Center for the Advancement of Education Programs for Higher Education 1988-89 Catalog

Nova University

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Center for the Advancement of Education

Programs for Higher Education

1988-89 Catalog
Policies and programs set forth herein are effective through June 30, 1989. 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.
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
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1 Nova University Degree Offerings

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Statements of Mission

The University

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.

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 Programs

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 programs 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.
Doctor of Education

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 responsible for managing within the guidelines set by the University, the business affairs of a local cluster such as operating funds, meeting facilities, cluster library, student records, etc., 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 many may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually get into closely-knit educational-professional-social groups that students often find as sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed 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 1989, 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 21, 1989. The Summer Institute will be held in Palm Springs, California, from July 23 through July 29, 1989.
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.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, three letters of recommendation, and a portfolio. Applications are received and considered throughout the year. Specific criteria for admission are as follows:

LEADERSHIP IN ADULT EDUCATION. A person employed full time in adult education (e.g., training or educational programs in business, industry, or military; postsecondary educational programs; or basic adult 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, 4-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 candidates to amass and show their 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

FEES AND TUITION. An application fee of $30 must be submitted with the application. The following tuition and fees are effective October 1, 1988:

- Tuition for 1988-89 academic year is $4,100 (four partial payments of $1,025 each).
- Tuition beyond the third year is $530 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 enrolled and pay their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a major applied research project (MARP) 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.

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.

REFUNDS. Tuition for the term is due and payable by the first day of the term. Students who inform the program office 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).

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

REINSTATEMENT. In order to be reinstated after a period of withdrawal, a student must submit to the director, at least 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 program office.
3. A $20.00 reinstatement fee by check or money order made payable to Nova University and attached to the reinstatement form.
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 (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).

GRADUATE FELLOWSHIPS. Two graduate fellowship positions are available in the Programs for Higher Education.

The purpose of offering these fellowships is to make it possible for a student (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.

The stipend for each of these fellowships is $17,000.00. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus. Tuition and Summer Institute expenses are paid by the Programs for Higher Education.
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 include application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar'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.

Student or parent 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.

Program Components

This Nova 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.

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING.
3 Semester Hours Credit - 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.
3 Semester Hours Credit - 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. 3 Semester Hours Credit - 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.
3 Semester Hours Credit - 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. 3
Semester Hours Credit - 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--Leadership in Adult Education

EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION. 3 Semester Hours Credit - 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. 3 Semester Hours Credit - In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

Specialization Seminars--Higher Education

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION. 3 Semester Hours Credit - 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. 3 Semester Hours Credit - The areas of study in this seminar are the historical and philosophical roots of higher education: the Medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact are explored.

Specialization Seminars--Vocational, Technical, Occupational Education

ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT. 3 Semester Hours Credit - 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. 3 Semester Hours Credit - 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.
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 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 examination has been passed.

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.

Grading System

Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, NO PASS, and UNACCEPTABLE are assigned for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators.

A PASS indicates the student has satisfied the requirements for a seminar or practicum.
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 the practicum needs revision. When a practicum receives a 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.

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.
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. This 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 270,000 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. Since it began operation in September of 1976, I.R.S. has distributed over 60,000 documents on microfiche.

I.R.S. also has computer access to ERIC and more than 200 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 100 million records.
Graduation Requirements

To graduate, a student must fulfill the following requirements:

1. Attend and pass seven seminars (3 semester hours credit each)
2. Pass five practicums (4 semester hours credit each)
3. Successfully complete the MARP proposal and MARP report (21 semester hours credit)
4. Attend two summer institutes (no credits awarded)
5. Submit an individualized evaluation
6. Pass a general comprehensive examination
7. 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 life experience or other forms of advanced standing will be granted.
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.
3 Semester Hours Credit
BARTON HERRSCHER, Ed.D., University of Houston
AL MIZEI, Ed.D., Nova University
ALBERT PAUTLER, Jr., Ed.D., State University of New York at Buffalo

ECD 8007 - GOVERNANCE AND MANAGEMENT.
3 Semester Hours Credit
DANIEL AUSTIN, Ph.D., Nova University
WARRENS GROFF, Ed.D., Shelby State Community College
JOHN SCIgLIANO, Ed.D., Nova University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION.
3 Semester Hours Credit
GARY RANKIN, Ph.D., Oklahoma City Community College
MARCIA BELCHER, Ph.D., Miami-Dade Community College

ECD 8016 - LEARNING THEORY AND APPLICATIONS.
3 Semester Hours Credit
JOHN LOSAK, Ph.D., Miami-Dade Community College
EARL WRIGHT, Ph.D., San Antonio Community College

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION.
3 Semester Hours Credit
KENNETH VARCOE, Ph.D., The Pennsylvania State University
DAVID ZIERATH, Ph.D., University of Wisconsin

Specialization in Leadership in Adult Education
EAD 8003 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION.
3 Semester Hours Credit
DALE COOK, Ed.D., Kent State University

Specialization in Higher Education
EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION.
3 Semester Hours Credit
J. TERENCE KELLY, Ed.D., Miami-Dade Community College
SEBASTIAN V. MARTORANA, Ph.D., The Pennsylvania State University
LAWRENCE A. NESPOLI, Ed.D., Maryland State Board of Community Colleges
EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA.
3 Semester Hours Credit
DONALD BRYANT, Ed.D., Carteret Technical College
FREDERICK KINTZER, Ed.D., University of California at Los Angeles (Retired)
JAMES WATTENBARGER, Ed.D., University of Florida

Specialization in Vocational, Technical, Occupational Education
ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA.
3 Semester Hours Credit
WARREN GROFF, Ed.D., Shelby State Community College

Practicums
EAD 8071 or EHD 8071 or ETD 8071 - (4 Semester Hours Credit)
Practicum - Governance and Management
EAD 8072 or EHD 8072 or ETD 8072 - (4 Semester Hours Credit)
Practicum - Curriculum and Program Planning
EAD 8073 or EHD 8073 or ETD 8073 - (4 Semester Hours Credit)
Practicum - Learning Theory and Applications
EAD 8074 or EHD 8074 or ETD 8074 - (4 Semester Hours Credit)
Practicum - Societal Factors Affecting Education
EAD 8075 or EHD 8075 or ETD 8075 - (4 Semester Hours Credit)
Practicum - Applied Educational Research and Evaluation
EAD 8079 - (4 Semester Hours Credit)
Practicum - History, Philosophy, and Practices of Adult Education
EHD 8076 - (4 Semester Hours Credit)
Practicum - Emergence of Higher Education in America
ETD 8076 - (4 Semester Hours Credit)
Practicum - Personnel - Human Resources Development
EAD 8080 - (4 Semester Hours Credit)
Practicum - Theory and Methods of Adult Education
EHD 8077 - (4 Semester Hours Credit)
Practicum - Politics, Law, and Economics of Higher Education
ETD 8077 - (4 Semester Hours Credit)
Practicum - Emergence of Vocational, Technical, Occupational Education in America

Summer Institutes - (No Credit Awarded)
ECD 8060 - Summer Institute - 1
ECD 8061 - Summer Institute - 2

Major Applied Research Project
EAD 8093 or EHD 8093 or ETD 8093 (7 Semester Hours Credit)
Major Applied Research Project Proposal
EAD 8094 or EHD 8094 or ETD 8094 (7 Semester Hours Credit)
Individualized Evaluation and Satisfactory Progress on the Major Applied Research Project
EAD 8095 or EHD 8095 or ETD 8095 (7 Semester Hours Credit)
Major Applied Research Project

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Programs for Higher Education Faculty

DENNIS T. ADAMS, Ed.D., Coordinator of former Alabama Clusters, is Director of Adult Basic Education at Jefferson County Board of Education in Birmingham, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

DANIEL 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 in Fort Lauderdale, Florida.

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

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Leadership in Adult Education,
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Educational Administration
and Director of the Center for
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PHYLLIS S. COOPER,
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PHILIP H. DETURK, Ed.D.,
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College, the undergraduate
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JOHN D. FOY, III, Ph.D.,
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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.,
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He also serves as a Central Staff
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KENNETH G. STUART, Ph.D., Local Research Associate for the Hampton/Richmond Cluster, is Operations Research Analyst with the Department of the Army in Fort Monroe, Virginia.

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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 catalog 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.

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

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

FOND DU LAC
Dr. Jerry J. Stepien
1275 N. Leonard Drive
Fond du Lac, WI 54935
(H) 414/922-2823 (Evenings and Weekends Only)

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

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

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

OAKLAND
Dr. Eugene S. Long
5522 Estates Drive
Oakland, CA 94618
(H) 415/653-7869

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

PHOENIX
Dr. Dee E. Nellis
1056 East Wickieup Lane
Phoenix, AZ 85024
(H) 602/582-5863
(B) 602/995-5999

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

SOUTH FLORIDA
Dr. George Mehallis
9661 N.W. 11th Street
Plantation, FL 33322
(B)305/761-7483

SPRINGFIELD
Dr. Winifred Bowers
Southwest Baptist University
1636 South Glenstone
Suite 101
Springfield, MO 65804
(H)417/881-0058
(B)417/887-7770
TAMPA
Dr. Valda Robinson
17919 Crooked Lane
Lutz, FL 33549
(H) 813/949-4169

VENTURA
Dr. Edward Tennen
757 Creekmont Ct.
Ventura, CA 93003
(H) 805/658-7054

WEST FLORIDA
Dr. Gaspare Tamburello
5930 Admiral Doyle Road
Pensacola, FL 32506
(H) 904/456-0480

WESTERN PENNSYLVANIA
Dr. Toni L'Hommedieu
Community College of Allegheny County
State Road 885
West Mifflin, PA 15122
(H) 412/569/4403
(B) 412/469/6309

REGIONAL CLUSTERS
(Northwest, Southwest, North Central, South Central, Northeast, Southeast)
Dr. Charles Collins
505 West Cedar Street
Platteville, WI 53818
(H) 608/348-5460

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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 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:
  Computer Education
  Early and Middle Childhood
  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 Developmental 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
  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 (19 majors)
  Health Education
  Health Services Administration
  Human Resource Management
  Human Services
  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 nondiscrimination. 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.