., Local Research Associate for the Philadelphia Cluster, is Dean of Academic Affairs at Roxborough Memorial Hospital, Philadelphia, Pennsylvania.

VALDA M. ROBINSON, Ed.D., Coordinator of the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.

LAWRENCE A. NESPOLI, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Deputy Executive Director for the Maryland State Board for Community Colleges in Baltimore, Maryland.

GERALD E. SROUFE, Ph.D., Major Applied Research Project Advisor, is Director of the Government and Professional Liaison Program for the American Educational Research Association in Washington, D.C.


ROBERT S. SHARPLES, Ed.D., Coordinator of the Massachusetts Cluster, is Associate Director in Administrative Services at Bridgewater State College in Bridgewater, Massachusetts.

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

JOHN THOMAS SNELL, M.A., Site Administrator for the Calgary Cluster, is President of Columbia Institute of Canada, Calgary, AB.

GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Applied Educational Research and Evaluation, is the Vice-President for Student Development at Oklahoma City Community College in Oklahoma City, Oklahoma.

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

DONALD C. RIGG, Ed.D., Practicum Evaluator, is retired from Broward Community College, South Campus in Hollywood, Florida.

GASPARE B. TAMBURELLO, Ed.D., Coordinator of the West Florida Cluster, is a consultant to Pensacola Junior College in Pensacola, Florida.
JAMES B. TORBERT, Ed.D., Local Research Associate for the Phoenix Cluster, is Maintenance Officer, Office of the Adjutant General, State of Arizona.

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

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

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

LOUIS F. WEISLOGEL, Ed.D., Coordinator for the Philadelphia Cluster, is Chairperson of the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

JOHN R. WEST, Ed.D., Coordinator of the Santa Ana Cluster and Practicum Evaluator, is Professor of Anthropology and Sociology at Rancho Santiago College in Santa Ana, California.

FREDERIC W. WIDLAK, Ph.D., Local Research Associate for the Chicago Cluster, is Director of Field Research for the Graduate Program in Management and Development of Human Resources at National College of Education in Lombard, Illinois.

PHILIP L. WOOLF, Ed.D., Coordinator of the Hampton/Richmond Cluster, is Assistant Professor of Biology and Director of the Watkins Annex Off-Campus Center at John Tyler Community College in Chester, Virginia.

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

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

Those who are interested in obtaining additional information on the programs described in this document may do so by contacting the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314 – (305) 475-7385, Toll-free 1-800-541-NOVA, Ext. 7385 or the Programs for Higher Education coordinator in their area.

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

1. **CALGARY**
   Tom Snell
   Columbia Training Centre
   #1-3904 20th St. SW
   Calgary, Alberta
   Canada T2T 4Z9
   (W) 403-240-1919

2. **CHICAGO**
   Clete H. Hinton, Ed.D.
   2238 Prairie Avenue
   Glenview, IL 60025
   (H) 312/724-5717
   (B) 312/397-3000 Ext. 2540

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

4. **FOND DU LAC**
   Jerry J. Stepies, Ed.D.
   N. 7103 Leonard Drive
   Fond du Lac, WI 54935
   (H) 414/922-2823 (Evenings and Weekends Only)

5. **GREENWOOD**
   John A. Morgan, Jr., Ed.D.
   Gatewood
   101 Hawthorne Court
   Greenwood, SC 29646
   (H) 803/229-7742
   (B) 803/223-9442

6. **HAMPTON/RICHMOND**
   Philip L. Woolf, Ed.D.
   3140 Klondike Road
   Richmond, VA 23235
   (H) 804/320-8035

7. **MASSACHUSETTS**
   Robert Sharples, Ed.D.
   3 Meadow Street
   South Dartmouth, MA 02748
   (H) 617/993-3129

8. **OAKLAND**
   Dr. Mauro Chavez
   3398 Rock Mountain Dr.
   San Jose, CA 95127
   (H) 408-270-8147

9. **PHILADELPHIA**
   Phyllis Cooper, Ed.D.
   2060 Pennington Rd.
   Trenton, NJ 08618
   (H) 609/771-6944
   (B) 609/771-2522

10. **PHOENIX**
    Deo E. Nellis, Ed.D.
    8601 N. Black Canyon #117
    Phoenix, AZ 85021
    (H) 602/995-5999

11. **SANTA ANA**
    John West, Ed.D.
    26525 Sierra Vista
    Mission Viejo, CA 92692
    (H) 714/582-5748

12. **SOUTH FLORIDA**
    George Mehallis, Ph.D.
    9661 N.W. 11th Street
    Plantation, FL 33322
    (H) 305/475-8760
    (B) 305/761-7483

13. **SPRINGFIELD**
    Winifred Bowers, Ed.D.
    Route 18, Box 122
    Springfield, MO 65804
    (H) 417/881-0058
    (B) 417/887-7770

14. **TAMPA**
    Valda Robinson, Ed.D.
    17919 Crooked Lane
    Lutz, FL 33549
    (H) 813/949-4169

15. **WEST FLORIDA**
    Gaspare Tamburrello, Ed.D.
    5930 Admiral Doyle Road
    Pensacola, FL 32506
    (H) 904/456-0480

16. **WESTERN PENNSYLVANIA**
    Toni L'Hommedieu, Ed.D.
    Box 363, RD2
    Smithfield, PA 15478
    (H) 412/569-4403
    (B) 412/469-6309

17. **REGIONAL CLUSTER**
    This Cluster serves all students not enrolled in a local cluster, including International Students.
    Charles Collins, Ed.D.
    505 West Cedar Street
    Platteville, WI 53818
    (H) 608/348-5460
Operating and Potential Clusters Accepting Application
Nova University Board of Trustees

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Revised: 5/89
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Nova University Degree Offerings
Doctoral and Professional Degrees

Doctor of Arts (D.A.) in:
- Information Science
- Training and Learning
- Technology
Doctor of Business Administration
(D.B.A.) in:
- Business Administration
Doctor of Business Administration – International Management
(D.I.B.A.) in:
- Business Administration – International Management
Doctor of Education (Ed.D.) in:
- Child and Youth Studies
- Computer Education
- Early and Middle Childhood Education
- Higher Education
- Leadership in Adult Education
- School Administration
- Vocational, Technical, Occupational Education
Juris Doctor (J.D.) in:
- Law
Doctor of Philosophy (Ph.D.) in:
- Child Clinical/Applied Development Psychology
- Clinical Psychology
- Oceanography
Doctor of Psychology (Psy.D.) in:
- Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
- Public Administration
Doctor of Science (D.Sc.) in:
- Computer Science
- Human Resource Management

Specialist Degrees
Educational Specialist (Ed.S.) in:
- Computer Applications
- Computer-Based Learning
- Computer Education
- Computer Studies
- Education (19 majors)
- School Psychology

Master's Degrees
Master of Accounting (M.Ac.) in:
- Accounting
Executive Master of Business Administration in Banking
(M.B.A. – Ex. in:
- Business Administration

Master of Business Administration
(M.B.A.) in:
- Business Administration
Master of International Business Administration
(M.I.B.A.) in:
- International Business Administration
Master of Public Administration
(M.P.A.) in:
- Public Administration
Master of Science (M.S.) in:
- Child-Care Administration
- Coastal Zone Management
- Computer Applications
- Computer-Based Learning
- Computer Science
- Computer Studies
- Counseling Psychology
- Criminal Justice
- Education (20 majors)
- Health Education
- Human Resource Management
- International Economics and Finance
- Learning Resources
- Marine Biology
- Microcomputer Applications in Management
- School Guidance
- Speech and Language Pathology
- Telecommunications Management

Bachelor's Degrees
Bachelor of Science (B.S.) in:
- Accounting
- Administrative Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- General Psychology
- Legal Studies
- Organizational Psychology
- Professional Management
- Secondary Education


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

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

Any Nova University student has the right to inspect and review his/her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree. A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

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

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

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

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

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

- a graduate admissions application
- three admissions recommendation forms
- a transcript request form
- a certification waiver
- return envelope
Graduate Admissions Application

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 $30 (application fee) payable to Nova University.

NOTE: All application material must be mailed directly to:

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

Expected Starting Date _____/_____/_____
Location ______________________________________

Mo. Day Year

Soc. Sec. # __________/________/_________ Sex ( ) Male ( )Female Date of Birth _____/_____/_____

( ) Male

Last Name First Name M.I. Maiden Name

Legal / Permanent Address: Street & Number Apt.

City State Zip Home Telephone Business Telephone

Mailing Address While Attending Nova (Local if applicable) City State Zip

EMERGENCY Contact:

Name

Address Home Telephone Business Telephone/Ext.

ACADEMIC GOAL: Check area of specialization

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

<table>
<thead>
<tr>
<th>Name of College</th>
<th>State</th>
<th>Date Started (Mo/yr)</th>
<th>Date Ended (Mo/yr)</th>
<th>Major Field</th>
<th>Degree (Mo/yr)</th>
<th>G.P.A.</th>
</tr>
</thead>
</table>

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 Program for Higher Education seminar would it replace? Send: Course description, transcript.

CITIZENSHIP STATUS

_____ U.S. Citizen  

Do you require an I-20?  _____ Yes  _____ No

_____ Non-resident Alien  

If you have a Visa Indicate Status Code ____________

_____ Resident Alien  

Country of Citizenship ____________

Native Language ____________

 Resident alien students are required to submit a copy of their alien registration card. For more information contact the International Student Office (305) 475-7413.

ETHNIC ORIGIN DATA (This information is requested for reporting purposes only)

Check one of the following:  

_____ Hispanic origin  

_____ White not of Hispanic origin  

_____ Black not of Hispanic origin  

_____ Asian or Pacific Islander  

_____ American Indian or Native Alaskan

APPLICANT STATUS AT TIME OF APPLICATION

First time attending Nova University?  _____ Yes  _____ No
PROGRAMS FOR HIGHER EDUCATION

Name of Applicant ____________________________________________

EMPLOYMENT INFORMATION

Place of FULL TIME Employment ________________________________

Address ____________________________________________________ Phone __________________
          (street)          (city)          (state-zip)

Title of Position ____________________________________________

Present Work Responsibilities __________________________________

Place of PART TIME Employment ________________________________

Address ____________________________________________________ Phone __________________
          (street)          (city)          (state-zip)

Title of Position ____________________________________________

Present Work Responsibilities __________________________________

RECOMMENDATIONS:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor.

1. __________________________________________________________
   Name                     Title                     Telephone

2. __________________________________________________________
   Name                     Title                     Telephone

3. __________________________________________________________
   Name                     Title                     Telephone
GOAL STATEMENT

Please indicate below the exact nature of the work you expect to be involved in immediately after graduating from the program. Also indicate the nature of your long range goals (5-10 years after graduation).

FINANCIAL AID:
Have you applied for Financial Aid? ______ Yes ______ No
Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? ______ Yes ______ No
If yes, when was the F.A.F. sent to Princeton, N.J.? _______________________

Date

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

______________________________  ______________________________
Applicant Signature                  Date

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

Name of Applicant: __________________________

Institution or Organization: __________________________

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

Applicant’s Name (PRINT) __________________________

Social Security No. __________________________

Program __________________________

Cluster __________________________

Date __________________________

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 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

<table>
<thead>
<tr>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
</table>

4. Resourcefulness in identifying and carrying out tasks

<table>
<thead>
<tr>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
</table>

5. Emotional Control

<table>
<thead>
<tr>
<th>Unstable</th>
<th>Usually well balanced</th>
<th>Always well balanced</th>
</tr>
</thead>
</table>

6. Interpersonal Relationships

<table>
<thead>
<tr>
<th>Avoided</th>
<th>Tolerated by others</th>
<th>Well-liked by others</th>
</tr>
</thead>
</table>

7. Most significant strength


8. Most significant weakness


9. I have known the applicant for ____ years. The applicant has been a member of my staff ____ years. I have known this person well ____, slightly _____.

10. In my opinion, the applicant's potential for success in a doctoral program of studies is: Good ____ , Average ____ , Poor ____ .

11. In my opinion, the applicant has the ability to carry effectively an institutional or organizational research project: Yes ____ , No ____ .

12. I have observed the applicant's work on institutional or organizational projects and find the project: Good ____ , Average ____ , Poor ____ .

13. The applicant works effectively with administrators or supervisors at his institution or organization. Yes ____ , No ____ .

14. The applicant has been involved in innovative projects at his institution or organization. Yes ____ , No ____ .

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

Date: _________________________________

Signature: _________________________________

Name: _________________________________

Title: _________________________________

Department: _________________________________

RETURN TO: Center for the Advancement of Education
Admissions Office
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
Recommendation for Admission to the Programs for Higher Education

| Name of Applicant: | ________________ |
| Institution or Organization: | ________________ |

**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.

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1. **Attitude toward work**
   - Somewhat negative
   - Average
   - Positive

2. **Motivation toward work**
   - Low
   - Average
   - High
3. Ability to carry out tasks

4. Resourcefulness in identifying and carrying out tasks

5. Emotional Control

6. Interpersonal Relationships

7. Most significant strength

8. Most significant weakness

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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: __________________________

Name: __________________________

Institution or Organization: __________________________

Title: __________________________

Department: __________________________

RETURN TO: Center for the Advancement of Education
Admissions Office
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
TRANSCRIPT REQUEST FORM

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

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

A. I attended your school from _______________ to _______________

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

Last First Middle/Maiden

C. My student identification number was: ________________________________

Thank you for your assistance

Sincerely,

Signature

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

TRANSCRIPT TRANSMITTAL FORM

Social Security # __________ / __________ / __________ Date ______________

Name ___________________ ___________________ ___________________

Last First Middle/Maiden

City ______________________ State ___________ Zip __________

PLEASE SEND _______ COPIES TO NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314
Dr. Ross E. Moreton  
Director  
Programs for Higher Education  
Nova University  
3301 College Avenue  
Ft. Lauderdale, FL 33314

Dear Dr. Moreton:

Re: Certification Waiver

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 three specializations: Higher Education; Adult Education; and Vocational, Technical, Occupational Education. However, I do want to be considered for admission.

Sincerely,

__________________________
Signature of Applicant

__________________________
Print Name

__________________________
Date

RETURN TO: Center for the Advancement of Education  
Admissions Office  
Nova University  
3301 College Avenue  
Ft. Lauderdale, Florida 33314