

1987

# Programs for Higher Education 1987-88 Catalog

Nova University

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# NOVA



**NOVA UNIVERSITY**

*Programs for Higher Education  
1987-88 Catalog*

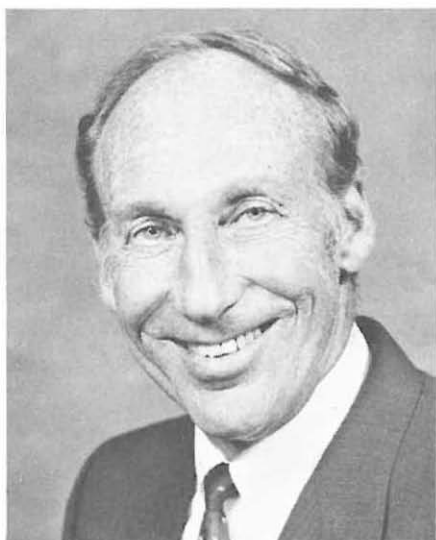


# Programs for Higher Education

## 1987-88 Catalog

*Policies and programs set forth herein are effective through June 30, 1988. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.*

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



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

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

*Abraham S. Fischler*  
*President, Nova University*

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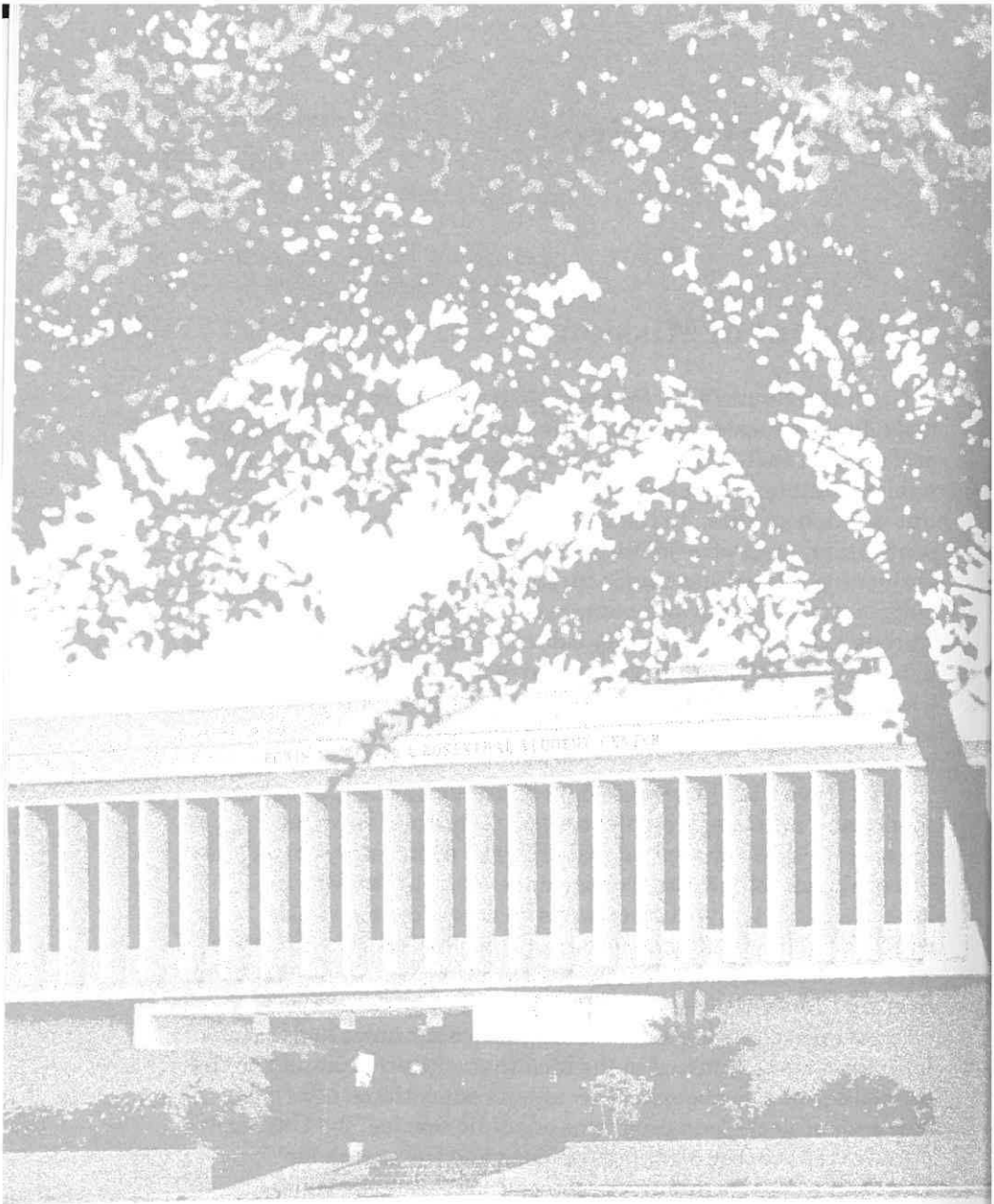
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# Nova University

## Statement of Mission

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.



# Center for the Advancement of Education

## Statement of Mission

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

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

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

# Programs for Higher Education

## Statement of Philosophy and Mission

The Programs for Higher Education at Nova University provide a field-based doctor of education (Ed.D.) degree to practitioners working in the specializations on higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research into an integrated program of study.

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

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

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

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

**CLUSTERS.** In the Programs for Higher Education, all students are organized into groups called local or regional clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova University. Cluster coordinators are responsible for managing within the guidelines set by the University, the business affairs of a local cluster such as operating funds, meeting facilities, cluster library, student records, etc., and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. Cluster coordinators also render academic assistance to students. All cluster coordinators are professional educators with earned doctorates.

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

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

**REGIONAL CLUSTERS.** Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.

Regional clusters employ a combination of field-based delivery, supervised study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an orientation meeting in the



*Students discussing a specific question.*

winter of 1988, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida, from July 18 through July 29, 1988. The Summer Institute will be held in Ft. Lauderdale, Florida, from July 31 through August 6, 1988.

Regional clusters currently exist in Atlanta, Georgia; Birmingham, Alabama, and Denver, Colorado. New clusters are planned for Honolulu, Hawaii; Kansas City, Missouri; Las Vegas, Nevada; Los Angeles, California; and Saint Louis, Missouri.

## Admissions

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

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

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

**HIGHER EDUCATION.** A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college, or university).

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

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.

## Financial Information

**FEES AND TUITION.** An application fee of \$30 must be submitted with the application. The following tuition and fees are effective October 1, 1987:

Tuition for 1987-88 academic year is \$3,800 (four partial payments of \$950 each).

Tuition beyond the third year is \$500 per three month term. Students who enroll and pay tuition beyond the third year will receive a refund of \$300 if they complete all requirements for the degree within the first month of the term.

Attendance at two summer institutes is required for graduation. While there are no additional fees for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay a major applied research project (MARF) fee of \$25. Additional fees include a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$20 for those who withdraw and then reenter the program.

**REFUNDS.** A student paying tuition prior to the start of a seminar and notifying the Admissions Office in writing of withdrawal from the program before the first seminar meeting, will be entitled to a full refund of all monies paid, with the exception of the \$30 nonrefundable application fee. A student attending any part of a seminar is responsible for the full tuition and fees for that term. If a cluster does not form in the applicant's geographic area, all monies will be returned.

**WITHDRAWAL.** Students who wish to withdraw from the program, either temporarily or permanently, must inform the Admissions Office in writing to be eligible for allowable refunds. Students who give written notice of their intent to withdraw prior to the first meeting of a seminar will not be assessed for that or subsequent terms until they are readmitted.

Some seminars are offered only once at a particular site. Students are advised that failure to attend a seminar when it is offered at their cluster site may encounter 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.

**READMISSION.** Individuals withdrawn from the Programs for Higher Education who wish to be readmitted must complete a readmission form and be approved by the Admissions Committee of the Programs for Higher Education.

**FINANCIAL AID.** Nova University maintains an Office of Student Financial Planning and Resources to assist students in meeting educational expenses. Aid programs open to the Programs for Higher Education students include National Direct Student Loans, Plus Loans and State or Federal Guaranteed Student Loans (305-475-7410).

**VETERAN'S BENEFITS.** The Programs for Higher Education is approved for veteran's training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information (305-475-7413).

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

The purpose of offering these fellowships is to make it possible for a student (1) to come to the campus and gain the experience of working in the Programs for Higher Education; (2) to attend seminars with the South Florida cluster that meets on the Nova campus; (3) to engage in practicums and a MARP that will be of value to the Programs for Higher Education.

The stipend for each of these fellowships is \$17,000.00. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus. Tuition and Summer Institute expenses are paid by the Programs for Higher Education.

## **Student Conduct and Rights**

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

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

## Privacy of Records

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

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

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

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

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record. If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the United States Department of Education.

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

## Seminar Descriptions

Students must attend and pass seven seminars. Five of these are "core" seminars, and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for the related specialization. Core seminars are offered at local cluster sites and on-campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes.

### Core Seminars

#### **ECD 8003 - CURRICULUM AND PROGRAM PLANNING.**

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

#### **ECD 8007 - GOVERNANCE AND MANAGEMENT.**

3 Semester Hours Credit - This seminar covers theories, models, and processes in the management of educational organizations or programs. Theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.

#### **ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND**

**EVALUATION.** 3 Semester Hours Credit - This seminar covers the principles of applied research and evaluation including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social

sciences. Specifically, this seminar leads to the development of competencies in the identification of researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

#### **ECD 8016 - LEARNING THEORY AND APPLICATIONS.**

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

#### **ECD 8021 - SOCIETAL FACTORS AFFECTING**

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

#### **Specialization Seminars--Leadership in Adult Education**

#### **EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION.**

**3 Semester Hours Credit** - The broad goal of this seminar is to provide students with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal.

Vertical perspective is the ability to see the present situation in the light of past developments and future trends--to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now--to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society, (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

**EAD 8006 - THEORY AND METHODS OF ADULT EDUCATION.** 3 Semester Hours Credit - In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

## **Specialization Seminars--Higher Education**

**EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION.** 3 Semester Hours Credit - This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.

**EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA.** 3 Semester Hours Credit - The areas of study in this seminar are the historical and philosophical roots of higher education: the Medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the

dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact are explored.

## **Specialization Seminars--Vocational, Technical, Occupational Education**

### **ETD 8002 - PERSONNEL - HUMAN RESOURCES**

**DEVELOPMENT.** 3 Semester Hours Credit - This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered. The emphasis is on the organization of the future.

### **ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL (VTO) EDUCATION IN AMERICA.**

3 Semester Hours Credit - This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, government, and, the economics of VTO education.

## **Practicums**

Students receive four semester hours credit for each practicum approved. Practicums are applied research projects that are designed to promote the solution to current problems in the students' 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 five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is the formulation and the implementation of a plan of action that will lead to improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by the cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

## **Major Applied Research Project**

21 Semester Hours Credit - The major applied research project (MARP) is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

MARPs 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 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 when seven seminars, four practicums and the comprehensive examination have been passed.

## **Summer Institute**

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

and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from all across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

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

## Grading System

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

A PASS indicates the student has satisfied the requirements for a seminar or practicum.

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

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

been made. Any student receiving a NO PASS must repeat the seminar.

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

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

Each VA 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 school.

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

## Calendar

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

Fall Term: October 1 - December 31

Winter Term: January 1 - March 31

Spring Term: April 1 - June 30

Summer Term: July 1 - September 30

A new cluster may start at the beginning of the fall or winter term.

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

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



*One of the large group sessions at a Summer Institute.*

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

## Learning Resources

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

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

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

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

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

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

**INFORMATION RETRIEVAL SERVICE.** All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 270,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from I.R.S. at no charge. Since it began operation in September of 1976, I.R.S. has distributed over 60,000 documents on microfiche.

I.R.S. also has computer access to ERIC and more than 200 other databases, including several social science databases that contain education-related information. I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, I.R.S. has access to databases containing more than 100 million records.

## Graduation Requirements

To graduate, a student must fulfill the following requirements:

1. Attend and pass seven seminars (3 semester hours credit each)
2. Pass five practicums (4 semester hours credit each)
3. Successfully complete the MARP proposal and MARP report (21 semester hours credit)
4. Attend two summer institutes (no credits awarded)
5. Submit an individualized evaluation
6. Pass a general comprehensive examination
7. Be current in all tuition and fees

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

**TRANSFER CREDIT.** A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. No credit for life experience, or other forms of advanced standing will be granted.

## National Lecturers

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

### Core Seminars

#### ECD 8003 - CURRICULUM AND PROGRAM PLANNING.

3 Semester Hours Credit

BARTON HERRSCHER, Ed.D., University of Houston

AL MIZELL, Ed.D., Nova University

ALBERT PAUTLER, Jr., Ed.D., State University of New York at Buffalo

#### ECD 8007 - GOVERNANCE AND MANAGEMENT.

3 Semester Hours Credit

DANIEL AUSTIN, Ph.D., Nova University

WARREN GROFF, Ed.D., Shelby State Community College

JOHN SCIGLIANO, Ed.D., Nova University

#### ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION.

3 Semester Hours Credit

GARY RANKIN, Ph.D., Oklahoma City Community College

MARCIA BELCHER, Ph.D., Miami-Dade Community College

#### ECD 8016 - LEARNING THEORY AND APPLICATIONS.

3 Semester Hours Credit

JOHN FLYNN, Ed.D., Nova University

JOHN LOSAK, Ph.D., Miami-Dade Community College

EARL WRIGHT, Ph.D., San Antonio Community College

#### ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION.

3 Semester Hours Credit

KENNETH VARCOE, Ph.D., The Pennsylvania State University

DAVID ZIERATH, Ph.D., University of Wisconsin

**Specialization in Leadership in Adult Education**  
EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF  
ADULT EDUCATION.

3 Semester Hours Credit

DALE COOK, Ed.D., Kent State University

EAD 8006 - THEORY AND METHODS OF ADULT  
EDUCATION.

3 Semester Hours Credit

DALE COOK, Ed.D., Kent State University

**Specialization in Higher Education**

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

3 Semester Hours Credit

J. TERENCE KELLY, Ed.D., Miami-Dade Community College  
SEBASTIAN MARTORANA, Ph.D., The Pennsylvania State  
University

LAWRENCE A. NESPOLI, Ed.D., Maryland State Board of  
Community Colleges

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN  
AMERICA.

3 Semester Hours Credit

DONALD BRYANT, Ed.D., Carteret Technical College  
FREDERICK KINTZER, Ed.D., University of California  
at Los Angeles (Retired)  
JAMES WATTENBARGER, Ed.D., University of Florida

**Specialization in Vocational, Technical,  
Occupational Education**

ETD 8002 - PERSONNEL - HUMAN RESOURCES  
DEVELOPMENT.

3 Semester Hours Credit

WARREN GROFF, Ed.D., Shelby State Community College  
GEORGE MEHALLIS, Ph.D., Broward Community College

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL,  
OCCUPATIONAL EDUCATION IN AMERICA.

3 Semester Hours Credit

WARREN GROFF, Ed.D., Shelby State Community College  
GEORGE MEHALLIS, Ph.D., Broward Community College

## **Practicums**

EAD 8071 or EHD 8071 or ETD 8071 - (4 Semester Hours Credit)

Practicum - Governance and Management

EAD 8072 or EHD 8072 or ETD 8072 - (4 Semester Hours Credit)

Practicum - Curriculum and Program Planning

EAD 8073 or EHD 8073 or ETD 8073 - (4 Semester Hours Credit)

Practicum - Learning Theory and Applications

EAD 8074 or EHD 8074 or ETD 8074 - (4 Semester Hours Credit)

Practicum - Societal Factors Affecting Education

EAD 8075 or EHD 8075 or ETD 8075 - (4 Semester Hours Credit)

Practicum - Applied Educational Research and Evaluation

EAD 8076 - (4 Semester Hours Credit)

Practicum - History, Philosophy, and Practices of Adult Education

EHD 8076 - (4 Semester Hours Credit)

Practicum - Emergence of Higher Education in America

ETD 8076 - (4 Semester Hours Credit)

Practicum - Personnel - Human Resources Development

EAD 8077 - (4 Semester Hours Credit)

Practicum - Theory and Methods of Adult Education

EHD 8077 - (4 Semester Hours Credit)

Practicum - Politics, Law, and Economics of Higher Education

ETD 8077 - (4 Semester Hours Credit)

Practicum - Emergence of Vocational, Technical,  
Occupational Education in America

## **Summer Institutes - (No Credit Awarded)**

ECD 8060 - Summer Institute - 1

ECD 8061 - Summer Institute - 2

## **Major Applied Research Project**

EAD 8093 or EHD 8093 or ETD 8093 (7 Semester Hours Credit)

Major Applied Research Project Proposal

EAD 8094 or EHD 8094 or ETD 8094 (7 Semester Hours Credit)

Individualized Evaluation and Satisfactory Progress on the Major  
Applied Research Project

EAD 8095 or EHD 8095 or ETD 8095 (7 Semester Hours Credit)

Major Applied Research Project

## Programs for Higher Education Faculty

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

**DANIEL AUSTIN, Ph.D.,** National Lecturer in Governance and Management, is Director, Institute of Health Policy and Administration for the Center for the Study of Administration at Nova University in Fort Lauderdale, Florida.

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

**HAROLD W. BEDER, Ed.D.,** Advisory Panel member, is Associate Professor at the Graduate School of Education and Director of the Center for Adult Development at Rutgers University in New Brunswick, New Jersey.

**MARCIA BELCHER, Ph.D.,** National Lecturer in Applied Educational Research and Evaluation, is a Senior

Research Associate, at Miami-Dade Community College in Miami, Florida.

**EDWARD BERNSTEIN, Ed.D.,** Local Research Associate for the South Florida Cluster, is Director of Management Information Systems and Assistant Professor in the Department of Mathematics at Miami-Dade Community College in Miami, Florida.

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

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

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

**RAUL CARDENAS, Ph.D.,**  
Coordinator of the Phoenix  
Cluster, is Founding President  
of South Mountain Community  
College in Phoenix, Arizona.

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

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

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

**PHILIP H. DETURK, Ed.D.,**  
Major Applied Research  
Project Advisor, is Dean of  
Nova College, the  
undergraduate division of  
Nova University in Fort  
Lauderdale, Florida.

**JOHN M. FLYNN, Ed.D.,**  
National Lecturer in Learning  
Theory and Applications, is

Director of the Institute for  
Applied Social Research at  
Nova University, President of  
the Nova University Clinic,  
Inc., and Professor of  
Psychology at Nova University  
in Ft. Lauderdale, Florida

**JOHN D. FOY, III, Ph.D.,**  
Local Research Associate for  
the West Florida Cluster, is an  
Assistant Professor of  
Mathematics at Pensacola  
Junior College in Pensacola,  
Florida.

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

**WARREN GROFF, Ed.D.,**  
National Lecturer in  
Governance and Management  
and the specialization courses  
for Vocational, Technical,  
Occupational Education, is  
Dean of Academic Affairs at  
Shelby State Community  
College in Memphis,  
Tennessee.

**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.

Business and Social Science at Harper College in Palatine, Illinois.

**MARVIN HOLE, Ed.D.,** Coordinator of the Alaska Cluster, is an Adjunct Professor of Education and Human Resource Development at Alaska Pacific University in Anchorage, Alaska.

**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 of Higher Education and Director of the Community College Leadership Program at the University of California in Los Angeles, California.

**MALCOLM S. KNOWLES, Ph.D.,** National Lecturer in History, Philosophy, and Practices of Adult Education and in Theory and Methods of Adult Education, is Professor Emeritus at North Carolina State University in Raleigh North Carolina.

**JAMES E. LORION, Ph.D.,** Practicum Evaluator, is Admissions Counselor at Cuyahoga Community College in Cleveland, Ohio.

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

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

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

**S. V. MARTORANA, Ph.D.,** Major Applied Research Project Advisor and National Lecturer in Politics, Law, and Economics of Higher

Education, is Professor of Higher Education and Research Associate, Center for the Study of Higher Education at The Pennsylvania State University in University Park, Pennsylvania.

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

**GEORGE MEHALLIS, Ph.D.**, National Lecturer in the specialization courses for Vocational, Technical, Occupational Education and Cluster Ccoordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

**PETER MILLS, Ed.D.**, Major Applied Research Project Advisor, is Dean of the Ray M. Evans College of Life Long Learning at the University of Charleston in West Virginia.

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

**AL MIZELL, Ed.D.**, National Lecturer for Curriculum and Program Planning, is Director of the Ed.D. Program in Computer Education at Nova University in Fort Lauderdale, Florida.

**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 Vice-President for Business and Financial Affairs at Piedmont Technical College in Greenwood, South Carolina.

**JUNE MULLINS, Ph.D.**, National Lecturer for History, Philosophy, and Practices of Adult Education and Advisory Panel Member, is an Associate Professor in the School of Education, Department of Special Education at the University of Pittsburgh in Pittsburgh, Pennsylvania.

**HAROLD NAWY, Ph.D.**, Local Research Associate of the Oakland Cluster, is a Social Science Consultant.

**MARTHA NAWY, Ph.D.,** Coordinator of the Oakland Cluster, is a Lecturer in the Women's Studies Department of San Francisco State University in San Francisco, California.

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

**RONALD A. NEWELL, Ed.D.,** Major Applied Research Project Advisor, is an Educational Consultant.

**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.

**LINWOOD W. POWELL, Ed.D.,** Cluster Coordinator for the Fort Bragg Cluster, is Administrative Assistant to the President at Fayetteville Technical Institute in Fayetteville, North Carolina.

**GARY E. RANKIN, Ph.D.,** Practicum Evaluator and National Lecturer in Applied

Educational Research and Evaluation, is the Vice-President for Student Development at Oklahoma City Community College in Oklahoma City, Oklahoma.

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

**KENNETH C. ROBERTS, Ph.D.,** Local Research Associate for the Phoenix Cluster, is Assistant Provost at Paradise Valley Community College in Phoenix, Arizona.

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

**JOHN A. SCIGLIANO, Ed.D.,** National Lecturer in Governance and Management, is Director, Center for Computer-Based Learning, at Nova University in Fort Lauderdale, Florida.

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

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

**KENNETH G. STUART, Ph.D.,** Local Research Associate for the Hampton/Richmond Cluster, is Operations Research Analyst with the Department of the Army in Fort Monroe, Virginia.

**GASPARE B. TAMBURELLO, Ed.D.,** Coordinator of the West Florida Cluster, is a consultant to Pensacola Junior College in Pensacola, Florida.

**ELIZABETH L. VAN DALSEM, Ed.D.,** Major Applied Research Project Advisor, is Professor of Counseling and Coordinator of the General Counseling Program at San Francisco State University in San Francisco, California.

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

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

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

**LOUIS F. WEISLOGEL, Ed.D.,** Local Research Associate for the Philadelphia Cluster, is Associate Professor in the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

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

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

**PHILIP L. WOOLF, Ed.D.,**  
Coordinator of the  
Hampton/Richmond Cluster, is  
Assistant Professor of Biology  
at John Tyler Community  
College in Chester, Virginia,  
and Consultant for Projects in  
Community Colleges to  
Tadlock Associates in  
Washington, D.C. In addition,  
he is co-owner of Lavery-Woolf  
Associates, Human Resource  
Consultants in Richmond,  
Virginia.

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

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

## **Additional Information**

Those who are interested in obtaining additional information on the programs described in this catalog may do so by contacting the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314 (305) 475-7380 or the Programs for Higher Education coordinator in their area.

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

### **ALABAMA**

Dr. Dennis Adams  
Rt.2, Box 1838  
Cullman, AL 35055  
(H)205/739-1582  
(B)205/325-5613

### **CHICAGO**

Dr. Clete Hinton  
2238 Prairie Avenue  
Glenview, IL 60025  
(H)312/724-5717  
(B)312/397-3000 Ext. 540

### **ALASKA**

Dr. Marvin Hole  
4101 University Drive  
Anchorage, AK 99508  
(H) 907/563-1982

### **DALLAS**

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

**FOND DU LAC**

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

**FORT BRAGG**

Dr. Linwood Powell  
612 Tanglewood  
Fayetteville, NC 28301  
(H) 919/488-1616  
(B) 919/323-1961 Ext. 212

**GREENWOOD**

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

**HAMPTON/RICHMOND**

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

**MASSACHUSETTS**

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

**MYRTLE BEACH**

Dr. Kent Sharples  
Horry-Georgetown Technical  
College  
P.O. Box 1966  
Conway, SC 29526  
(H) 803/626-7031  
(B) 803/347-3186

**OAKLAND**

Dr. Martha Nawy  
1933 Berryman Street  
Berkeley, CA 94709  
(H) 415/525-4004

**PHILADELPHIA**

Dr. Phyllis Cooper  
39 Frog Hollow Road  
Churchville, PA 18966  
(H) 215/357-0807  
(B) 609/771-2522

**PHOENIX**

Dr. Raul Cardenas  
South Mountain Community  
College  
7050 South 24th Street  
Phoenix, AZ 85040  
(B) 602/243-6666

**SANTA ANA**

Dr. John West  
26525 Ramiranes  
Mission Viejo, CA 92692  
(H) 714/582-5748

**SPRINGFIELD**

Dr. Winifred Bowers  
1636 South Glenstone  
Suite 101  
Springfield, MO 65804  
(H) 417/881-0058  
(B) 417/887-7770

**SEATTLE**

Dr. Elizabeth Rivers  
17101 N.E. 30th Place  
Bellevue, WA 98008  
(H) 206/883-1782

**SOUTH FLORIDA**

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

**TAMPA**

Dr. Valda Robinson  
18019 Crooked Lane  
Lutz, FL 33549  
(H) 813/949-4169

**VENTURA**

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

**WESTERN****PENNSYLVANIA**

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

**WEST FLORIDIA**

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

**REGIONAL CLUSTERS**

Atlanta, Birmingham, Denver  
Dr. Charles Collins  
505 Cedar Street  
Platteville, WI 53818  
(H) 608/348-5460

There are several areas that have the potential for forming a regional cluster. These areas include, but are not limited to, the following:

HONOLULU, HAWAII

KANSAS CITY, MISSOURI

LAS VEGAS, NEVADA

LOS ANGELES, CALIFORNIA

ST. LOUIS, MISSOURI

# Personnel

**RICHARD GOLDMAN, Ph.D.**  
Dean, Center for the  
Advancement of Education

**ROSS E. MORETON, Ed.D.**  
Director, Programs for  
Higher Education

**JOSEPH CAMPBELL, M.A.**  
Graduate Fellow

**ADA CHRISTIE**  
Assistant to the  
Director, Programs for  
Higher Education

**BARBARA CROMARTIE**  
Administrative  
Assistant

**VERA FLIGHT, M.S.**  
Coordinator of Marketing

**TONI HEPPLER, M.S.**  
Coordinator of Curriculum  
Development

**WILLIAM KAYE, M.S.**  
Graduate Fellow

**MARILYN KRISS**  
Secretary

**PEG KULAK**  
Secretary

**JOHANNE PECK, Ph.D.**  
Director of Research  
and Program Development

**ELIZABETH A. POLINER, M.Ed.**  
Director of Information  
Retrieval Service

**MARGE ROWLAND**  
Administrative  
Secretary

**STEPHEN I. SIPLET, Ed.D.**  
Director, Student Affairs

**JOANN TAYLOR**  
Secretary

## **Advisory Panel Members**

**DR. HAROLD BEDER**

Associate Professor  
Adult Education  
Rutgers University

**DR. ADDISON HOBBS**

State Director  
Vocational Education  
Maryland

**DR. ABRAHAM S. FISCHLER**

President  
Nova University

**DR. JUNE MULLINS**

Associate Professor  
Adult & Higher Education  
University of Pittsburgh

**DR. RICHARD GREENFIELD**

Executive Director  
College Consortium for  
International Studies

## **Nova University Board of Trustees**

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## **Nova University Administration**

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Foundation Relations

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and Finance

OVID C. LEWIS, Vice President for Academic Affairs

RICHARD G. MILLER Vice President for University Relations  
and Development

# About the University



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

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

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

# Nova University Degree Offerings

Doctor of Arts (D.A.) in:

Information Science  
Training and Learning  
Technology

Doctor of Business

Administration  
(D.B.A.)

Doctor of Business

Administration --Human  
Resource Management (D.B.A. -  
H.R.M.)

Doctor of Business

Administration--  
International Management  
(D.B.A. - I.M.)

Doctor of Education (Ed.D.) in:

Computer Education  
Early and Middle Childhood  
Higher Education  
Leadership in Adult Education  
School Administration  
Vocational, Technical,  
Occupational Education

Juris Doctor (J.D. in Law )

Doctor of Philosophy (Ph.D.) in:

Child Clinical/Applied  
Developmental Psychology  
Clinical Psychology  
Oceanography

Doctor of Psychology (Psy.D.) in:

Clinical Psychology

Doctor of Public Administration

(D.P.A.)

Doctor of Science (Sc.D.) in:

Computer Science

## Specialist Degrees

Educational Specialist (Ed.S.) in:

Computer Applications  
Computer-Based Learning  
Computer Education

Computer Studies

Education (23 majors)

School Psychology

## Master's Degrees

Master of Accounting (M.Ac.)

Executive Master of Business

Administration in Banking

(M.B.A.--Ex.)

Master of Business

Administration

(M.B.A.)

Master of International Business

Administration

(M.I.B.A.)

Master of Public Administration

(M.P.A.)

Master of Science (M.S.) in:

Child and YouthCare

Administration

Coastal Zone Management

Computer Applications

Computer Education

Computer-Based Learning

Computer Science

Computer Studies

Counseling Psychology

Criminal Justice

Education (23 majors)

Health Education

Health Services Administration

Human Resource Management

Human Services

International Economics and

Finance

Learning Resources

Marine Biology

Microcomputer Applications in

Management

School Guidance

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

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

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

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students.

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

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

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

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

# NOVA



**NOVA UNIVERSITY**

CENTER FOR THE ADVANCEMENT OF EDUCATION

3301 College Avenue

Ft. Lauderdale, FL 33314