

1990

Programs for Higher Education 1990-1991

Nova University


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PROGRAMS FOR HIGHER EDUCATION

1990-1991



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
32 East Washington Street, Suite 804
Indianapolis, IN 46204

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

SOUTH CAROLINA DISCLOSURE

Admission Requirements

In addition to the admission procedures specified in the Catalog, the following requirement must be noted.

All applicants for the South Carolina clusters must provide a current Graduate Record Examination (GRE) score as part of the admission selection process.

PROGRAMS FOR HIGHER EDUCATION 1990-1991

Policies and programs set forth herein are effective through June 30, 1991. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

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.



Abraham S. Fischler
President

President's Message

In a period of just twenty-five years, Nova University has responded to major changes in American society. After Sputnik was launched in 1957, our government and our educational system placed a high priority on science and technology. Nova University of Advanced Technology was conceived in response to the national agenda. In the 1970s, Nova University responded to the challenge of equal educational opportunity and minority success by taking education to the student. In the 1980s, in the new information age, Nova responded by making quality education accessible to all individuals with the assistance of technology.

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

The success of this institution is due to many individuals, contributing over the years. Benefactors, trustees, faculty, staff, and students have helped make the dream of Nova University a reality.

The University

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

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

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

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

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



*Richard Goldman, Ph.D.
Dean*

Dean's Message

Research studies are emerging on the adult learner. Many universities are just becoming aware that working adult professionals, age 25-65, differ on many dimensions from younger learners. Nova's graduate programs in higher education; adult education; and vocational, technical and occupational education began in 1972. During the 18 years, the programs have evolved and changed, but the basic principles of adult learning on which the programs are based have continued in all of the programs' components:

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

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

The Center for the Advancement of Education

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

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

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

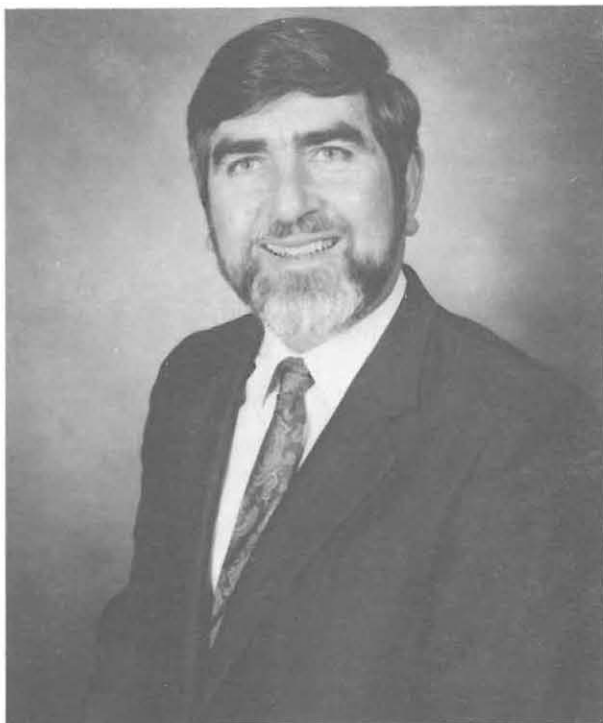
The Center for the Advancement of Education offers:

At the doctoral level--

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Early and Middle
Childhood
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 and Youth Care
Administration
M.S. in Family Support Studies
M.S. in Speech and Language
Pathology
The GEM Programs - M.S. and
Ed.S. in 20 majors



*Ross E. Moreton, Ed.D.
Director*

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 eighteen years, the Programs for Higher Education of Nova University have demonstrated that the academic environment and the work place are elements of a coherent whole. The world of theory is incomplete without the world of work and vice versa. The study areas (seminars) and the problem-solving projects (practicums and major applied research project) required in the Programs for Higher Education support the University goal to improve education and training activities in the society by further developing the professionals who work in those settings.

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

Programs for Higher Education

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

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

The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsi-

bilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

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

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

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

Program Administration



PETER K. MILLS, Ed.D.
Associate Director



JOHANNE PECK, Ph.D.
Assistant Dean for Research
and Program Development



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



AL MIZELL, Ed.D.
Director of Technology



THOMAS H. QUINLAN, Ed.D.
Program Professor



LINDA SWAILS
Operations Manager



CAROLE BENEDICT
Coordinator of Marketing



ADA CHRISTIE
Assistant to the Director



BARBARA CROMARTIE
Administrative Assistant



MARGE ROWLAND
Administrative Secretary



MARILYN KRISS
Secretary



PEG KULAK
Secretary



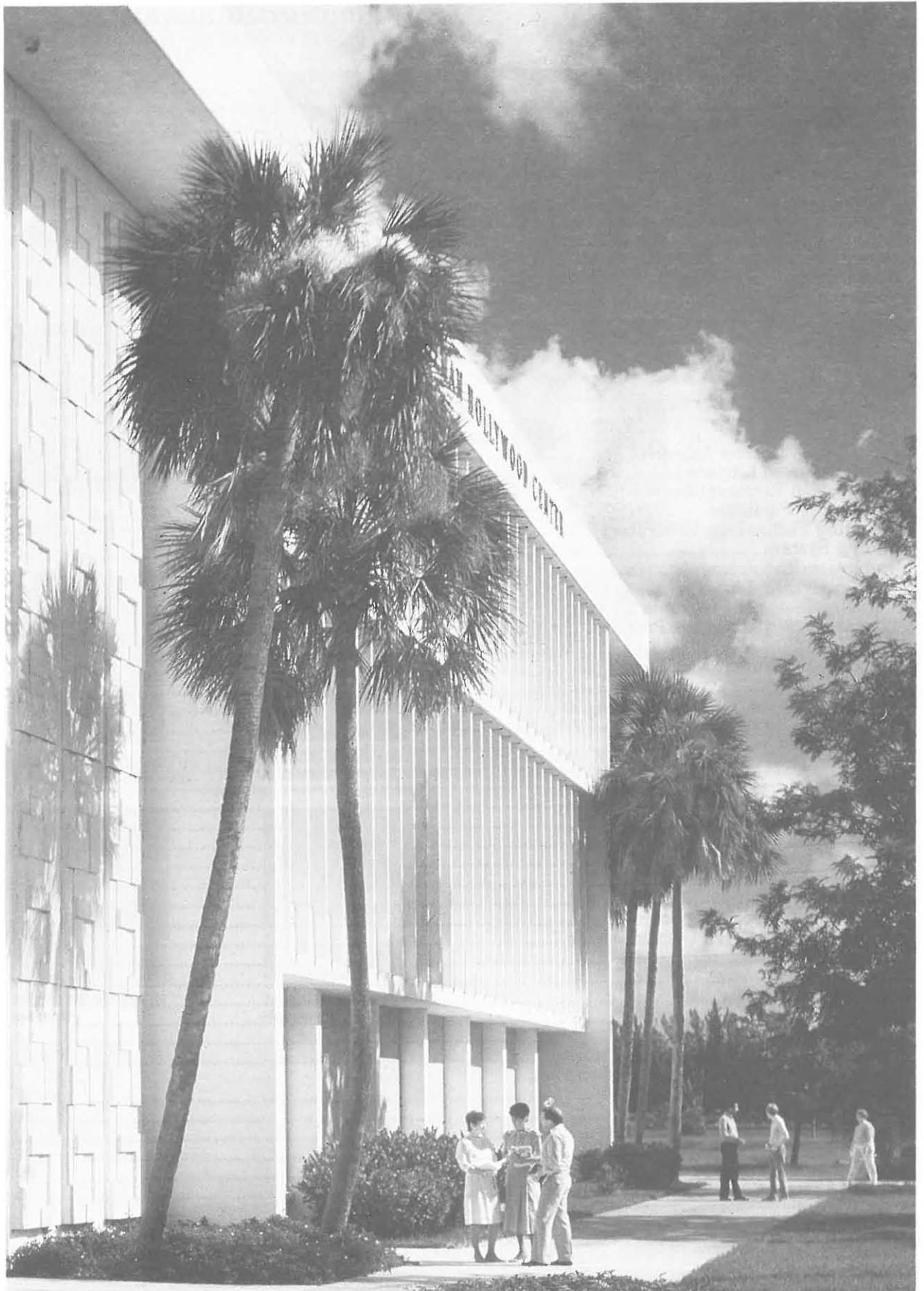
ALICE NICHOLSON
Secretary



JO ANN TAYLOR
Secretary

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Program Components

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

Seminar Descriptions

Students must attend and pass seven seminars. Five of these are "core" seminars and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for that specialization. Core seminars are offered at local cluster sites and on campus. The in-class portions of the specialization seminars are held in conjunction with the summer institutes. Instruction is provided by educators with 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 students who are adult learners achieve their educational goals. This is a primary factor in giving the program its national perspective and gives students direct exposure to a wide range of scholars and practitioners.

Core Seminars

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

ECD 8003 - CURRICULUM AND PROGRAM PLANNING

This seminar is designed to 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.

ECD 8007 - GOVERNANCE AND MANAGEMENT

This seminar covers theories, models, and processes in the management of educational organizations and other service organizations.

Organizational and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.

ECD 8008 - HUMAN RESOURCES DEVELOPMENT

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

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION

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

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

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

Specialization Seminars

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

Adult Education

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

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

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION

The purpose of this seminar is to help students accomplish three broad objectives: to understand adult development throughout the lifespan 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

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

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.

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

The areas of study in this seminar are the historical and philosophical roots of higher education: the 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 twentieth century; and examination of the

future of American higher education with appropriate emphasis on the community college.

Vocational, Technical, Occupational Education

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

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

The second VTO seminar is under development.

Practicums

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

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars.

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

Summer Institute

Each student must attend two summer institutes (ECD 8060 & ECD 8061). Summer institutes are week-long 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 in the "front lines" of education and training are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

Comprehensive Examination

Purposes

The comprehensive examination has several purposes:

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

Eligibility

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

Description

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

Major Applied Research Project

Students receive 21 semester hours credit for completing this project. The major applied research project (MARP) is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen skills in planning and

conducting applied research, the MARP is the final demonstration that those skills have been mastered.

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

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

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to a MARP committee after the comprehensive examination and fourth practicum have been satisfactorily passed.

Clusters

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

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

Local Clusters

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

Members of a local cluster are generally from the same geographic area and some may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually form into closely-knit educational-

professional social groups that students often find as sources of support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster. Clusters are now operating throughout the United States.

Regional Cluster

The Regional Cluster was developed specifically for those students 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 Ft. 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 of 1991, one regional cluster meeting is scheduled the following year at each of the operational regional cluster sites. Summer sessions will be held in Ft. Lauderdale from July 15 through July 26, 1991. The summer institute will be held in Ft. Lauderdale, Florida, from July 28 through August 3, 1991. International students for whom English is a second language are required to attend an orientation program for one week in advance of these dates.

Learning Resources

Field-Based Cluster Libraries

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

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

Campus-Based Libraries

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

The Albert and Birdie Einstein Library serves as the main collection for undergraduate and graduate students. The library contains a

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

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

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

Information Retrieval Service

All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 300,000 documents, and about 1,200 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from I.R.S. at no charge.

I.R.S. also has computer access to ERIC and more than 350 other databases, including several social science databases that contain education-related information. I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, I.R.S. has access to databases containing more than 200 million records.

Computing Facilities

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

Access to the facility is through terminals and other computer systems located both 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.

Learning Technology Laboratory

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

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

Grading System

Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, UNACCEPTABLE, and NO PASS are assigned for practicums. A grade of pass is awarded upon successful completion of the MARP project. Grades for a given seminar are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators.

Grading of the comprehensive exam is done by a representative three-member faculty panel. The student has two opportunities to pass this exam. On the first attempt, potential grades are HIGH PASS, PASS, UNACCEPTABLE. Grades that may be awarded on the second attempt are HIGH PASS, PASS, and NO PASS.

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

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

A NO PASS indicates the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, or

(3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving a NO PASS must repeat the seminar.

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

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

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

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

Graduation Requirements

To graduate, a student must fulfill the following requirements:

1. attend and pass seven seminars (21 credits);
2. pass five practicums (20 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); and
6. be current in all tuition, fees, and miscellaneous charges, including those for books purchased.

Total requirements: 62 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.

Transfer Credit

A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These credits will be evaluated for transfer against up to two of the core and specialization seminar requirements. No credit for experien-

tial learning or other forms of advanced standing will be granted. Grades for courses transferred must be at the grade of "A" or "B" or equivalent.

What Graduates of Programs for Higher Education Say About the Program-

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

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

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

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

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

Admissions

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

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

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

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

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

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

International Students

International students who intend to reside in the United States and who are required to obtain an I-20, must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800-541-6682 Ext. 5695. All others 305/370-5695.

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; and
3. Can be used as a source of data for counseling those in the program.

The candidate includes the following in the portfolio; a resume of work experience, formal and informal learning experiences, professional involvement and accomplishments, independent learning activities, experience in research, and a statement of goals. Once this and all other admissions documents are received, the candidate's admissions file is complete.

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

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

Financial Information

Tuition and Fees

A nonrefundable application fee of \$30 must be submitted with the application. The following tuition and fees are effective October 1, 1990:

1990-91 Tuition Rates

<u>Per Term</u>	<u>First Twelve Terms of enrollment</u>	<u>Beyond Twelve Terms of enrollment</u>
Fall, 1990	\$ 1250	\$ 675
Winter, 1991	1250	675
Spring, 1991	1250	675

Note that the 1991-92 tuition rates, to be announced in May, 1991 will take effect on July 1, 1991, the start of the summer term.

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

Students who enroll and pay tuition beyond the third year (beyond twelve terms of enrollment) will receive a refund of \$400 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 major applied research project (MARF) fee of \$25. Additional fees include a late registration fee of \$60 and a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$20 for those who withdraw and then reenter the program.

Financial Aid

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

The priority deadline for the 1990-91 academic year is April 1, 1990. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1990-91 is April 1, 1991.

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.

Reinstatement

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

1. A letter of intention to reenroll. (Please send a copy to the cluster coordinator.)
2. A completed reinstatement form. This form is sent with the acknowledgment of withdrawal or is available from the central office.
3. A \$20.00 reinstatement fee by check or money order (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.

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 money will be refunded (including the \$30 application fee).

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

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.

Veterans' Benefits

The Programs for Higher Education is approved for veterans' training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the Office of the Registrar for more information. (305/370-5685, Toll-free 1-800-541-NOVA, Ext. 5685).

Withdrawal

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

Program Services

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

Grievances

Grievance procedures are explained in the *Programs for Higher Education Policies and Procedures Manual*.

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

Graduate Fellowships

Two graduate fellowship positions are available each academic year in the Programs for Higher Education.

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

In addition to a yearly stipend, 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.

Student Conduct and Rights

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

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

Original Work at Nova University

At Nova University it is plagiarism to represent another person's work, words, or ideas as ones own without use of a University recognized method of citation.

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated in a manner consistent with a University recognized form and style manual. Violation of the requirement of original work constitutes plagiarism at Nova University and may result in disciplinary action up to and including termination from the institution.

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 from any other source, including another student, unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed 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.

Privacy of Records

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

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

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

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

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, 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.

Reservation of Power

Nova shall reserve the right to amend, modify, change, add to or delete from such rules and regulations that may affect its relations with its students, as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required.

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 five of

the six terms. The core seminars are scheduled for a minimum of three day-long sessions on Saturdays. The specialization seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each local cluster student should have completed the seven required seminars.

During the third year of the program, each local cluster student completes the practicum requirements, and if eligible, takes the comprehensive examination. Students assigned to a major applied research project (MARF) committee meet with their MARF advisor and other Programs for Higher Education 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.

National Lecturers

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

Core Seminars

ECD 8003 - CURRICULUM AND PROGRAM PLANNING

BARTON HERRSCHER, Ed.D., University of California at Los Angeles

AL P. MIZELL, Ed.D., Indiana University

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

ECD 8007 - GOVERNANCE AND MANAGEMENT

DANIEL AUSTIN, Ph.D., The University of Kansas

WARREN GROFF, Ed. D., Temple University

RICHARD ALFRED, Ed.D., The Pennsylvania State University

THOMAS QUINLAN, Ed.D, Virginia Polytechnic Institute and State University

ECD 8008 - HUMAN RESOURCE DEVELOPMENT

WARREN GROFF, Ed.D., Temple University

ROBERT PREZIOSI, D.P.A., Nova University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION

GARY RANKIN, Ph.D., Colorado State College

GRADY GRIZZLE, Ph.D., North Texas State University

MILTON MITCHELL, Ph.D., University of Wisconsin-Madison

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

KENNETH VARCOE, Ph.D., Southern Illinois University at Carbondale

DAVID ZIERATH, Ph.D., University of Kentucky

Specialization in Adult Education

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

DALE COOK, Ed.D., Western Michigan University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION

NANCY F. GADBOW, Ed.D., Syracuse University

Specialization in Higher Education

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

J. TERENCE KELLY, Ed.D., University of Tennessee

SEBASTIAN V. MARTORANA, Ph.D., The University of Chicago

LAWRENCE A. NESPOLI, Ed.D., The Pennsylvania State University

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

DONALD BRYANT, Ed.D., North Carolina State University

FREDERICK KINTZER, Ed.D., Stanford University

JAMES WATTENBARGER, Ed.D., University of Florida

Specialization in Vocational, Technical, Occupational Education

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

WARREN GROFF, Ed.D., Temple University

Practicums

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

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

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

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

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

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

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

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

EAD 8080
Practicum - Theory and Methods of Adult
Education

EHD 8076
Practicum - Emergence of Higher Education in
America

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

ETD 8076
Practicum - Personnel - Human Resources
Development

ETD 8077
Practicum - Emergence of Vocational, Techni-
cal, Occupational Education in America

Summer Institutes

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

Comprehensive Examination

ECD 8100 - Comprehensive Examination

Major Applied Research Project

Students register for PRA 8090 (MARF serv-
ices) and when the projects are completed they
are awarded credit in the following areas:

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

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

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

Programs for Higher Education Faculty



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



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



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



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.



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



KENNETH E. BEIGHLEY, Ph.D., National Lecturer in Learning Theory and Applications, is an independent consultant and therapist.



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



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



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



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



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



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



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



DAVID S. FLIGHT, Ph.D., Major Applied Research Project Central Staff Committee Member, is Director of Practicums for National Ed.D. Programs for Educational Leaders at Nova University.



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



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



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



NANCY FARIS GADBOW, Ed.D., National Lecturer in the specialization courses for Leadership in Adult Education, is Associate Dean of the Genesee Valley Regional Center, Empire State College, State University of New York.



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



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



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



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



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



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



MILTON MITCHELL, Ph.D., National Lecturer in Applied Educational Research and Evaluation and Associate Cluster Coordinator for the Regional Cluster, is Associate Professor at the University of Wisconsin in Platteville, Wisconsin.



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



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



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



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



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



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



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



DEO E. NELLIS, Ed.D., Coordinator of the Phoenix Cluster, is Director of Western Programs for Nova University in Phoenix, Arizona.



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



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



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



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



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



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



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



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



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



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



THOMAS H. QUINLIN, Ed.D., Program Professor, Programs for Higher Education and a MARP Central Staff Committee Member.



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



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



JAMES B. TORBERT, Ed.D., Local Research Associate for the Phoenix Cluster, is Maintenance Officer, Office of the Adjutant General, State of Arizona.



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



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



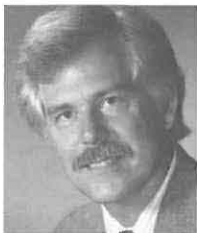
RENE E. VILLA, Ed.D., Local Research Associate for the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.



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



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



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



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



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

Center for the Advancement of Education, Faculty and Administrative Staff

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Assistant to the Director
Ed.D. Programs in Early and Middle
Childhood and Child and Youth Studies

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Speech-Language Pathologist (CFY)
Communication Disorders Center
B.S. University of Miami
M.A. Nova University

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National Ed.D. Program for
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M.A. Teachers College,
Columbia University
Ph.D. The University of Chicago

VERA FLIGHT

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Development
Programs in Child and Youth
Studies
B.S. Eastern Connecticut State
University
M.S. Nova University

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Communication Disorders Center
B.A. Herbert H. Lehman College
M.A. Herbert H. Lehman College

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Dean, Center for the Advancement
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B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

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Coordinator of Curriculum and
Research
Master's Program in Speech-
Language Pathology
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE

Practicum Associate
Programs in Child and Youth
Studies
B.A. Florida Atlantic University

DIANE GUPTA

Speech-Language Pathologist
Baudhuin Oral School
B.A. Fontbonne College
M.A. Memphis State University

TONI HEPPLER

Director, Instructional Resources
Center
B.S. Nova University
M.S. Nova University

LOIS ANN HESSER
Program Professor
Ed.D. Programs in Early and
Middle Childhood and Child and
Youth Studies
B.S. State University of New York
at Potsdam
M.S. State University of New York
at Potsdam
Ed.D. State University of New York
at Albany

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B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova University

MARY KREUTZER
Student Advisor
GEM Programs
B.S. Trenton State College

JUDY C. LEVER
Coordinator of Technology
Center for the Advancement of Education
B.S. Florida Atlantic University
M.S. Nova University

DORI LUNSFORD
Assistant to the Director
National Ed.D. Program for
Educational Leaders
B.S. Nova University
M.B.A. Nova University

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Director, Programs in Child and Youth
Studies
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development
Ed.D. Program in Early and
Middle Childhood
Ed.D. Program in Child and
Youth Studies
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY
Coordinator of Student Progress
National Ed.D. Program for
Educational Leaders
B.S. The Defiance College
M.S. Bowling Green State
University
Ph.D. Michigan State University

JACK MILLS
Director, M.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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Associate Director, Programs for
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B.A. Saint Peter's College
Ed.M. Rutgers University
Ed.D. Rutgers University

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B.Ed. University of Miami
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B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. The University of
Mississippi

DEO NELLIS
Director, Western Programs
B.A. State University of N.Y. at Buffalo
M.S. Nova University
Ed.D. Nova University

RON NEWELL
Practicum Advisor, National Ed.D.
Program for Educational Leaders and
Programs for Higher Education
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M.S. Southern Illinois University
Ed.D. University of Arizona

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Speech-Language Pathologist
Master's Program in Speech-
Language Pathology
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M.A. Temple University

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Rehabilitator
M.S. Program in Speech-
Language Pathology
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M.S. Columbia University

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Program Development, Center for the
Advancement of Education
B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

NORMAN W. POWELL, JR.

Associate Director, Master's Program for
Child and Youth Care
Administrators
B.A. American University
M.Ed. American University
Ed.D. American University

SYLVIA PRANT

Assistant to the Director
Master's Program for Child and Youth Care
Administrators
B.S. Nova University

THOMAS H. QUINLAN

Program Professor, Programs for Higher
Education and a MARP Central Staff
Committee member
B.S.Ed. Miami University
M.A. University of Michigan
Ed.D. Virginia Polytechnic Institute and
State University.

SANDRA K. RAMIREZ

Supervisor of Operations
GEM Programs

NANCY RIBBLER

Coordinator of Internships
M.S. Program in Speech-
Language Pathology
B.A. University of Michigan
M.A. California State University, Fresno

MARY ELLEN SAPP

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

MARILYN SEGAL

Dean, The Family and School Center;
Senior Faculty Member, Ed.D. Program
in Early and Middle Childhood
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SELDINE

Student Advisor
GEM Programs
B.A. University of South Florida
M. Ed. Florida Atlantic University

STEPHEN I. SIPLET

Director, Student Affairs
Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

J. DONALD STANIER

Director, GEM Programs
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS

Operations Manager
Center for the Advancement of Education

SHELLEY VICTOR

Coordinator of Communications
Disorder Center
M.S. Program in Speech-
Language Pathology
B.A. State University of New York at
Stoneybrook
M.A. University of Miami

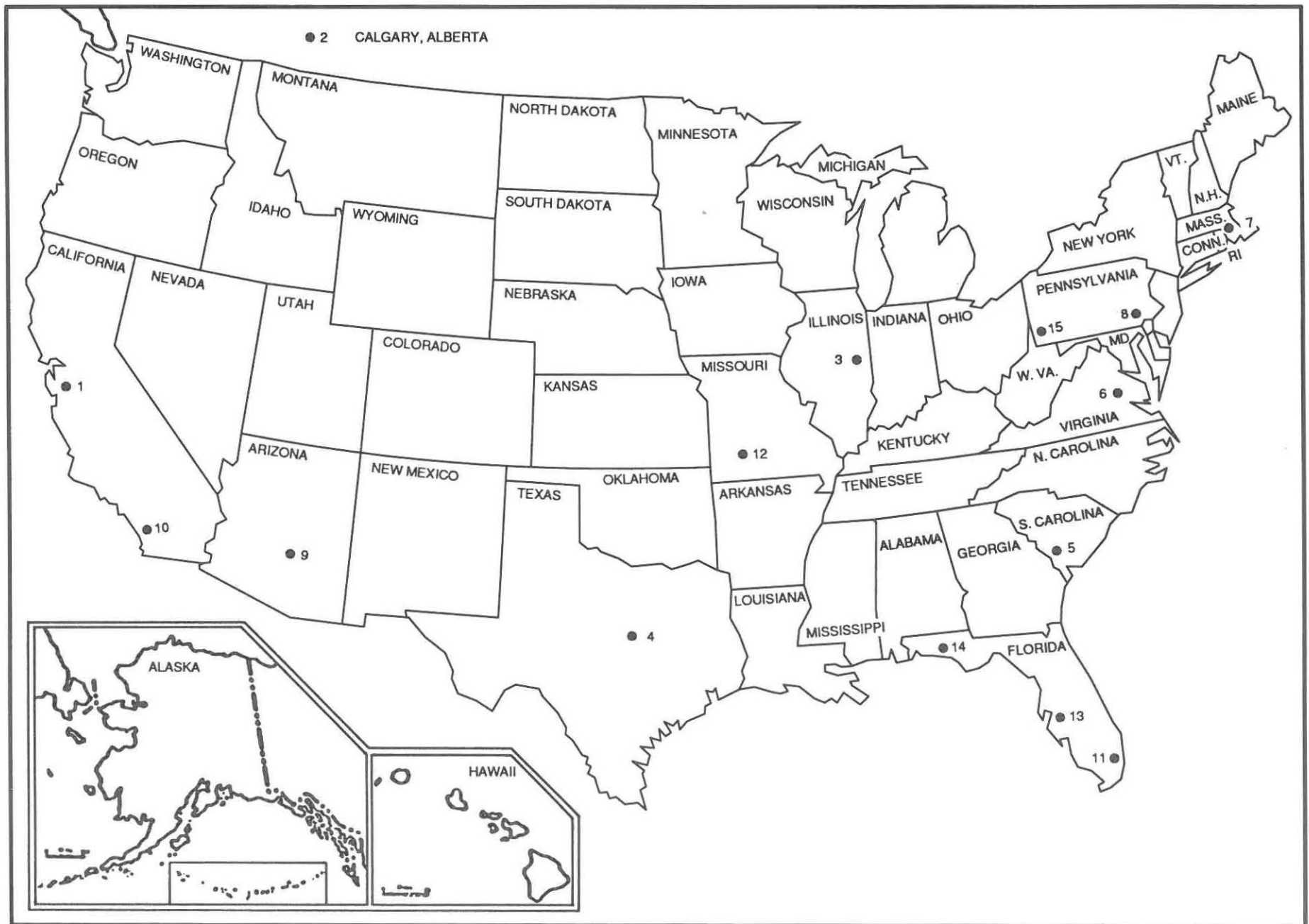
Additional Information

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

1. **BAY AREA**
Mauro Chavez, Ed.D.
3903 Loganberry Dr.
San Jose, CA 95121
(H) 408/270-8147
2. **CALGARY**
Tom Snell
Columbia Institute of Canada
802 Manning Road
Calgary, Alberta, Canada T2E 7N8
(W) 403/273-0315
FAX: 403/272-3805
3. **CHICAGO**
Frederick W. Widlak, Ph.D.
2 South 361 Glen Park Rd.
Lombard, IL 60148
(B) 708/691-9390
4. **DALLAS**
Anita Barrett, Ph.D.
8453 Mary's Creek Drive
Fort Worth, TX 76116
(H) 817/244-3309 (Evenings and Weekends Only)
5. **GREENWOOD**
John A. Morgan, Jr., Ed.D.
Gatewood
101 Hawthorne Court
Greenwood, SC 29646
(H) 803/229-7742
(B) 803/223-9442
6. **HAMPTON/RICHMOND**
Philip L. Woolf, Ed.D.
3140 Klondike Road
Richmond, VA 23235
(H) 804/320-8035
7. **MASSACHUSETTS**
Robert Sharples, Ed.D.
3 Meadow Street
South Dartmouth, MA 02748
(H) 508/993-3129
8. **PHILADELPHIA**
Phyllis Cooper, Ed.D.
2060 Pennington Rd.
Trenton, NJ 08618
(H) 609/771-6944
(B) 609/771-2522
9. **PHOENIX**
Deo E. Nellis, Ed.D.
8601 N. Black Canyon #117
Phoenix, AZ 85021
(B) 602/995-5999
FAX: 602/995-7097
10. **SANTA ANA**
John West, Ed.D.
26525 Sierra Vista
Mission Viejo, CA 92692
(H) 714/582-5748
11. **SOUTH FLORIDA**
George Mehallis, Ph.D.
9661 N.W. 11th Street
Plantation, FL 33322
(H) 305/475-8760
(B) 305/761-7483
12. **SPRINGFIELD**
Winifred Bowers, Ed.D.
Route 18, Box 122
Springfield, MO 65804
(H) 417/881-0058
(B) 417/887-7770
13. **TAMPA**
Valda Robinson, Ed.D.
17919 Crooked Lane
Lutz, FL 33549
(H) 813/949-4169
14. **WEST FLORIDA**
Gaspere Tamburello, Ed.D.
5930 Admiral Doyle Road
Pensacola, FL 32506
(H) 904/456-0480
15. **WESTERN PENNSYLVANIA**
Toni L'Hommedieu, Ed.D.
Box 363, RD2
Smithfield, PA 15478
(H) 412/569-4403
(B) 412/469-6309
16. **REGIONAL CLUSTER**
This cluster serves all students not enrolled in a local cluster, including International Students.
Charles Collins, Ed.D.
505 West Cedar Street
Platteville, WI 53818
(H) 608/348-5460
FAX: 608/348-6851

Operating and Potential Clusters Accepting Application



Nova University Board of Trustees

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Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

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
Early and Middle Childhood
Educational Leadership
Higher Education
Vocational, Technical,
Occupational Education

Doctor of Science (Sc.D.) in:

Computer Science
Information Science
Information Systems
Training and Learning

Juris Doctor (J.D.) in:

Law

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

Specialist Degrees

Educational Specialist (Ed.S.) in:

Education (20 majors)

Master's Degrees

Master of Accounting (M.Ac.) in:

Accounting

Executive Master of Business Administration

in Banking (M.B.A.--Ex.) in:

Business Administration

Master of Business Administration
(M.B.A.) in:

Business Administration

Master of International Business

Administration (M.I.B.A.) in:

International Business Administration

Master of Public Administration (M.P.A.) in:

Public Administration

Master of Science (M.S.) in:

Child and Youth Care

Administration

Coastal Zone Management

Computer-Based Learning

Computer Science

Counseling Psychology

Criminal Justice

Education (20 majors)

Family Therapy

Family Support Studies

Gerontology

Health Services Administration

Human Resource Management

Human Services

Marine Biology

School Guidance

Speech-Language Pathology

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting

Administrative Studies

Business Administration

Community Psychology

Computer Engineering

Computer Information Systems

Computer Science

Computer Systems

Elementary Education

Exceptional Education

General Psychology

General Studies

International Studies

Legal Studies

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

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

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

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

privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the 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 is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of 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.

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

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 Registrar.

Application Packet

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

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



CENTER FOR THE ADVANCEMENT OF EDUCATION

Programs for Higher Education

3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7385/ 1-800-541-NOVA, Ext. 7385

Center-AE	_____
Cluster Code	_____
Major Code	_____
Degree Objective	EDH
S=PR	
AC=GS r	
AA=X	
AT=GRM	

OFFICIAL USE ONLY

Graduate Admissions Application

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

Please enclose a check in the amount of \$30 (application fee) payable to Nova University.

NOTE: All application material must be mailed directly to:

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

Expected Starting Date _____/_____/_____ Location _____
Mo. Day Year

Soc. Sec. # _____/_____/_____ Sex () Male () Female Date of Birth _____/_____/_____
Mo. Day Year

Last Name _____ First Name _____ M.I. _____ Maiden Name _____

Legal / Permanent Address: Street & Number _____ Apt. _____

City _____ State _____ Zip _____ Home Telephone _____ Business Telephone _____

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

EMERGENCY Contact:

Name _____

Address _____ Home Telephone _____ Business Telephone/Ext. _____

ACADEMIC GOAL: Check area of specialization

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

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

Name of College	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree (Mo/Yr)	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

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

____ Non-resident Alien

If you have a Visa Indicate Status Code _____

____ Resident Alien

Country of Citizenship _____

Native Language _____

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

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

PROGRAMS FOR HIGHER EDUCATION

Name of Applicant _____

EMPLOYMENT INFORMATION

Place of FULL TIME Employment _____

Address _____ Phone _____
(street) (city) (state-zip)

Title of Position _____

Present Work Responsibilities _____

Place of PART TIME Employment _____

Address _____ Phone _____
(street) (city) (state-zip)

Title of Position _____

Present Work Responsibilities _____

RECOMMENDATIONS:

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

1. _____
Name Title Telephone

2. _____
Name Title Telephone

3. _____
Name Title Telephone

GOAL STATEMENT

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

FINANCIAL AID:

Have you applied for Financial Aid? _____ Yes _____ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? _____ Yes _____ No

If yes, when was the F.A.F. sent to Princeton, N.J.? _____

_____ Date

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

Applicant Signature

Date

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

Recommendation for Admission to the Programs for Higher Education

Name of Applicant: _____

Institution or Organization: _____

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

Please complete this portion of the Recommendation Form *before* giving it to your source of reference.

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

Applicant's Name (PRINT)

Signature

Social Security No.

Program

Cluster

Date

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

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

1. Attitude toward work

Somewhat negative Average Positive

2. Motivation toward work

Low Average High

3. Ability to carry out tasks

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: _____

Signature: _____

Name: _____

Institution or Organization: _____

Title: _____

Department: _____

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

Recommendation for Admission to the Programs for Higher Education

Name of Applicant: _____

Institution or Organization: _____

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_____ Social Security No.	_____ Program	_____ Cluster	_____ Date

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1. Attitude toward work

Somewhat negative

Average

Positive
2. Motivation toward work

Low

Average

High

3. Ability to carry out tasks

Low Average High

4. Resourcefulness in identifying and carrying out tasks

Low Average High

5. Emotional Control

Unstable Usually well balanced Always well balanced

6. Interpersonal Relationships

Avoided Tolerated by others Well-liked by others

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8. Most significant weakness

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

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Date: _____

Signature: _____

Name: _____

Institution or Organization: _____

Title: _____

Department: _____

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

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_____ Applicant's Name (PRINT)	_____ Signature		
_____ Social Security No.	_____ Program	_____ Cluster	_____ Date

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

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

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

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

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

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

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

Date: _____

Signature: _____

Name: _____

Institution or Organization: _____

Title: _____

Department: _____

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



CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue, Fort Lauderdale, Florida 33314

TRANSCRIPT REQUEST FORM

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

Dear Alma Mater:

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

A. I attended your school from _____ to _____

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

Last

First

Middle/Maiden

C. My student identification number was: _____

Thank you for your assistance

Sincerely,

Signature

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

TRANSCRIPT TRANSMITTAL FORM

Social Security # _____ / _____ / _____ Date _____

Name _____
Last First Middle/Maiden

City _____ State _____ Zip _____

PLEASE SEND _____ COPIES TO **NOVA UNIVERSITY**
CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314



NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
PROGRAMS FOR HIGHER EDUCATION

3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7385/ 1-800-541-NOVA, Ext. 7385

Dr. Ross E. Moreton
Director
Programs for Higher Education
Nova University
3301 College Avenue
Ft. Lauderdale, FL 33314

Dear Dr. Moreton:

Re: Certification Waiver

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

Sincerely,

Signature of Applicant

Print Name

Date

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



CENTER FOR THE ADVANCEMENT OF EDUCATION

Programs for Higher Education

3301 College Avenue

Fort Lauderdale, Florida 33314