1991

Programs for Higher Education 1991-1992

Nova University

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CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

Amendment to refund policy:
In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on Proprietary Education
32 East Washington Street, Suite 804
Indianapolis, IN 46204."

In-State Toll Free Number 1-800-227-5695
or (317) 232-1320.

SOUTH CAROLINA DISCLOSURE

Admission Requirements
In addition to the admission procedures specified in the catalog, the following requirement must be noted:

All applicants for the South Carolina clusters must provide a current Graduate Record Examination (GRE) score as part of the admission selection process.
Policies and programs set forth in this catalog are effective through June 30, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

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

Nova 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.

Nova University is a member of the American Association of Colleges for Teacher Education.
Since Nova University was chartered in 1964, it has distinguished itself by its innovative outlook, its diverse educational programs that provide both traditional and nontraditional choices, its research in numerous fields, and its service to the community. Throughout the years, Nova has been responsive to the needs of society--adding and changing programs, offering greater accessibility to students, and incorporating the latest in modern technology. Our presence is visible throughout the country and beyond, as our alumni "make their mark" in education and in numerous other fields. The University continues to grow, with a current enrollment of more than 10,000 students. Committed to the idea that education should not be timebound or placebound, Nova University is truly positioned as a major institution for the 21st century.
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, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, 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 specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

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

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

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.

Come to our campus offices or call toll-free for program information:
8:30 A.M. - 5:00 P.M., Monday-Friday
Broward County, Florida 475-7385
Dade County, Florida 940-6447, Ext. 7385
All other areas (800) 541-6682, Ext. 7385
Research studies on the adult learner are emerging. Many universities are just becoming aware that working adult professionals, age 25 to 65, differ in many ways from younger learners. Nova’s graduate programs in higher education, adult education, and vocational, technical and occupational education began in 1972. In the 19 years since then, the programs have evolved and changed, but the basic principles of adult learning on which the programs are based have continued in all of the programs’ components:

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

Two thousand of your colleagues, the graduates of 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 and 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 for the Advancement of Education

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 geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Center for the Advancement of Education offers:

At the doctoral level--
- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education
- Ed.D. in Vocational, Technical, Occupational Education

At the master's or educational specialist level--
- M.S. in Child Care Administration
- M.S. in Child and Youth Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language Pathology
- The GEM Programs, M.S. and Ed.S. in 20 majors

Center Administration

DONALD J. STANIER, Ph.D.
Assistant Dean for Research and Program Development

LINDA SWAILS
Operations Manager

AL MIZEII, Ed.D.
Director of Technology

STEPHEN I. SIPILET, Ed.D.
Director of Student Affairs and Admissions

CAROLE BENEDICT
Coordinator of Marketing
The field-based doctor of education programs of Nova University are committed to providing quality education to professional educators and trainers. Throughout the last 19 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 and major applied research projects) required in the Programs for Higher Education support the University goal to improve education and training activities in society by further developing the professionals who work in those settings.

Nova University has more than 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 three foreign countries, who share your commitment to improve adult education, higher education, and vocational, technical, occupational education.
The Programs for Higher Education (PHE) 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 PHE embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision making in educational programs and systems. The overall goal of the program is to make a positive impact on education by influencing those responsible for its administration and delivery.

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

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality newly acquired knowledge and competencies through direct application within their own institutions or organizations.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the doctor of education degree offered by PHE, it is a condition for earning the degree.

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

PETER K. MILLS, Ed.D.
Associate Director

MARTIN B. PARKS, Ph.D.
Program Professor

THOMAS H. QUINLAN, Ed.D.
Program Professor

ADA CHRISTIE
Assistant to the Director

BARBARA CROMARTIE
Administrative Assistant

MARGE ROWLAND
Administrative Secretary

MARILYN KRISS
Secretary

PEG KULAK
Secretary

ALICE NICHOLSON
Secretary

JO ANN TAYLOR
Secretary
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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.
Program Components

This doctoral program consists of eight seminars (six core, two specialization), the completion of five practicums (papers applying program principles to the student’s work setting), attendance at two weeklong summer institutes, a comprehensive examination, and a major applied research project (MARP). This program is designed so that it may be completed in three years, while the student remains fully employed.

Seminar Descriptions

Students entering for fall 1991 and later must attend and pass eight seminars. Six of these are “core” seminars and are required of all students regardless of specialization. Two seminars are “specialization” seminars and are taken only by those enrolled for that specialization. Core seminars are offered at local cluster sites and on campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes. Instruction is provided by educators with doctorates from throughout the country who have been selected as national lecturers on the basis of their subject expertise, teaching ability, reputation, and commitment to helping graduate adult learners achieve their educational goals. This is a primary factor in giving the program its national perspective and gives students direct exposure to a wide range of scholars and practitioners.

Core Seminars
Listed below are the six core seminars. Each seminar carries three semester hours credit.

CURRICULUM AND PROGRAM PLANNING (ECD 8003)
This seminar is designed to assist the student in the attainment of competencies related to the various theories, principles, and practices of curriculum and program planning. It includes the study of philosophical and ideological bases of curriculum theory, curriculum development, organization of learning experiences, contemporary theories of curriculum, and evaluation of educational 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, instructional materials, and curriculum change.

GOVERNANCE AND MANAGEMENT (ECD 8007)
This seminar covers theories, models, and processes in the management of educational organizations and other service entities. Organizational 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.

HUMAN RESOURCES DEVELOPMENT (ECD 8008)
This seminar covers the recruitment, supervision, staff development, and evaluation of personnel in educational organizations. Contemporary theories and practices in staff development and human resource management and similar issues are explored. The emphasis is on the creation of the organization of the future.

LEADERSHIP (ECD 8009)
The purpose of this seminar is twofold: (1) to provide learners with a conceptual framework in which leadership is viewed as a collective enterprise resulting in unity of organizational vision and purpose; and, (2) to empower emerging leaders through learner-designed Leadership Development Action Plans (LDAP) which address innovative organizational paradigms, alternative leadership strategies, and examination and development of factors which empower leaders. Leadership Development Action Plans will reflect analysis, synthesis and application of such leader-related skills as developing and communicating a vision, inspiring and motivating others, nurturing diversity, networking and team-building, forecasting alternative futures, and facilitating group problem-solving, decision-making and change processes.

RESEARCH METHODOLOGY (ECD 8013)
This seminar focuses on the concepts of the problem-solving methodologies. Students will demonstrate an understanding of the concepts by applying them to institutional and agency problems and describing the influence of these methodologies on educational policy and practice.

SOCIETAL FACTORS AFFECTING EDUCATION (ECD 8021)
This seminar explores the interdependent forces in society that affect lifelong education. The seminar approach includes doing environmental scanning and identifying the various societal factors or forces external to education that can or do influence the institution of education, the process of education, and lifelong learning. The course of study includes a focus on (1) the societal and social context (past, present, and future); (2) social and
societal trends and their potential impact on education; and (3) planning for the future. Some of the key concepts explored and how these factors affect education include economics, control (government, the courts, constituencies, etc.), technological, social, and demographic (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agentry are also important aspects of the course content.

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

Adult Education

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

THEORY AND METHODS OF ADULT EDUCATION (EAD 8007)
The purpose of this seminar is to help students accomplish three broad objectives: to understand adult development throughout the life span and its relationship to adult learning; to become aware of the research and knowledge base regarding adult learning; and to develop an understanding of the role of the "teacher" in adult education and become skillful in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives.

Higher Education

POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION (EHD 8002)
This seminar places leadership roles and policy decision making in current and emerging contexts of political, legal, and economic factors affecting postsecondary education. The seminar applies the techniques and theories of the three perspectives to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.

EMERGENCE OF HIGHER EDUCATION IN AMERICA (EHD 8006)
The areas of study in this seminar are the historical and philosophical roots of higher education: European contributions to the ideas of the American college; the evolution and diversification of American higher education; the dynamic pattern of higher education in the late 20th century; and examination of the future of American higher education with appropriate emphasis on the community college.

Vocational, Technical, Occupational Education

EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA (ETD 8006)
The Vocational, Technical, Occupational Education in America (VTO) 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.

TRENDS AND ISSUES IN VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION (ETD 8008)
This seminar will explore the major sociological, economic, educational, legislative, and political issues and trends expected to have continuing impact on vocational/technical education. The current status and philosophies of vocational/technical education will be discussed relative to these trends and issues. Seminar content will reflect the dynamic changes occurring in our society. Articulation between secondary and postsecondary education, business and industry partnerships, vocational legislation, and world labor market manpower needs are a few of the topics that will be examined.
The Concentration Option

Effective the Fall Term of 1991, Programs for Higher Education will offer students the opportunity to elect a concentration within their specialization. The concentration will enable students to demonstrate to employers and colleagues that they have undergone a rigorous doctoral program, in depth as well as breadth. This option will be presented to current and new students in writing. PHE will acknowledge and record the choice of concentration, if any, in its student records.

An approved list of concentrations will be published annually. The following are approved concentrations for 1991-1992:

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

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

Students will express their chosen concentration by including statements in at least three of their practicum reports, and in their major applied research projects, which explain the relationship of these projects to that concentration.

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

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

Practicums

Students receive four semester hours' credit for each practicum approved. Practicums are applied research projects that are designed to promote the solution to current problems in the student's institution. 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 four practicums, one related to each of four different seminars. All students must complete a practicum relating to the seminar on Research Methodology 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 cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

Summer Institute

Each student must attend two summer institutes (ECD 8060 and ECD 8061). Summer institutes are weeklong conferences 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 on 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 passing six seminars and three practicums. Successful completion of the comprehensive examination is a prerequisite to admission to candidacy status and the assignment of a MARP committee.

Description
The comprehensive examination consists of a 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 or MARP, is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

MARP's involve 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 completing the comprehensive examination and after seven seminars and three practicums have been satisfactorily passed. (Students who entered prior to fall 1991, if they wish to, may remain under previous catalog requirements.)

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 nine-month academic years for local clusters, formal instruction covers six of eight required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for the meetings of the 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 Cluster
The Regional Cluster was developed specifically for professionals who, because of location or employment considerations, are unable to participate in local clusters. It has been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.
The Regional Cluster employs a combination of field-based delivery, supervised study, and formal instruction. The program components include a minimum of three regional cluster meetings, two summer sessions and two summer institutes. In addition to an orientation meeting in the winter of 1992, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. Summer sessions will be held in Fort Lauderdale from July 13 through July 24, 1991. The summer institute will be held in Fort Lauderdale from July 26 through August 1, 1992. International students for whom English is a second language are required to attend an orientation program for one week in advance of these dates.

Graduation Requirements

Students entering in the fall of 1991 or later must fulfill the following graduation requirements:

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

Total requirements: 61 credits

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

PHE has adopted minimum progress requirements to ensure student success well within the seven-year time limit. A student who does not achieve minimum progress may not be eligible to continue, even though the time limit has not expired.

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 PHE 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 nonrefundable application fee (payable to Nova University) and the required Certification Waiver form letter to the Programs for Higher Education office
2. Request that the official transcript of academic work leading to the master's degree be sent to the same office
3. Request recommendations from three supervisors or administrators who can attest to the nature of his or her performance
4. Following notification of provisional admission, complete and return the portfolio. Each admission file must be completed by the end of the first term of enrollment
5. GRE scores are required for students of the Greenwood Cluster.

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.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale. For further information, contact: International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Call toll-free: (800) 541-6682, Ext. 5695, all others call (305) 370-5695.
International Students for Whom English Is a Second Language

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

1. A requirement of a minimum score of 500 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university
2. The submission of the portfolio, a current requirement for the admission of all students, at or prior to the first summer session
3. Certification that they own or have proxy access to a FAX machine so that long-distance communications with PHE program personnel can be enhanced
4. Receipt of the completed application and fees in the PHE office by March 1, for those intending to enroll for the following spring and summer terms; or by September 1 for those planning to attend the fall or winter terms.

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

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

Portfolio

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

A booklet explaining the portfolio is provided to each candidate.

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

The candidate includes the following in the portfolio: a 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, or toll-free (800) 541-6682, Ext. 7385.

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.

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

For Seminars

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

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

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

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

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

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

For Practicums

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

A grade of UNACCEPTABLE means that the practicum needs revision. When a practicum receives an UNACCEPTABLE on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

For Comprehensive Exam

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.

For MARP

A grade of pass is awarded upon successful completion of the MARP project.

General Policies on Grades

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

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

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

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

Withdrawal

Withdrawal occurs in two ways. Ideally the student should notify the director of the Programs for Higher Education, in writing (with a copy to the cluster coordinator) of his or her intention to withdraw, specifying the effective date of the withdrawal. If, however, a student fails to register for a particular term, the program considers him or her to be "withdrawn" as of the first day of that term.

Reinstatement

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

1. A letter of intention to 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 reinstatement fee by check or money order (payable to Nova University) attached to the reinstatement form.

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

Financial Information

Tuition and Fees

A nonrefundable application fee of $30 must be submitted with the application. The following tuition and fees are effective July 1, 1991.

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

Tuition for the 1991-1992 academic year is $5,440 (four partial payments of $1,360 each).

Tuition beyond the third year is $740 per three-month term.

Students who enroll and pay tuition beyond the third year (beyond 12 terms of enrollment) will receive a refund of $450 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 summer term and are responsible for their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a MARP 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.

Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7410.

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed. All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received
after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline).

Veterans' Benefits and Standards

All programs described in this catalog are approved for veterans' training by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, or telephone (305) 370-5695 or toll-free (800) 541-6682, Ext. 5695.

Veterans' Benefits for Off-Campus Graduate Programs

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 (or grade of B) each evaluation period (e.g., term, semester, quarter). He or she also must meet any skill or technical requirements of his or her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

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. There is no refund after the second meeting.

If a cluster for which an applicant has applied fails to form, all monies will be refunded (including the $30 application fee).

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

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. The only exception to this rule is in the case of removal of incomplete seminar grades.
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 PHE; (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 PHE.

In addition to a yearly stipend, each graduate fellow's tuition for four terms and expenses for one summer institute will be paid by the Programs for Higher Education. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus.

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

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

For local clusters, all seminar work takes place during the first two years of the program. One seminar per term is scheduled for these two years. The core seminars are scheduled for a minimum of three daylong sessions on Saturdays. Applied research workshops are held on a fourth Saturday. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each local cluster student should have completed the seven required seminars.

During the third year of the program, each local cluster student completes the practicum requirements, and if eligible, takes the comprehensive examination. Students assigned to a major applied research project committee meet with their MARP advisor and other PHE staff for counseling and advising.

Regional students should contact the regional cluster coordinator or the Programs for Higher Education for details regarding the Regional Cluster calendar.
Course Numbers and Titles

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

Seminar Numbers, Titles, and Faculty

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

ECD 8007 - GOVERNANCE AND MANAGEMENT
WARREN H. GROFF, Ed.D., Temple University
RICHARD L. ALFRED, Ed.D., The Pennsylvania State University
THOMAS H. QUINLAN, Ed.D., Virginia Polytechnic Institute and State University

ECD 8008 - HUMAN RESOURCES DEVELOPMENT
WARREN H. GROFF, Ed.D., Temple University
RICHARD T. REES, Ed.D., Rutgers University
JOHN SAMPLE, Ph.D., Florida State University
DONALD J. WELCH, Ed.D., University of Missouri-Columbia
KENNETH E. BEIGHLEY, Ph.D., Michigan State University
Practicum Numbers and Titles

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

- 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 - Research Methodology
- EAD 8078 or EHD 8078 or ETD 8078 Practicum - Human Resources Development
- EAD 8081 or EHD 8081 or ETD 8081 Practicum - Leadership
- EAD 8079 Practicum - History, Philosophy, and Practices of Adult Education
- EAD 8080 Practicum - Theory and Methods of Adult Education
- EHD 8076 Practicum - Emergence of Higher Education in America
- EHD 8077 Practicum - Politics, Law, and Economics of Higher Education
- ETD 8076 Practicum - Personnel - Human Resources Development
- ETD 8077 Practicum - Emergence of Vocational, Technical, Occupational Education in America
- ETD 8082 Practicum - Trends and Issues in Vocational, Technical, Occupational Education
Summer Institute Numbers and Titles

ECD 8060 - Summer Institute - 1
ECD 8061 - Summer Institute - 2

Comprehensive Examination Number and Title

ECD 8100 - Comprehensive Examination

Major Applied Research Project Number and Title

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

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.

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

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

WALTER A. BROWER, Ed.D.,
Major Applied Research Project Advisor and National Lecturer in Leadership, is Professor of Education and Dean Emeritus, School of Education and Human Services, at Rider College in Lawrenceville, New Jersey.

MORRIS BASKETT,
D.Phil., Coordinator of the Calgary, Alberta Canada Cluster, is professor and program director at the University of Calgary.

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

KENNETH E. BEIGHLEY,
Ph.D., National Lecturer in Human Resources Development, is an independent consultant and therapist.

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.

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

MAURO CHAVEZ, Ed.D.,
Coordinator of the Bay Area Cluster, is Associate Provost, Instructional Services, at Evergreen Valley College in California.

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

CHARLES W. COLLINS,
Ed.D., Coordinator of Regional Cluster, is 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 History, Philosophy, and Practices of Adult Education, is Associate Professor of Educational Administration and Director of the Center for Community Education at Kent State University in Kent, Ohio.

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

DAVID F. CORDOVA, Ed.D.,
National Lecturer in Research Methodology, is Professor and Chairman, Department of Health Related Studies, University of Texas Medical Branch at Galveston, School of Medicine, Galveston, Texas.

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

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 F. GADBOW, Ed.D.,
National Lecturer in Theory and Methods of Adult Education and a Major Applied Research Project Advisor, is Associate Dean of the Genesee Valley Regional Center, Empire State College, State University of New York.

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

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

ALBERT R. HAUGERUD, Ph.D.,
National Lecturer in Leadership, is Director for Curriculum Development and Training, Program for Social Services Research, Development and Training, Western Washington University.

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.
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.

LINDA KUK, Ph.D., National Lecturer in Societal Factors Affecting Education, is Vice-President for Student Affairs at State University of New York College at Cortland, Cortland, New York.

JOHN W. LAVERY, Ed.D., Local Research Associate for the Hampton/Richmond Cluster, is Program Manager, Virginia Department of Economic Development, Industrial Training, Richmond, Virginia.

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

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

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

JOHN LOSAK, Ph.D., Practicum Evaluator and Major Applied Research Project Advisor, is Dean of Institutional Research at Miami-Dade Community College in Miami, Florida.

MARGARET S. MARTIN, Ph.D., Local Research Associate for the Greenwood Cluster, is Associate Professor of Health Services Administration at the 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 a past President of the Association for Continuing Higher Education.

AL P. MIZELL, Ed.D.,
National Lecturer in Curriculum and Program Planning, is Director of Technology for the Center for the Advancement of Education.

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 Director of Western Programs for Nova University in Phoenix, Arizona.

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

RONALD A. NEWELL, Ed.D.,
Major Applied Research Project Advisor and Practicum Evaluator, is a Program Professor in the Center for the Advancement of Education, Nova University.

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

MARTIN B. PARKS, Ph.D.,
Program Professor, Vocational Technical, Occupational Education and a Major Applied Research Project Advisor and Central Staff Committee Member.

DIANE L. PAUL, Ed.D.,
Coordinator of Special Projects and Associate Cluster Coordinator of the Regional Cluster.

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.

THOMAS H. QUINLAN, Ed.D.,
Program Professor, Higher Education and a Major Applied Research Project Advisor and Central Staff Committee Member.
GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Research Methodology, is the Vice-President for Planning for Oklahoma City Community College in Oklahoma City, Oklahoma.

RICHARD T. REES, Ed.D., National Lecturer in Human Resources Development, is Director of Hospital Education, Lakeland Regional Medical Center in Lakeland, Florida.

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

CORNELIUS V. ROBBINS, Ed.D., Major Applied Research Project Advisor, is President, College of Agriculture and Technology, of the State University of New York at Cobleskill, New York.

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

MARK H. ROSSMAN, Ed.D., Major Applied Research Project Advisor, is Professor at Ottawa University, Ottawa, Kansas, and Director of Graduate Studies at Ottawa University, Phoenix Center.

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

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

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

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., Associate Cluster Coordinator for the Phoenix Cluster, is Maintenance Officer, Office of the Adjutant General, State of Arizona.

KENNETH E. VARCOE, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, 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. WATENBARGER,
Ed.D., National Lecturer in Emergence of Higher Education in America, is Director of the Institute of Higher Education and Distinguished Service Professor at the University of Florida in Gainesville, Florida.

DONALD J. WELSH, Ed.D.,
National Lecturer in Human Resources Development, is President of Welsh and Welsh Consultants in Kansas City, Missouri.

PHILIP L. WOOLF, Ed.D.,
Coordinator of the Hampton/Richmond Cluster, is Dean of Academic Affairs at Commonwealth College in Richmond, Virginia.

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

Those who are interested in obtaining additional information on the programs described in this catalog may do so by contacting the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7385, or toll-free (800) 541-6682, Ext. 7385, or the Programs for Higher Education cluster coordinator in their area.

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

1. **BAY AREA**
   Mauro Chavez, Ed.D.
   3903 Loganberry Drive
   San Jose, CA 95121
   (H) (408) 270-8147

2. **CALGARY**
   Carolle Debert, Site Administrator
   Columbia Institute of Canada
   802 Manning Road N.E.
   Calgary, Alberta, Canada T2E 7N8
   (B) (403) 273-0315
   FAX: (403) 272-3805

3. **CHICAGO**
   Patrick O'Connell, Ed.D.
   17200 School Street
   South Holland, IL 60473
   (H) (708) 339-3515

4. **DALLAS**
   Anita G. Barrett, Ph.D.
   8453 Mary's Creek Drive
   Fort Worth, TX 76116
   (H) (817) 244-3309 (evenings and weekends only)
   (B) (817) 531-4509

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

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

7. **MASSACHUSETTS**
   Diane L. Paul, Ed.D.
   485 Federal City Road
   Pennington, NJ 08534
   (H) (609) 737-1361

8. **PHILADELPHIA**
   Phyllis S. Cooper, Ed.D.
   4 Hampton Road
   Trenton, NJ 08638-1414
   (H) (609) 771-6944
   (B) (609) 771-2522

9. **PHOENIX**
   Deo E. Nellis, Ed.D.
   8601 N. Black Canyon Hwy. #117
   Phoenix, AZ 85021
   (B) (602) 995-5999
   FAX: (602) 995-7097

10. **SANTA ANA**
    Don Busche, Ed.D.
    Saddleback College
    28000 Marguerite Parkway
    Mission Viejo, CA 92691
    (B) (714) 582-4623

11. **SOUTH FLORIDA**
    George Mehallis, Ph.D.
    9661 NW 11th Street
    Plantation, FL 33322
    (H) (305) 475-8760
    (B) (305) 492-1106

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

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

14. **WEST FLORIDA**
    Gaspare B. Tamburello, Ed.D.
    5930 Admiral Doyle Road
    Pensacola, FL 32506
    (H) (904) 456-0480

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

16. **REGIONAL CLUSTER**
    Charles W. Collins, Ed.D.
    505 West Cedar Street
    Platteville, WI 53818
    (H) (608) 348-5460
    FAX: (608) 348-6851
    This cluster serves all students not enrolled in a local cluster, including international students.
Operating and Potential Clusters Accepting Application

- CALGARY, ALBERTA
- NORTH DAKOTA
- MINNESOTA
- MONTANA
- SOUTH DAKOTA
- WISCONSIN
- COLORADO
- KANSAS
- MISSOURI
- MISSISSIPPI
- TENNESSEE
- TEXAS
- OKLAHOMA
- ARKANSAS
- ALABAMA
- GEORGIA
- FLORIDA
- NORTH CAROLINA
- SOUTH CAROLINA
- VIRGINIA
- KENTUCKY
- OHIO
- PENNSYLVANIA
- NEW JERSEY
- NEW YORK
- MASSACHUSETTS
- CONNECTICUT
- RHODE ISLAND
- DISTRICT OF COLUMBIA
- MARYLAND
- WEST VIRGINIA
- NORTH DAKOTA
- SOUTH DAKOTA
- WYOMING
- MONTANA
- IDAHO
- UTAH
- COLORADO
- NEW MEXICO
- ARIZONA
- CALIFORNIA
- OREGON
- WASHINGTON
- ALASKA
- HAWAII

Alaska
Hawaii
What 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."

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

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

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

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

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."

NEW YORK: "The greatest strength of the Higher Education Programs is the ability to complete the program without having to interrupt employment. "The diversity of the student population is an asset as it affords an opportunity for students to learn from other students from different disciplines and other geographical areas. This is especially true at the summer institute. "Summer Institute is an excellent professional development opportunity for many educators."

SOUTH CAROLINA: "The Nova Program is excellent. It provides the flexibility a practitioner needs. It also provides students access to nationally acclaimed leaders in the community college arena. The national lectures were excellent. "The summer institutes offer outstanding opportunities for professional growth. The networking opportunities for professional growth are as valuable as the sessions. I really have enjoyed the doctoral program. I have attended six Summer Institutes and look forward to this summers."
Nova University Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education. This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and non-print materials designed to provide curriculum enrichment resources for students from preschool through high school. The media center for pre-kindergarten through middle school students is located in the University School building, and for high school students it is located in the Sonken Building. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 920-1909.

The LAW LIBRARY is in the Leo Goodwin, Sr., Law Building at 3100 SW 9th Avenue, Fort Lauderdale. The library collection, now more than 250,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for the United Nations' documents. The Law Center also houses a majority of the U.S. Government documents that are deposited with Nova University.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

STUDENT IDENTIFICATION: students are required to have a student I.D. card for library use. The student I.D. is issued in the registrar's office on the third floor of the Parker Building.

Center for Media and Technology

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

The Center houses a growing library of instructional materials such as 16 mm films, videotapes, filmstrips, slide/tape presentations, audio tapes, and kits for students and faculty use. Full A/V equipment services are also available through the department.

Computing Facilities

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

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

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed more than 100,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 350 databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain...
related information. The computer files to which IRS has access contain more than 200 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.
Nova University Policies
Governing Student Relations

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

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

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

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

I. Nova University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

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

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

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.
3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one’s work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

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

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. **Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students’ right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

- a. Theft;
- b. Vandalism;
- c. Disruptive behavior;
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. Possession, transfer, sale, or use of illicit drugs;
- f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. Violations of housing regulations;
- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual’s right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others; and
- j. Failure to pay tuition and fees in a timely manner.

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

C. **Supplementary Standards**

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

D. **Violations**

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

**Drug-Free Schools and Campuses**

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.
The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances—Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

**On Campus:**

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie .................................. 475-7070
Lauderhill ................................ 486-3663
Coral Springs ......................... 753-7020

**Community:**

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver’s license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than $250 or more than $500 and imprisonment not more than six months. A second conviction results in a fine of not less than $500 or more than $1,000 and not more than nine months’ imprisonment. Third conviction will result in not less than a $1,000 fine or more than a $2,500 fine and imprisonment for not more than 12 months.

By applying for a driver’s license and accepting and using a driver’s license, a person holding the driver’s license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee’s satisfactory participation in a drug/

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician’s order. It does not prohibit the use of prescribed medication under the direction of a physician.
alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.
**Federal Trafficking Penalties**

<table>
<thead>
<tr>
<th>PENALTY</th>
<th>CSA</th>
<th>2nd Offense</th>
<th>1st Offense</th>
<th>1st Offense</th>
<th>2nd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHAMPHETAMINE</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td></td>
<td>100 gm or more or 1 kg1 or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEROIN</td>
<td>100-999 gm mixture</td>
<td></td>
<td>1 kg or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COCAINE</td>
<td>500-4,999 gm mixture</td>
<td></td>
<td>5 kg or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COCAINE BASE</td>
<td>5-49 gm mixture</td>
<td></td>
<td>50 gm or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCP</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td></td>
<td>100 gm or more or 1 kg1 or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSD</td>
<td>1-10 gm mixture</td>
<td></td>
<td>10 gm or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FENTANYL</td>
<td>40-399 gm mixture</td>
<td></td>
<td>400 gm or more mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FENTANYL ANALOGUE</td>
<td>10-99 gm mixture</td>
<td></td>
<td>100 gm or more mixture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Drug** | **Quantity** | **First Offense** | **Second Offense**
--- | --- | --- | ---
Others2 | Any | Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual. | Not more than 30 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual. |
III | All | Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual. | Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual. |
IV | All | Not more than 3 years. Fine not more than $250,000 individual, $1 million not individual. | Not more than 6 years. Fine not more than $500,000 individual, $2 million not individual. |
V | All | Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual. | Not more than 2 years. Fine not more than $200,000 individual, $500,000 not individual. |

1 Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg. 2 Does not include marijuana, hashish, or hash oil.

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**Federal Trafficking Penalties – Marijuana**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more; or 1,000 or more plants</td>
<td>Marijuana Mixture containing detectable quantity</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>100 kg to 1,000 kg; or 100-999 plants</td>
<td>Marijuana Mixture containing detectable quantity</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $2 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>10 to 100 kg</td>
<td>Hashish</td>
<td>Not more than 10 years. If death or serious injury, not less than 20 years, not more than life. Fine $5 million not individual, $10 million not other than individual.</td>
<td></td>
</tr>
<tr>
<td>1 to 100 kg</td>
<td>Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td></td>
</tr>
<tr>
<td>50-99 plants</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td></td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td></td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td></td>
</tr>
</tbody>
</table>

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1 Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg. 2 Does not include marijuana, hashish, or hash oil.
## Controlled Substances—Uses & Effects

<table>
<thead>
<tr>
<th>DRUGS</th>
<th>CSA SCHEDULES</th>
<th>TRADE OR OTHER NAMES</th>
<th>MEDICAL USES</th>
<th>DEPENDENCE</th>
<th>TOLERANCE</th>
<th>DURATION</th>
<th>USUAL METHODS OF ADMINISTRATION</th>
<th>POSSIBLE EFFECTS</th>
<th>EFFECTS OF OVERDOSE</th>
<th>WITHDRAWAL SYNDROME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NARCOTICS</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Opium</td>
<td>II III V</td>
<td>Dover's Powder, Pargyline Paraacetamin</td>
<td>Analgesic, antidiarrheal</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral, smoked</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td>Slow and shallow breathing, clammy skin, sweating, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating</td>
<td></td>
</tr>
<tr>
<td>Morphine</td>
<td>III</td>
<td>Morphine, MS Contin, Roxanol, Roxanol SR</td>
<td>Analgesic, antitussive</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral, smoked</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Codeine</td>
<td>III IV</td>
<td>Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn</td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td>I</td>
<td>Diacetylmorphine, Horse, Snack</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Injected, snuffed, smoked</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydromorphone</td>
<td>II</td>
<td>Dilaudid</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methadone</td>
<td>III</td>
<td>Dolorphen, Methadone, Methadose</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Narcotics</td>
<td>I III</td>
<td>Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl</td>
<td>Analgesic, antidiarrheal, antitussive</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Euphoria, slurred speech, respiratory depression, constricted pupils, nausea</td>
<td></td>
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<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
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</tr>
<tr>
<td>Choral Hydrate</td>
<td>IV</td>
<td>Novocet</td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td>Barbiturates</td>
<td>II III IV</td>
<td>Amytal, Nembutal, Fiorinal, Lotusate, Tenial, Seconal, Butisol, Phenobarbital</td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent</td>
<td>Moderate-Mod</td>
<td>Moderate-Mod</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>IV</td>
<td>Allovane, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Verправлен, Vistaril, Halcion, Paxipam</td>
<td>Antianxiety, anticonvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td>Methaqualone</td>
<td>I</td>
<td>Qualude</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td>Glutethimide</td>
<td>III</td>
<td>Duriden</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td>Other Depressants</td>
<td>I II III IV</td>
<td>Equanil, Miltown, Norulol, Placidyl, Valmid</td>
<td>Antianxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td></td>
</tr>
<tr>
<td><strong>STIMULANTS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cocaine</td>
<td>I</td>
<td>Coke, Flake, Snow, Crack</td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>Oral</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Amphetamines</td>
<td>II</td>
<td>Biphedramine, Delochrome, Desoxyn, Dexedrine, Methamphetamine, Methadone, Methadone, Methadose, Methadose</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Phencyclidine</td>
<td>II</td>
<td>Phencyclidine, PCP, Angel Dust, Hologram</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>Oral, injected</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Phencyclidine Analogues</td>
<td>I II III</td>
<td>PCP, PCE, TCP</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td>I</td>
<td>Bufotenine, Bigne, DMT, DET, Psilocybin, Psilocin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td><strong>HALUCINOGENS</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LSD</td>
<td>I</td>
<td>Acid, Microdot</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>Oral</td>
<td>Insomnia, hyperactivity and decreased appetite</td>
<td>Longer, more intense &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Mescaline and Peyote</td>
<td>I</td>
<td>Mescal Buttons, Cactus</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>Oral</td>
<td>Insomnia, hyperactivity and decreased appetite</td>
<td>Longer, more intense &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Amphetamine Variants</td>
<td>I</td>
<td>2-5-MAM, PMA, PMP, 2F-DMA, 2C-B, 2C-C, 2C-E, 2C-I, 2C-L, 2C-P, 2C-T</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Yes</td>
<td>Oral</td>
<td>Insomnia, hyperactivity and decreased appetite</td>
<td>Longer, more intense &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Phencyclidine</td>
<td>II</td>
<td>PCP, Angel Dust, Hologram</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Phencyclidine Analogues</td>
<td>I II III</td>
<td>PCP, PCE, TCP</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td>I</td>
<td>Bufotenine, Bigne, DMT, DET, Psilocybin, Psilocin</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoked, oral, injected, snuffed</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, agitated delirium, convulsions, possible death</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td><strong>CANNABIS</strong></td>
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</tr>
<tr>
<td>Marijuana</td>
<td>I</td>
<td>Pot, Acapulco Gold, Grass, Reeper, Sinsemilla, Thai Sticks</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Euphoria, relaxed inhibitions, possible psychosis</td>
<td>Fatigue, paranoia, possible psychosis, insomnia, hyperactivity and decreased appetite</td>
<td>Occasionally reported</td>
</tr>
<tr>
<td>Tetrahydrocannabinol</td>
<td>II</td>
<td>THC, Marinol</td>
<td>Cancer chemotherapy anesthetic</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Euphoria, relaxed inhibitions, possible psychosis</td>
<td>Fatigue, paranoia, possible psychosis, insomnia, hyperactivity and decreased appetite</td>
<td>Occasionally reported</td>
</tr>
<tr>
<td>Hashish</td>
<td>I</td>
<td>Hash</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Euphoria, relaxed inhibitions, possible psychosis</td>
<td>Fatigue, paranoia, possible psychosis, insomnia, hyperactivity and decreased appetite</td>
<td>Occasionally reported</td>
</tr>
<tr>
<td>Hashish Oil</td>
<td>I</td>
<td>Hash Oil</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>Oral</td>
<td>Euphoria, relaxed inhibitions, possible psychosis</td>
<td>Fatigue, paranoia, possible psychosis, insomnia, hyperactivity and decreased appetite</td>
<td>Occasionally reported</td>
</tr>
</tbody>
</table>

1 Designated a narcotic under the CSA  
2 Not designated a narcotic under the CSA
Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below must be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas—If all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

• To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences

• To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances

• To support those who choose not to drink alcohol or to use other drugs

• To teach those who choose to drink alcohol to do so responsibly

• To help those who abuse alcohol or other drugs.
In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.

2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

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**Communicable Diseases Policy Guidelines**

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

**Guidelines**

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts.
and off-site coordinators, but shall not include the following persons:

a. Members of the Board of Trustees
b. Guest lecturers
c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.
The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.

3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.

4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.

5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.

6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted
requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

(a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.

(b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.

(c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.

2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.

3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.

4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;

2. Submission to or rejection of such conduct affects academic decisions; or

3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;

4. Unwelcome patting, pinching, or touching;

5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.
Privacy of Records

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

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

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

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

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

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Reservation of Power

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

**Doctoral and Professional Degrees**
Doctor of Business Administration in:
- Business Administration (D.B.A.)
- International Management (D.B.A./I.M.)
Doctor of Education (Ed.D.) in:
- Adult Education
- Child and Youth Studies
- Computer Education
- Educational Leadership
- Higher Education
- Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
- International Business Administration
Doctor of Science (Sc.D.) in:
- Computer Science
- Information Science
- Information Systems
- Training and Learning
Doctor of Philosophy (Ph.D.) in:
- Clinical Psychology
- Family Therapy
- Oceanography
Doctor of Psychology (Psy.D.) in:
- Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
- Public Administration
Juris Doctor (J.D.) in:
- Law

**Specialist Degrees**
Educational Specialist (Ed.S.) in:
- Computer Education
- Computer-Based Learning
- Education (20 majors)

**Master's Degrees**
Executive Master of Business Administration in Banking (M.B.A./Ex.) in:
- Business Administration
Executive Master of Business Administration in Real Estate Development and Management (M.B.A./R.E.) in:
- Business Administration
Master of Accounting (M.Acc.) in:
- Accounting

Master of Business Administration (M.B.A.) in:
- Business Administration
Master of International Business Administration (M.I.B.A.) in:
- International Business Administration
Master of Public Administration (M.P.A.) in:
- Public Administration
Master of Science (M.S.) in:
- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Education
- Computer Information Systems
- Computer Science
- Education (20 majors)
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services
- Information Systems
- Information Technology and Resource Management
- Marine Biology
- Mental Health Counseling
- School Guidance
- Speech-Language Pathology
- Training and Learning

**Bachelor's Degrees**
Bachelor of Science (B.S.) in:
- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
- Legal Studies (pre-law)
- Life Sciences (pre-med)
- Ocean Studies
- Professional Management
- Secondary Education
Bachelor of Arts (B.A.) in:
- Liberal Arts
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or 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 of his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is not to disclose personally identifiable information contained in a student’s educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student’s record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

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

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

The school is authorized under Federal Law to enroll nonimmigrant alien students.

The Nova University general policies on Student Relations are on file in the Office of the University Registrar.

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

Mo. Day Year

Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number

_____________________________(____)____(____)

City State Zip Home Telephone Business Telephone/Extension

Mailing address while attending Nova (local if applicable)

City State Zip

Emergency Contact:

Name Street and Number

_____________________________(____)____(____)

City State Zip Home Telephone Business Telephone/Extension

Academic Goal: Check area of specialization

☐ Higher Education
☐ Adult Education
☐ Vocational, Technical, 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>
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<tr>
<th>Complete Name of College/University</th>
<th>State</th>
<th>Date Started (Mo/Yr)</th>
<th>Date Ended (Mo/Yr)</th>
<th>Major Field</th>
<th>Degree (B.S., M.S.)</th>
<th>G.P.A.</th>
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Do you intend to transfer any graduate level credits toward your doctoral degree?

_______NO ________YES

If yes, list: Course number, title, institution, and dates. What Programs for Higher Education seminar would it replace?

Send: Course description, transcript.

Citizenship Status:

_U.S. citizen

__Non resident alien

__Resident alien

International students:

Do you require an I-20? ______Yes______No

If you have a visa, indicate status code

Country of citizenship

Native language

TOEFL score

I certify that I own or have access to a FAX machine: _____Yes _____No FAX number (if yes)

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

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

Check one of the following: ______Hispanic origin

____White (not of Hispanic origin) ______Asian or Pacific Islander

____Black (not of Hispanic origin) ______American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? _____Yes _____No
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. Please use the enclosed forms when requesting recommendations.

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, New Jersey? ________________________________

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 the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.

1991/1992
**Recommendation for Admission to the Programs for Higher Education**

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

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

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

<table>
<thead>
<tr>
<th>Applicant's name (print)</th>
<th>Signature</th>
</tr>
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<tr>
<th>Street address</th>
<th>Apt.</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</table>

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<tr>
<th>Social Security Number</th>
<th>Program</th>
<th>Cluster</th>
<th>Date</th>
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</table>

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<tr>
<th>Employer (or institution/organization)</th>
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</table>

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

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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

   Low           Average          High

4. Resourcefulness in identifying and carrying out tasks

   Low           Average          High

5. Emotional control

   Unstable       Usually well balanced       Always well balanced

6. Interpersonal relationships

   Avoided       Tolerated by others       Well-liked by others

7. Most significant strength

8. Most significant weakness

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

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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: ____________________________

(please print)

Title: ____________________________

Institution or Organization: ____________________________

__________________________

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

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

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

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

<table>
<thead>
<tr>
<th>Applicant's name (print)</th>
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   - Average
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2. Motivation toward work

3. Performance on the job
   - Somewhat negative
   - Average
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   - Low
   - Average
   - High

4. Potential for success in the program
   - Somewhat negative
   - Average
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3. Ability to carry out tasks

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Name: _______________________

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Department: _______________________

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Institution or Organization: __________

Department: ______________________

RETURN TO: Center for the Advancement of Education

Admissions Office

Nova University

3301 College Avenue

Fort Lauderdale, Florida 33314
REQUEST FOR OFFICIAL TRANSCRIPT

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

Dear Alma Mater:

Please send an official transcript of my academic work while attending your institution to Nova 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 THE TRANSCRIPT. THANK YOU

TRANSCRIPT TRANSMITTAL FORM

Social Security No. / / Date

Name

Last First Middle/Maiden

Street Apt.

City State Zip

PLEASE SEND COPY 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  
Fort Lauderdale, Florida 33314

Re: Certification Waiver

Dear Dr. Moreton:

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

Sincerely,

______________________________
Signature of applicant

______________________________
Name (please print)

______________________________
Date

RETURN TO: Center for the Advancement of Education  
Admissions Office  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314
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CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
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