

1992

Programs for Higher Education 1992-1993 Catalog

Nova University

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PROGRAMS FOR HIGHER EDUCATION

1992-1993 Catalog

Ed.D. Specializations in

- Higher Education
- Adult Education
- Vocational, Technical,
Occupational Education

ABRAHAM S. FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

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
302 West Washington Street, Room 201
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.

PROGRAMS FOR HIGHER EDUCATION

1992-1993 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1993. 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.

President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.



Stephen Feldman, Ph.D.
President
Nova University

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 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. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center 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 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

United States (800) 541-6682,
Ext. 7385

Canada and Bahamas (800) 554-6682,
Ext. 7385

Dean's Message

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, occupational education began in 1972. In the 20 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.



*Richard M. Goldman, Ph.D.
Dean
Abraham S. Fischler Center
for the Advancement of Education*

The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler 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 of 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 Abraham S. Fischler Center for the Advancement of Education offers:

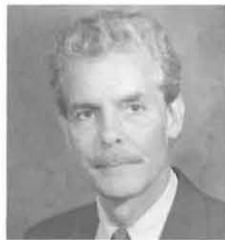
At the doctoral level—

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 Elder Care Administration
M.S. in Family Support Studies
M.S. in Speech-Language
Pathology
The GEM Program, M.S. and
Ed.S. in 18 majors

Center Administration



J. DONALD STANIER, Ph.D.
Assistant Dean



LINDA SWAILS
Director of Administrative
Operations



AL MIZELL, Ed.D.
Director of Technology



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

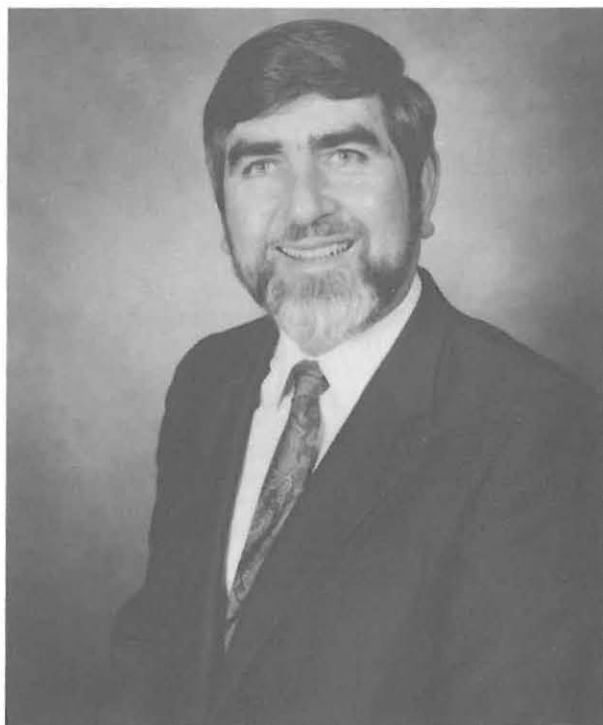


CAROLE BENEDICT
Coordinator of Marketing

Director's Message

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 MARPs) required in the Programs for Higher Education support the University's goal to improve education and training activities in society by further developing the professionals who work in those settings.

Nova University has 11,000 students and more than 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 more than 20 other states across the nation, and in four foreign countries, who share your commitment to improve adult education, higher education, and vocational, technical, occupational education.



Ross E. Moreton, Ed.D.
Director
Programs for Higher Education

Programs for Higher 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, technical, occupational education, or adult education** (including business, industry, health care, 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 in an integrated program of study.

Each of the specializations offered by PHE embodies a commitment to provide quality education. This commitment stems from the goal 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



MARIA ROSA LIGAS, Ph.D.
Adult Education Professor



MARTIN B. PARKS, Ph.D.
Vocational Education Professor



THOMAS H. QUINLAN, Ed.D.
Higher Education Professor



ADA CHRISTIE
Assistant to the Director



BARBARA CROMARTIE
Administrative Assistant



MARILYN KRISS
Administrative Assistant



MARGE ROWLAND
Administrative Secretary



PEG KULAK
Secretary



ALICE NICHOLSON
Secretary

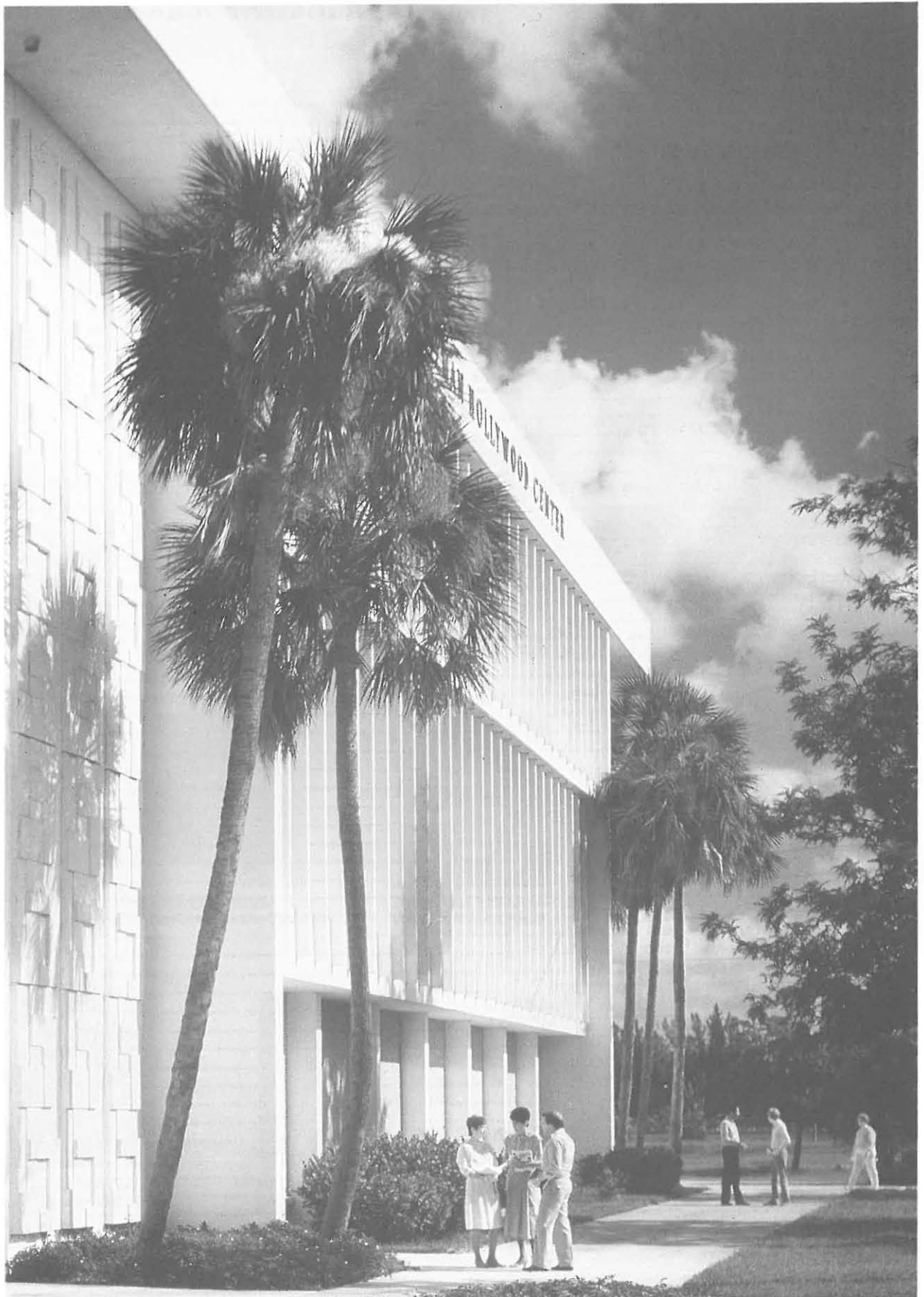


JO ANN TAYLOR
Secretary

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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons 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 four 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 (MARF). This program is designed so that it may be completed in three years, while the student remains fully employed.

Seminar Descriptions

Students entering after fall 1991 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)

A general survey of research, theory, case analysis, and practices related to organizational structures and processes found in governance, management, and the policy process. These topics are presented in the context of producing organizational effectiveness by fostering the support and delivery of education and training.

HUMAN RESOURCES DEVELOPMENT (ECD 8008)

This seminar treats the development of human resources within organizations. Contemporary theory, research, and practice are explored. The quest to improve organizational effectiveness ultimately rests on the philosophical conviction that people are the essential capital assets. Thus, the seminar views the more effective organization of the future in terms of the strong relationships between organizational development and human resource development strategies.

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-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as communicating a vision and goals; inspiring and motivating others; embracing and nurturing diversity; building and facilitating teams and coalitions; processing and analyzing information; anticipating and incorporating alternative futures; assessing and assuring quality in processes and outcomes; and stimulating and stabilizing change.

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 demographics (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agency are also important aspects of the course content.

Specialization Seminars

Students complete the two specialization seminars appropriate to their chosen specialization. Again, three semester 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 in 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 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 with the fall term of 1991, Programs for Higher Education began offering 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 1992-1993:

- General Institutional Administration
- 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 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 students' institutions. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Students must successfully complete 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 (MARF) 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 MARF 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 MARF, is the capstone of doctoral study. MARFs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARF is the final demonstration that those skills have been mastered.

MARFs 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 MARF 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 MARF process by three-member MARF committees that consist of a MARF advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARF committee after completing the

comprehensive examination and after seven seminars and three practicums have been satisfactorily passed. **(Students who entered prior to fall 1991 may remain under previous catalog requirements if they wish.)**

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, in Fort Lauderdale, 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, 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 during the two weeks prior to the summer institute. International students for whom English is a second language are required to attend an orientation program 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 \$40 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 (South Carolina).

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

ADULT EDUCATION: A person employed 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 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 in vocational, technical, or occupational education.

In order to remain eligible for the program, students must remain employed in the specialization area selected or request an exception from the PHE director.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact the International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695 or toll free (800) 541-6682, Ext. 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. The 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 admission of all students, at or prior to the first summer session
3. Certification that they own or have proximate access to a FAX machine so that long-distance communications with PHE program personnel can be enhanced
4. Receipt of the completed application and fees in the PHE office by March 1, for those intending to enroll 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.

The portfolio should be completed and submitted by the end of one's first term of enrollment.

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-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These credits will be evaluated for transfer against up to two of the core 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 grade. 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. A student is given two chances over a six-month period to present an acceptable revision. If not, the present one expires and the student must initiate a new proposal. When a practicum receives an UNACCEPTABLE on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

For Comprehensive Exams

Grading of the comprehensive exam is done by a representative three-member faculty panel. The student has two opportunities to pass this exam. On the first attempt, potential grades are 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 MARPs

A grade of PASS is awarded upon successful completion of the MARP.

General Policies on Grades

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

Each student will be provided a grade/progress report at the end of every 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 \$35 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 \$40 must be submitted with the application. The following tuition and fees are effective July 1, 1992.

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 1992-1993 academic year is \$6,000 (four partial payments of \$1,500 each).

Tuition beyond the third year is \$900 per three-month term.

Students who enroll and pay tuition beyond the third year (beyond 12 terms of enrollment) will receive a refund of \$500 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/graduation fee of \$45. Additional fees include a late registration fee of \$60 and a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$35 for those who withdraw and then reenter the program.

Refunds

Students who inform the program in writing of their intention to withdraw will be entitled to a refund based on the following schedule: withdrawal before the first seminar meeting, 100 percent refund; withdrawal after the first seminar but prior to the second, 50 percent refund. 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 \$40 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.

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

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685 or toll free (800) 541-6682, Ext. 5685.

Program Services

Program services are provided to currently enrolled students. Students who withdraw from the program or who 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 eight 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.

Attendance

Seminar Attendance

Attendance at all sessions of each seminar is required. Any exception to this policy must be based on an emergency circumstance and an agreement with the national lecturer in respect to alternative learning activities.

1. Such a makeup agreement requires the completion of specified assignments relating to the missed session. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the seminar session.
2. After makeup work is assigned, the national lecturer must inform the Programs for Higher Education office and the cluster coordinator regarding the arrangements.

Under no circumstances may a student receive credit for a seminar if more than one seminar meeting is missed.

Summer Institute Attendance

Attendance at two summer institutes is required for graduation. While there is no additional fee for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses.

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
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

ECD 8009 - LEADERSHIP

Albert T. Haugerud, Ph.D., University of Washington
Lynn M. Little, Ph.D., University of Texas, Southwest Medical Center
Martin B. Parks, Ph.D., The Ohio State University

ECD 8013 - RESEARCH METHODOLOGY

David F. Cordova, Ed.D., East Texas State University
Gary E. Rankin, Ph.D., Colorado State College
Grady M. Grizzle, Ph.D., North Texas State University

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

Linda Kuk, Ph.D., Iowa State University
Kenneth E. Varcoe, Ph.D., Southern Illinois University at Carbondale
David L. Zierath, Ph.D., University of Kentucky

Specialization in Adult Education

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

Dale L. Cook, Ed.D., Western Michigan University
Patricia A. Lawler, Ed.D., Teachers College/Columbia University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION

Nancy F. Gadow, Ed.D., Syracuse University

Mark H. Rossman, Ed.D., University of Massachusetts

Specialization in Higher Education

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

Sebastian V. Martorana, Ph.D., University of Chicago

Lawrence A. Nespole, Ed.D., Pennsylvania State University

Thomas H. Quinlan, Ed.D., Virginia Polytechnic Institute and State University

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

Donald W. Bryant, Ed.D., North Carolina State University

Frederick C. Kintzer, Ed.D., Stanford University

James L. Wattenbarger, Ed.D., University of Florida

Specialization in Vocational, Technical, Occupational Education

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

Warren H. Groff, Ed.D., Temple University

ETD 8008 - TRENDS AND ISSUES IN VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

Martin B. Parks, Ph.D., The Ohio 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:

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

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

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

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

EHD 8075 or EAD 8075 or ETD 8075
Practicum - Research Methodology

EHD 8078 or EAD 8078 or ETD 8078
Practicum - Human Resources Development

EHD 8081 or EAD 8081 or ETD 8081

Practicum - Leadership

EHD 8076

Practicum - Emergence of Higher Education in America

EHD 8077

Practicum - Politics, Law, and Economics of Higher Education

EAD 8079

Practicum - History, Philosophy, and Practices of Adult Education

EAD 8080

Practicum - Theory and Methods of Adult 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 (MARF services) and when the projects are completed they are awarded credit in the following areas:

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

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

EHD 8095 or EAD 8095 or ETD 8095
Major Applied Research Project

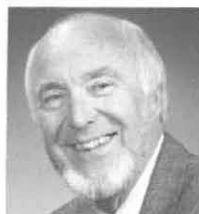
Programs for Higher Education Faculty

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.



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.

MORRIS H. BASKETT, D.Phil., Coordinator of the Calgary, Alberta Canada Cluster, is Professor and Program Director at the University of Calgary, Canada.



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

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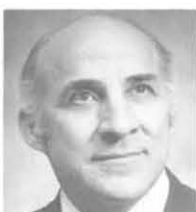
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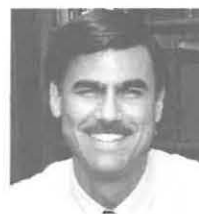
MARGARET S. MARTIN, Ph.D., Local Research Associate for the Greenwood Cluster, is Associate Professor of Health Services Administration at the Medical University of South Carolina in Charleston, South Carolina.

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



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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.

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

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Coordinator of Special Projects
and Cluster Coordinator of the
Massachusetts Cluster.



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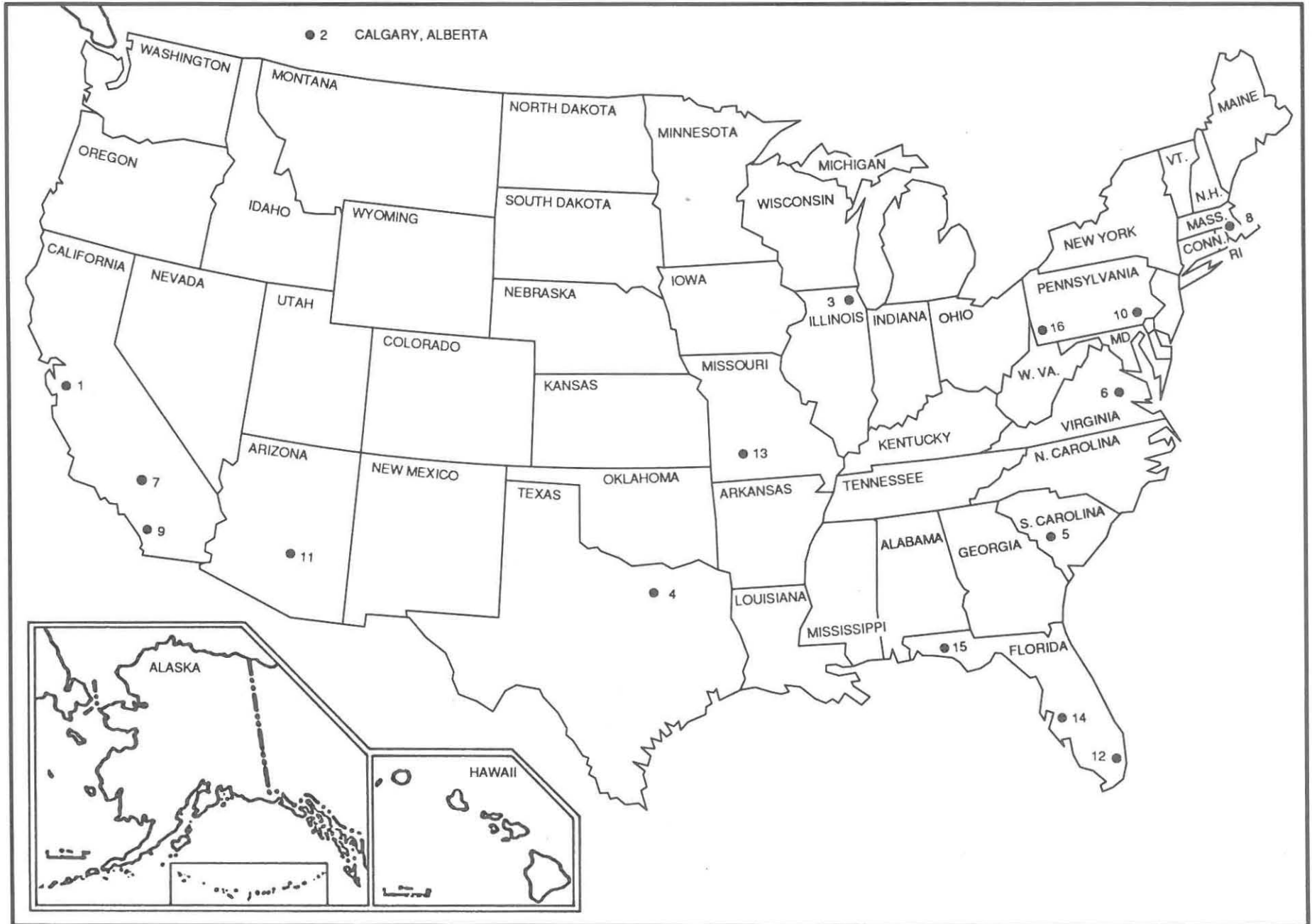
Cluster Sites and Contact Persons

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 NE
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) 941-8311
6. **HAMPTON/RICHMOND**
Philip L. Woolf, Ed.D.
3140 Klondike Road
Richmond, VA 23235
(H) (804) 320-8035
7. **L.A. NORTH**
Richard K. Harris, Ed.D.
28764 Shadyview Drive
Canyon Country, CA 91351
(B) (805) 259-3540, Ext. 215
8. **MASSACHUSETTS**
Diane L. Paul, Ed.D.
485 Federal City Road
Pennington, NJ 08534
(H) (609) 737-1361
9. **ORANGE COUNTY**
Don Busche, Ed.D.
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92691
(B) (714) 582-4623
10. **PHILADELPHIA**
Phyllis S. Cooper, Ed.D.
4 Hampton Road
Trenton, NJ 08638-1414
(H) (609) 771-6944
(B) (609) 771-2522
11. **PHOENIX**
Michael A. Rooney, Ph.D.
8601 North Black Canyon Highway, Suite 117
Phoenix, AZ 85021
(H) (602) 839-8276 (Evenings until 9:00 P.M.)
12. **SOUTH FLORIDA**
George Mehallis, Ph.D.
9661 NW 11th Street
Plantation, FL 33322
(H) (305) 475-8760
(B) (305) 492-1106
13. **SPRINGFIELD**
Winifred M. Bowers, Ed.D.
Route 18, Box 122
Springfield, MO 65804
(H) (417) 881-0058
(B) (417) 887-7770
14. **TAMPA**
Valda M. Robinson, Ed.D.
17919 Crooked Lane
Lutz, FL 33549
(H) (813) 949-4169
15. **WEST FLORIDA**
Gaspere B. Tamburello, Ed.D.
5930 Admiral Doyle Road
Pensacola, FL 32506
(H) (904) 456-0480
16. **WESTERN PENNSYLVANIA**
Toni R. L'Hommedieu, Ph.D.
Box 363, RD2
Smithfield, PA 15478
(H) (412) 569-4403
(B) (412) 469-6309
17. **REGIONAL CLUSTER**
Deo E. Nellis, Ed.D.
8601 North Black Canyon Highway, Suite 117
Phoenix, AZ 85021
(B) (602) 995-5999
FAX: (602) 995-7097
This cluster serves all students not enrolled in a local cluster, including international students.

Operating and Potential Clusters Accepting Applications



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 programs' 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, Missouri, 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 Programs for Higher Education 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 lecturers 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 summer's."

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.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

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 LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 235,000 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, 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 United Nations documents.

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 must have a student I.D. card for library use.

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 center 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.

Computing Facilities

The University's Computing Facility provides data processing services for meeting instructional, research, and administrative needs. The central site is located on 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. The ERIC collection now numbers more than 335,000 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 free of charge.

The IRS assists Nova University in its continuing efforts to improve the dissemination of educational documents. Within the ERIC microfiche collection, participants have access to more than 500 documents developed by Nova University students that have been indexed and copied on microfiche by ERIC. Students may request microfiche copies of these documents at no fee. The IRS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University. Upon request, students may purchase duplicate copies of these microfiches.

In addition to ERIC, the IRS has computer access to more than 400 databases, including many social and behavioral science databases, such as PsycINFO, Sociological Abstracts, Federal Register, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 260 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 practicums and other projects. The IRS also may obtain information from SpecialNet, a special education telecommunications system; Advocnet, a vocational education telecommunications system; and NEXIS, a system that allows access to newspapers, magazines, and wire services.

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 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.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the Programs for Higher Education's *Policies and Procedures Manual*.

A student with a grievance against any policy or procedure should follow the grievance procedure as outlined.



The Code of Student Conduct and Academic Responsibility

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

Nova 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 (A) (1) or (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.

For more detailed information on this policy, please consult the PHE Student Handbook.

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.

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.

Abraham S. Fischler Center for the Advancement of Education Faculty and Administrative Staff

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M.S. Bowling Green State University
Ph.D. Michigan State University

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Director of Licensure and State Relations
B.S. University of Oklahoma
B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

JACK MILLS

Director, Master's Program in Speech-
Language Pathology
B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

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Higher Education
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Ed.M. Rutgers University
Ed.D. Rutgers University

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M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

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Director, Ed.D. Programs for Higher Education
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M.A. East Tennessee State University
Ed.D. University of Mississippi

DENNIS MURPHY

Program Professor, GEM Program
B.S. Worcester Polytechnic Institute
M.S. Northeastern University
Ph.D. Nova University

DEO NELLIS

Director, Western Programs
B.A. State University of New York at Buffalo
M.S. Nova University
Ed.D. Nova University

RON NEWELL

Program Professor/Practicum Advisor,
National Ed.D. Program for
Educational Leaders
B.S. Southern Illinois University
M.S. Southern Illinois University
Ed.D. University of Arizona

WREN NEWMAN

Clinical Supervisor, Communication
Disorders Clinic, Master's Program in Speech-
Language Pathology
B.S. Ithaca College
M.S. University of Oklahoma

VESNA OSTERTAG

Coordinator of Program Development,
GEM Program
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova University

BARBARA PACKER

Coordinator of Audiology and Aural
Rehabilitation, Master's Program in Speech-
Language Pathology
B.A. Rutgers University
M.S. Columbia University

MARTIN B. PARKS

Vocational Education Professor,
Ed.D. Programs for Higher Education
B.A. East Washington University
B.A. East Washington University
Ph.D. The Ohio State University

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B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

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Director, Information Retrieval Service
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

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Director, Master's Programs in Child Care,
Youth Care, and Family Support
B.A. American University
M.Ed. American University
Ed.D. American University

SYLVIA PRANT

Assistant to the Director, Master's Programs in
Child Care, Youth Care, and Family Support
B.S. Nova University
M.S. Nova University

JORGE R. PUJOLS

PC Specialist/Network Administrator
B.S. Florida Atlantic University

THOMAS H. QUINLAN
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for Higher Education
B.S.Ed. Miami University of Ohio
M.A. University of Michigan
Ed.D. Virginia Polytechnic Institute and State
University

YOLANDA RIVERO
Program Professor, GEM Program
B.A. Queens College
M.A. Columbia University
Ed.D. Columbia University

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

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Program for Educational Leaders

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National Ed.D. Program for Educational
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B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

MARY ELLEN SAPP
Director of Practicums, Ed.D. Programs in
Child and Youth Studies
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

REGINA SCHAWAROCH
Admissions Supervisor

MARILYN SEGAL
Dean, Family and School Center; Senior
Faculty Member, Ed.D. Programs in Child and
Youth Studies
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SELDINE
Student Advisor, GEM Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

THRISHA G. SHIVER
Director of Academic Services,
National Ed.D. Program for Educational
Leaders
B.S. Howard University
M.S. Florida International University
Ph.D. Pennsylvania State University

STEPHEN I. SIPLET
Director, Student Affairs and Admissions
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

J. DONALD STANIER
Assistant Dean
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS
Director of Administrative Operations

SHELLEY VICTOR
Coordinator of Communication
Disorders Clinic, Master's Program in Speech-
Language Pathology
B.A. State University of New York at
Stony Brook
M.A. University of Miami

NOREEN WEBBER
Program Professor of Education, Ed.D.
Programs in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova University

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Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

- Accounting (D.B.A./Acc.)
- Business Administration (D.B.A.)
- Human Resource Management (D.B.A./H.R.M.)
- 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 (18 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
- Public Administration/Coastal Zone Management
- Public Administration/Environmental Resources Management

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 (18 majors)
- Elder Care Administration
- 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 and Counseling
- Speech-Language Pathology
- Training and Learning

Master of Arts (M.A.) in:

- Liberal Studies

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 (prelaw)
- Life Sciences (premedical)
- 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
- A return envelope

An individual who wishes to apply for admission should:

1. Complete the graduate admissions application and submit it with the \$40 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 (South Carolina).

NOVA UNIVERSITY
 ABRAHAM S. FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 Programs for Higher Education
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7385 or (800) 541-6682, Ext. 7385 (U.S.)
 (800) 554-6682, Ext. 7385 (Canada and Bahamas)

Center-AE _____
 Cluster Code HED
 Major Code _____
 Degree Objective EDH
 S - PR _____
 AC - GST _____
 AA - X _____
 AT - GRM _____
 First Semester _____

Official Use Only

Graduate Admissions Application Programs for Higher Education

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

Please enclose a check in the amount of \$40 (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: Abraham S. Fischler Center for the Advancement of Education
Admissions Office
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

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

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

___ Nonresident alien

___ Resident alien

International students:

Do you require an I-20 visa? ___ Yes ___ No

If you have a visa, indicate status code _____

Country of citizenship _____

Native language _____

TOEFL score _____

I certify that I own or have access to a FAX machine: ___ Yes ___ No 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

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

PROGRAMS FOR HIGHER EDUCATION

Name of Applicant _____

GOALS AND ANTICIPATED BENEFITS STATEMENT

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

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

EMPLOYMENT INFORMATION

Place of FULL-TIME Employment _____

Address _____
Street City State Zip Phone _____

☐ Public Institution ☐ Private Institution

Title of Position _____

Present Work Responsibilities _____

Place of PART-TIME Employment _____

Address _____
Street City State Zip Phone _____

Title of Position _____

Present Work Responsibilities _____

FINANCIAL AID:

Have you applied for financial aid? _____ Yes _____ No

Have you filed a 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's 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.



NOVA UNIVERSITY

ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7385 or (800) 541-6682, Ext. 7385 (U.S.)
(800) 554-6682, Ext. 7385 (Canada and Bahamas)

Recommendation for Admission to the Programs for Higher Education

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

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

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

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

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

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

1. Attitude toward work

Somewhat negative	Average	Positive
-------------------	---------	----------

2. Motivation toward work

Low	Average	High
-----	---------	------

- | | | | |
|--|----------|-----------------------|----------------------|
| 3. Ability to carry out tasks | Low | Average | High |
| 4. Resourcefulness in identifying and carrying out tasks | Low | Average | High |
| 5. Emotional control | Unstable | Usually well balanced | Always well balanced |
| 6. Interpersonal relationships | Avoided | Tolerated by others | Well liked by others |
| 7. Most significant strength | _____ | | |
| | _____ | | |
| 8. Most significant weakness | _____ | | |
| | _____ | | |
9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well _____, slightly _____.
10. In my opinion, the applicant's potential for success in a doctoral program of studies is: good _____, average _____, poor _____.
11. In my opinion, the applicant has the ability to carry effectively an institutional or organizational research project: yes _____, no _____.
12. I have observed the applicant's work on institutional or organizational projects and find the project: good _____, average _____, poor _____.
13. The applicant works effectively with administrators or supervisors at his institution or organization: yes _____, no _____.
14. The applicant has been involved in innovative projects at his institution or organization: yes _____, no _____.

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

Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO:

NOVA UNIVERSITY
Abraham S. Fischler Center
for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314

Recommendation for Admission to the Programs for Higher Education

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-----	---------	------

- | | | | |
|--|----------|-----------------------|----------------------|
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| 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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Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO: **NOVA UNIVERSITY**
 Abraham S. Fischler Center
 for the Advancement of Education
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314



NOVA UNIVERSITY

ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
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Fort Lauderdale, Florida 33314
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Employer (or institution/organization)				

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| 7. Most significant strength | _____ | | |
| | _____ | | |
| 8. Most significant weakness | _____ | | |
| | _____ | | |
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Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO:

NOVA UNIVERSITY
Abraham S. Fischler Center
for the Advancement of Education
Admissions Office
3301 College Avenue
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(800) 554-6682, Ext. 7385 (Canada and Bahamas)

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

PROGRAMS FOR HIGHER EDUCATION

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

TRANSCRIPT TRANSMITTAL FORM

Social Security No. _____ / _____ / _____ Date _____

Name _____
Last First Middle/Maiden

Street _____ Apartment _____

City _____ State _____ Zip _____

PLEASE SEND 1 COPY TO: **NOVA UNIVERSITY**
ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314



ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7385 or (800) 541-6682, Ext. 7385 (U.S.)
(800) 554-6682, Ext. 7385 (Canada and Bahamas)

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

PROGRAMS FOR HIGHER EDUCATION

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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*)

Social Security Number _____/_____/_____

Date

RETURN TO: NOVA UNIVERSITY
Abraham S. Fischler Center
for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314



NOVAUNIVERSITY

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THE ADVANCEMENT OF EDUCATION

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