

9-1996

Programs for Higher Education Catalog 1996-1997

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

Fischler Center for the
Advancement of Education

Programs For Higher Education

Ed.D. Specializations in:

Adult Education

**Computing and
Information Technology**

Health Care Education

Higher Education

**Vocational, Technical,
Occupational Education**

*Celebrating
25 Years
of Quality
Doctoral
Education*



CATALOG 1996-1997

**Includes Application and
Admission Forms**

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814 (916) 445-3427."

INDIANA

"This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number 800-227-5695 or (317) 232-1320."

SOUTH CAROLINA

"Nova Southeastern University is Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288."

MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis that they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.

"TRADITIONAL DOCTORAL EDUCATION IN A NONTRADITIONAL WAY"

Policies and programs set forth in this catalog are effective through June 30, 1997. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern 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 Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education, the Council of Great City Colleges of Education, and the Council of Graduate Schools.

Published September 1996

Programs For Higher Education

CATALOG 1996-1997



Celebrating 25 Years of Quality Doctoral Education

PRESIDENT'S MESSAGE



*Ovid C. Lewis, J.S.D.
President, Nova Southeastern University*

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, NSU has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to optimally serve their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

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

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

The 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, osteopathic medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern 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 Southeastern 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, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

THE MISSION

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

EDUCATION PROVOST'S MESSAGE



*H. Wells Singleton, Ph.D.
Education Provost, Fischler Center
for the Advancement of Education*

Research studies on the adult learner are emerging. Many universities are just becoming aware that working adult professionals differ in many ways from younger learners. Nova Southeastern's Programs for Higher Education (PHE) offers specializations in adult education; higher education; and vocational, technical, occupational education. New specializations in computing and information technology and health care education were developed to serve the needs of professionals in these two critical fields. During the program's quarter of a century, the specializations have evolved and changed, but the basic principles of adult learning on which the programs are based have continued in all of the program's components.

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

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

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

MISSION STATEMENT

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

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

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

OVERVIEW OF THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION PROGRAMS:

Graduate Teacher Education Program offering:

- Various Majors in Teaching (M.S. and Ed.S.)
- Modified Core Program in Educational Leadership (M.S. and Ed.S.)
- Initial Certification (M.S.)
- Nondegree Endorsement and Certification
- Renewal Options

Life Span Care and Administration offering:

- Applied Addiction Studies (M.S.)
- Child and Youth Care Administration (M.S.)
- Early Childhood Education Administration (M.S.)
- Elder Care Administration (M.S.)
- Family Support Studies (M.S.)

National Ed.D. Program for Educational Leaders offering:

- Educational Leadership (Ed.D.)

Programs for Higher Education offering:

- Adult Education (Ed.D.)
- Computing and Information Technology (Ed.D.)
- Health Care Education (Ed.D.)
- Higher Education (Ed.D.)
- Vocational, Technical, Occupational Education (Ed.D.)

Programs in Communication Sciences and Disorders offering:

- Audiology (Au.D.)
- Speech-Language Pathology (M.S. and SLP.D.)

Programs in Education and Technology offering:

- Instructional Technology and Distance Education (M.S. and Ed.D.)
- Child and Youth Studies (Ed.D.)

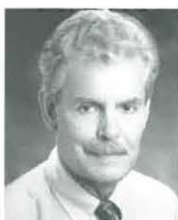
CENTER ADMINISTRATION



Carole Benedict
Coordinator of
Marketing



Stephen I. Siple, Ed.D.
Assistant Provost for
Student Services



J. Donald Stanier, Ph.D.
Assistant Provost for
Research and Planning

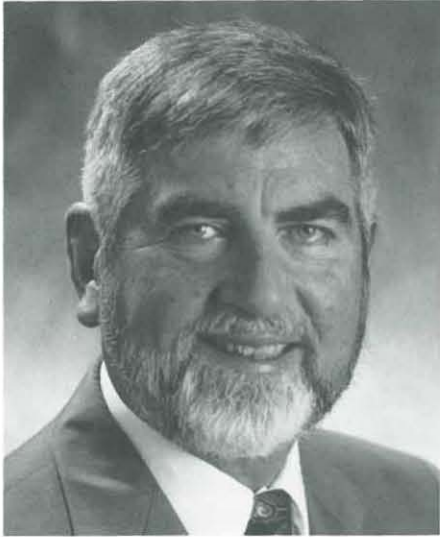


Linda Swails
Director of Administrative
Operations



Al Mizell, Ed.D.
Director of Technology

PROGRAM DEAN'S MESSAGE



Ross E. Moreton, Ed.D.
Program Dean, Programs for Higher Education

This field-based doctor of education program at Nova Southeastern University is committed to providing quality education to professional educators and trainers. Throughout the last 24 years, the Programs for Higher Education (PHE) have demonstrated that an 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's goal to improve education and training activities in society by further developing the professionals who work in those settings.

Nova Southeastern University has more than 14,000 students and more than 1,600 administrators, faculty, and staff. When accepted into the Programs for Higher Education, you will join individuals studying in Florida, in more than 20 other states across the nation, and in several foreign countries, who share your commitment to improve adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education.

Beginning this summer and continuing through the 1997 Summer Institute, PHE will be celebrating 25 years of delivering quality doctoral education. The highlight of the celebration will be the weeklong summer institute to be held at the Marriott's Harbor Beach Hotel in Fort Lauderdale, Florida. Many exciting activities are being planned and several "special guests" will be featured as speakers and presenters.

If you are eligible for admission to this outstanding program, I encourage you to enroll and participate during the 25th year by beginning work toward your Ed.D. degree.

PROGRAMS FOR HIGHER EDUCATION

PROGRAM DESCRIPTION

The Programs for Higher Education (PHE) at Nova Southeastern University provides a field-based doctor of education (Ed.D.) degree to practitioners working in the fields of adult education; computing and information technology; health care education; higher education; or vocational, technical, occupational education. The program provides regionally accredited degree opportunities for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research in an integrated program of study.

Each of the specializations offered by PHE embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational decision making in educational programs and systems. The overall goal of the program is to make a positive impact on education by influencing those responsible for its administration and delivery. The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

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

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

VISION, MISSION, AND OUTCOMES

PHE Vision Statement. Programs for Higher Education (PHE) of Nova Southeastern University is dedicated to sustaining excellence in field-based graduate professional education. Faculty and graduates of PHE serve as agents of constructive change and as leaders in conceiving, developing, implementing, and evaluating diverse interdisciplinary strategies to advance professional practice in education and training.

PHE Mission Statement. Programs for Higher Education (PHE) provides applied doctoral and continuing professional development programs in education to practitioners in the international community engaged in education or training. PHE, distinguished by accessibility for learners, flexibility in programs and operation, creativity and experimentation in outlook, and diversity among learners and faculty, promotes academic standards of quality consistent with excellence in professional practice.

PHE effects a positive impact on educational practice by influencing the personal and professional development of practitioners in adult education, computer and information technology education, health care education, higher education, and workforce education and training. Through its field-based and distance delivery approaches, PHE fosters the integration of scholarly reflection with applied research while the student remains actively engaged in professional practice.

PHE Student Outcomes. The PHE student should demonstrate success in fulfilling requirements for the doctoral degree in education (Ed.D.) by:

1. acknowledging, understanding, and utilizing effectively the PHE field-based, independent distance learning delivery system and its assumptions, limitations, and responsibilities;
2. learning to investigate the literature of postsecondary education and the field of specialization, and be able to relate it to current and future trends and issues and problems and processes in an education or training context in an organization;
3. developing applied research and writing skills required in seminar, practicum, and MARP processes; and
4. demonstrating, in course work and the comprehensive exam, the ability to conceptualize, organize, analyze, synthesize, and use judgment to address assignments, issues, problems, cases, or situations drawing upon a foundation of knowledge and perspective.

PHE Graduate Outcomes. The PHE graduate should:

1. be articulate and able to communicate effectively, with skills in listening, speaking, and writing;
2. be an informed professional about the postsecondary/higher education enterprise and in the chosen field of specialization;
3. utilize alternative approaches while acting as a "change-agent" in seeking to address and solve problems and issues in his or her organization; and
4. exhibit progressively developed and demonstrated performance.

PROGRAM ADMINISTRATION



EMMALINA ALEXANDER
Receptionist and Learning
Material Specialist



ADA CHRISTIE
Coordinator of
Administrative
Operations



CAROLYN S. COHEN
Secretary



BARBARA A. CROMARTIE
Administrative Assistant
to the Faculty



NORMA M. GOONEN, Ed.D.
Associate Director for Faculty
and Curriculum Development



STAN A. HANNAH, Ph.D.
Computing and Information
Technology Professor



LINDA M. HOWARD, Ed.D.
Adult Education Professor



MARILYN A. KRISS
Administrative Assistant
to the Director



RONALD C. KROLL, Ed.D.
Associate Director for Cluster
Support and Student Services



ANNE E. MULDER, Ph.D.
Higher Education Professor



JOANNE L. NANCE
Student Registration
and Payment Specialist



MARTIN B. PARKS, Ph.D.
Associate Director for
Research



ISABEL M. PEREZ
Administrative Assistant
for Online and Database
Information



DORIE E. RITCHIE
Administrative Secretary



MARJORIE C. ROWLAND
Administrative Secretary



LINDA S. SCHEIRTON, Ph.D.
Health Care Education
Professor



DELORES M. SMILEY, Ed.D.
Associate Director for Cluster
Development and Marketing



LESLIE K. TORRES
Students' Records and
Faculty Payment Specialist

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This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.



PROGRAM COMPONENTS

The Programs for Higher Education (PHE) is a doctorate degree program in education (Ed.D.). To earn the doctorate, students must successfully complete eight (six core, two specialization) seminars, four practicums (papers applying program principles to the student's work setting), attend two weeklong summer institutes, complete a comprehensive examination, as well as a major applied research project (MARP). This program is designed so that it may be completed in three years, while the student remains fully employed.

SEMINAR DESCRIPTIONS

Students must attend and pass eight seminars. Six of these are "core" seminars and are required of all students regardless of specialization. Each specialization offers two seminars which 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 accredited institutions throughout the country who have been selected as national lecturers on the basis of their subject expertise, teaching ability, reputation, and commitment to helping graduate adult learners achieve their educational goals. This is a primary factor in giving the program its national perspective and gives students direct exposure to a wide range of scholars and practitioners.

CORE SEMINARS

Each core seminar carries three semester hours of graduate credit. A description of each seminar is as follows:

CURRICULUM AND PROGRAM PLANNING (ECD 8003)

This seminar is designed to familiarize the student with the various theories, principles, and practices related to curriculum and program planning. It includes the study of curricular and instructional design foundations, instructional design models, learning theory, the implementation, management, and evaluation of instruction, and a consideration of significant issues and trends.

GOVERNANCE AND MANAGEMENT (ECD 8007)

This seminar emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

HUMAN RESOURCES DEVELOPMENT (ECD 8008)

The HRD seminar discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated knowledge worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as: (a) needs assessment, (b) design of HRD interventions, (c) implementation of action plans, and (d) the evaluation of HRD programs.

CORE SEMINARS

• Curriculum and Program Planning

• Governance and Management

• Human Resources Development

• Leadership

• Research Methodology

• Societal Factors Affecting Education

LEADERSHIP (ECD 8009)

This seminar examines the significant research and theory that provide the conceptual framework to both view and practice leadership as a collective enterprise. The seminar is designed to empower emerging leaders through learner-designated leadership development action plans (LDAPs), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as communicating a vision and goals, inspiring and motivating others, embracing and nurturing diversity, building and facilitating teams and coalitions, processing and analyzing information, anticipating and incorporating alternative futures, assessing and assuring quality in processes and outcomes, and stimulating and stabilizing change.

RESEARCH METHODOLOGY (ECD 8013)

This seminar is designed to assist the learners in gaining the skills for identifying, analyzing, and solving institutional and agency problems related to their place of employment. Emphasis is placed on the application of the three problem-solving methodologies—research, evaluation, and development. The learner is provided with tools to design and critically analyze research studies. The learner will also be exposed to concepts related to research design, internal and external validity of research designs, sample selection, reliability and validity of instruments designed for data collection, concepts of descriptive and inferential statistics, and the use of computer software packages for statistical analysis.

SOCIETAL FACTORS AFFECTING EDUCATION (ECD 8021)

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

SPECIALIZATION SEMINARS

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

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

This seminar provides a foundation for the field of adult education based on the historical context and philosophical constructs that have informed the practice of adult educators for over 75 years. The seminar also provides opportunities to participate in adult learning activities linking theory and practice. It is designed to take advantage of the participants' experience educating and

training adults from a wide variety of settings and of their expertise as adult learners. The goals of the seminar include learning the development of adult education as a social movement in a historical context, increasing the understanding of adult education within a philosophical framework, exploring the scope of the field of operations of adult education as it is practiced in the United States, and integrating the scholarly knowledge (the history, philosophy, and practices of adult education) with the learners' knowledge of their own professional and personal experiences. A final goal encourages the participants to enhance their ability to function as a lifelong learner.

THEORY AND METHODS OF ADULT EDUCATION (EAD 8007)

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

COMPUTING AND INFORMATION TECHNOLOGY**DATABASE MANAGEMENT SYSTEMS (EID 7370)**

This seminar focuses on the changing strategic role of digital information systems. Within the past decade it has become apparent that the old model of centralized data processing can no longer meet organizational needs. Today's organizations now demand that their information systems have the flexibility and capability needed to thrive in a constantly changing client/server environment.

The purpose of this course is not to produce full-fledged database design specialists; rather, the aim is to provide educators with a basic understanding of this complex field so that they can (a) make sensible decisions about how this new technology can be used to improve educational practices, and (b) make informed decisions as administrators about the selection and utilization of information technology. Major topics in this course include: (a) relational database fundamentals, (b) client/server architecture, (c) re-engineering organizational processes, (d) project management, and (e) designing Web sites.

COMPUTER INFORMATION NETWORKS (EID 7390)

This seminar focuses on the latest advances in the expanding field of computer networks and their impact on information systems applications. Communications principles and techniques of information acquisition, storage, retrieval, transfer, reception, and security are presented. Computer communications and the design of distributed systems are examined. Topics covered include voice, image, and data transmission; radio and satellite networks; the Integrated Services Digital Network (ISDN); electronic data interchange (EDI); protocols and software; network management; network security and control; inter-networking; and LANs, MANs, and WANs.

HEALTH CARE EDUCATION

EMERGING SOCIAL AND ETHICAL ISSUES IN HEALTH CARE EDUCATION (HCE 8001)

This seminar enables the health care education practitioner to understand, consider, and place in context the critical societal, ethical and legal, and regulatory issues in health care delivery that impact on education and training. Social conditions like the aging population,

the AIDS epidemic, rapid dissemination of health information in the media, increasing cultural diversity of patients and the workforce, interest in holistic medicine, and consumer education concerns form a backdrop for the study of a changing health care system. These factors include technological advances in patient-care delivery; changing professional relationships among care givers; and the impact of politics, particularly as related to cost containment, managed care, and health care rationing and accessibility. Ethical questions revolve around organ availability and distribution, assisted "suicide," genetic experimentation, the withdrawal of life-support systems, and the responsibilities of educators to both students and patients. Issues are applied to the work setting and the practitioner's career development.

PREPARING AND DEVELOPING STAFF IN THE HEALTH CARE PROFESSIONS OF THE FUTURE: A CHANGING EDUCATIONAL PARADIGM (HCE 8003)

This seminar is based on the assumption that an educated, trained, and motivated staff is the most important asset in the health care organization of the future. To that end, the seminar will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The relationship of continuous quality improvement (CQI) to education and training is explored.

SPECIALIZATION SEMINARS

ADULT EDUCATION

- **History, Philosophy, and Practices of Adult Education**
- **Theory and Methods of Adult Education**

COMPUTING AND INFORMATION TECHNOLOGY

- **Database Management Systems**
- **Computer Information Networks**

HEALTH CARE EDUCATION

- **Emerging Social and Ethical Issues in Health Care Education**
- **Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm**

HIGHER EDUCATION

- **Politics, Law, and Economics of Higher Education**
- **Emergence of Higher Education in America**

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

- **Emergence of Vocational, Technical, and Occupational Education in America**
- **Trends and Issues in Vocational, Technical, and Occupational Education**

HIGHER EDUCATION

POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION (EHD 8002)

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

EMERGENCE OF HIGHER EDUCATION IN AMERICA (EHD 8006)

The areas of study in this seminar are the historical and philosophical roots of higher education: European contributions to the ideas of the American college, the evolution and diversification of American higher education, the dynamic pattern of higher education in the late twentieth century, and examination of the future of American higher education with appropriate emphasis on its various components.

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

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

This seminar covers the historical development of vocational-technical education in western societies, including the social, political, and economic forces critical to the evolving nature of education for work. Also studied are the roles of the economy, business, industry, and government in the creation of opportunities and applications for applied technology education.

TRENDS AND ISSUES IN VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION (ETD 8008)

This seminar explores the major sociological, economic, educational, legislative, and political issues and trends expected to have continuing impact on vocational-technical education. The current status and philosophies of vocational-technical education are discussed relative to these trends and issues. Seminar content reflects the dynamic changes occurring in our society. Articulation between secondary and postsecondary education, business and industry partnerships, and vocational legislation and world labor market manpower are a few of the topics examined.

THE CONCENTRATION OPTION

Programs for Higher Education offers students the opportunity to elect a concentration within their specialization. The concentration enables students to demonstrate to employers and colleagues that they have undergone a rigorous doctoral program, in depth as well as breadth.

A partial list of approved concentration options are as follows:

- Academic Administration
- Allied Health Education
- Bioethics
- Computer Studies
- Criminal Justice
- Curriculum and Instruction
- Educational Technology
- English as a Foreign Language
- Ethics
- Finance
- General Institutional Administration
- Global Studies
- Hospitality Management
- Human Resources Development
- Institutional Development
- Library Administration
- Research and Evaluation
- Special Populations in VTO
- Student Affairs Administration
- Systems Analysis
- Training and Education

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

Students interested in this option should request an application form from their cluster coordinator or the central office. Students are eligible to request concentrations if they have completed no more than one practicum and are able to relate the remainder of their practicums and the MARP to the "theme" of their concentrations. PHE will acknowledge and record in the students' records the choice of concentration. Students will express their chosen concentration by including statements that explain the relationship of these projects to that concentration in at least three of their practicum reports and in their major applied research project.

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

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

PRACTICUMS

Students earn four semester hours of graduate credit for each practicum report approved. Practicums are applied research projects 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.

There are four practicums (proposals and reports) required in the PHE Ed.D. program. The requirements regarding practicum topics are as follows:

1. Each of the three methodologies (research, evaluation, and development) must be used in three separate practicums.
2. Any of the methodologies may be used in the fourth practicum.
3. Each of the four reports must indicate a relationship to concepts presented in one or more of the seminars.
 - a. One must utilize inferential statistics and be related to the Research Methodology seminar.
 - b. One must be related to at least one of the specialization seminars.
 - c. The other two can be related to any of the other six seminars.
4. If a concentration has been declared, the report must indicate the relationship of the study to the specific concentration.

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 are to provide experience in designing and conducting applied research projects. Students are assisted in this process by cluster coordinators, associate cluster coordinators, local research associates, and practicum evaluators.

SUMMER INSTITUTES

Each student must attend two summer institutes (ECD 8060 and ECD 8061). Summer institutes are weeklong conferences that bring together students, cluster coordinators, associate cluster coordinators, local research associates, 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.

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; and
- to provide students an opportunity to demonstrate competency in attaining formal candidacy status.

Eligibility

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

ADDITIONAL PROGRAM COMPONENTS

Practicums

Summer Institutes

Comprehensive Exam

MARP

Description

The comprehensive examination consists of a four-hour written examination that demonstrates an individual's competence to address broadly significant issues in higher education based on a foundation of knowledge and perspective. The examination is administered once per term.

MAJOR APPLIED RESEARCH PROJECT

Students receive 21 semester hours of graduate credit for completing this project. The major applied research project, or MARP, is the capstone of doctoral study. MARPs utilize the processes of the practicums. Whereas practicums are designed to sharpen

skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered. MARPs involve the application of research to actual problems and issues in education. The program stresses experiences that contribute to the professional improvement of the students, and the MARP year is the capstone of those experiences. Projects undertaken must be in the students' area of specialization and are based in the institutions or organizations in which students are employed.

Students receive seven semester hours of graduate credit for completion of the major applied research project proposal, a second seven semester hours of graduate 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. (Credit for "satisfactory progress" will not be awarded until the fourth practicum report is approved.)

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

SAMPLE SCHEDULE

FIRST YEAR		SECOND YEAR		THIRD YEAR
Core Seminar (Curriculum and Program Planning)		Core Seminar (Leadership)		Major Applied Research Project
	Practicum One		Practicum Three	(MARP)
Core Seminar (Human Resources Development)		Core Seminar (Governance and Management)		Continue until completed
	Practicum Two		Comprehensive Exam	
Core Seminar (Research Methodology)		Core Seminar (Societal Factors)		
			Practicum Four	
Summer Institute and Specialization		Summer Institute and Specialization		
Typically, one seminar is taken per term. There are four, three-month terms per year. Please refer to the calendar on page 7.				

CALENDAR

Nova Southeastern University does not conduct classes in observance of the following holidays: Christmas Day, New Year's Day, Martin Luther King Day, Memorial Day, July 4th, Labor Day, Rosh Hashanah, Yom Kippur, and Thanksgiving weekend.

For local clusters, all seminar work takes place during the first two years of the program. One seminar in each of three terms per year is scheduled for these two years. The core seminars are scheduled for a minimum of three daylong sessions on Saturday. Orientation meetings and applied research workshops are held Friday night prior to the Saturday session. The specialization

seminars are scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each local cluster student should have completed the eight required seminars, made substantial progress on practicums, and taken the comprehensive exam.

During the third year of the program, each local cluster student completes the practicum requirements and, if the comprehensive examination is passed, is assigned to a major applied research project committee.

International students should contact their cluster coordinator or the Programs for Higher Education for details regarding the International Cluster calendar.

CALENDAR

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

TERM	BEGINS	ENDS
Fall	October 1	December 31
Winter	January 1	March 31
Spring	April 1	June 30
Summer	July 1	September 30

Students in local clusters normally take **one core seminar per term** for the first two years. They take one core seminar during the fall, winter, and spring terms, and a **specialization seminar** in conjunction with the summer institute during the summer term.

International Cluster students normally take **one core seminar during the winter term** and for two years attend a special summer session **prior to the institute to take two other core seminars**. (See Travel Options.) They also take the specialization seminar in conjunction with the summer institute.

By following the calendar described above, both local and international cluster students can complete all seminars during the first two years of enrollment. Most students also **work on practicum requirements** during this time.

The **Comprehensive Examination** is taken when all six core seminars have been successfully completed and at least three of the practicum reports are completed.

The **MARP process** is usually completed during the third year.

**25 YEARS OF
DELIVERING
QUALITY
DOCTORAL
EDUCATION**

CLUSTERS

In the Programs for Higher Education, all students are organized into groups called 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 Southeastern University.

Cluster coordinators and associate 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 guidance affairs of a local cluster; and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. All cluster coordinators and associate coordinators are professional educators with earned doctorates who also render academic assistance to students.

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

LOCAL CLUSTERS

During the first two nine-month academic years for local clusters, formal instruction covers six of eight required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to local clusters for the meetings of the core seminars. Clusters have an in-class enrollment of approximately 20 students.

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 sources of support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster. (A listing of clusters can be found on page 27.)

INTERNATIONAL CLUSTER

The International Cluster was developed specifically for professionals who, because of location or employment considerations, are unable to participate in local clusters. It was designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment. The cluster now serves students across the U.S., Canada, Europe, Latin America, and the Far East.

The International Cluster employs a combination of field-based delivery, supervised study, and formal instruction in intensive summer sessions. The program components include a minimum of three regional cluster meetings, two summer sessions, and two summer institutes. In addition to an orientation meeting in the winter, one International Cluster meeting is scheduled the following year at the operational International Cluster site.

Summer sessions are held during the two weeks prior to the summer institute. International students for whom English is a second language are required to attend an orientation program in advance of these dates.

Students who are members of the International Cluster are provided with the same high academic standards, services, and instruction that have attracted more than 3,000 postsecondary administrators, faculty, trainers, and consultants from across the United States and the world to the Programs for Higher Education of Nova Southeastern University. However, unlike students who attend a local cluster, International Cluster students travel three or six times to an instructional location during the three years of the program.

HOW THE INTERNATIONAL CLUSTER WORKS

Three-Time Travel Option

As described in this catalog, students are required to complete six core and two specialization seminars. During the spring term, students begin work on two core seminars via a distance-learning component. Each seminar culminates in a one-week session prior to the summer institute for a total of two weeks. During the spring term, students are also sent

specialization seminar material. Many of the written assignments are completed prior to the institute. However, the in-class portion of the seminar is held in conjunction with the institute. The time spent in class, with the core and specialization seminars and summer institute, is three weeks. This procedure is repeated during the second year. During the third year of the program, students need attend only the two-week core seminars. The specialization seminars will have been completed.*

Six-Time Travel Option

In lieu of traveling to the designated city for instruction during the third year, students may complete two additional core seminars during the winter term of the first and second years. For those selecting this option, course material for the winter core seminars is mailed at the end of November. Students attend two weekend sessions—one in January and the other in March. This procedure is repeated during the second year of the program.

**International students for whom English is a second language do not take a specialization seminar at the first summer institute; therefore, they must complete their specialization seminars during the second and third summer institutes.*

TRAVEL OPTIONS FOR INTERNATIONAL STUDENTS

THREE-TIME TRAVEL

First Year	July/August	3 weeks
Second Year	July/August	3 weeks
Third Year	July	2 weeks

SIX-TIME TRAVEL

First Year	January	1 weekend
	March	1 weekend
	July/August	3 weeks
Second Year	January	1 weekend
	March	1 weekend
	July/August	3 weeks

DOCTORAL CANDIDACY POLICY

Beginning June 1996, doctoral students must attain candidacy status prior to the Center Provost's recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty from all center doctoral programs and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Manual of Policies and Procedures for Students* of the Programs for Higher Education.

GRADUATION REQUIREMENTS

Students must fulfill the following graduation requirements:

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

Total requirements: 61 credits.
(All requirements must be completed within seven years of the date of the beginning of the term of entry.)

PHE has adopted minimum progress requirements to ensure student success within the seven-year time limit. The requirements are contained in the *Manual of Policies and Procedures for Students*. A student who does not achieve minimum progress may not be eligible to continue, even though the time limit has not expired. Students wishing to appeal the dismissal must petition for re-admittance.

ADMISSIONS

Admission to the program requires (1) a master's degree with at least a 3.0 G.P.A. from a regionally accredited institution, (2) current employment in a job related to the applicant's area of specialization, and (3) three recommendations from senior academic or administrative personnel in the applicant's place of employment, (the recommendations are to be written on forms included in the catalog), (4) an interview with a PHE representative, and (5) a portfolio. An individual who wishes to apply for admission should:

1. Complete the graduate admission application packet (see page 45) and submit it with a \$40 nonrefundable application fee (payable to Nova Southeastern University) to the Programs for Higher Education office.
2. Request that official transcripts of all previous academic work be sent to the same office. An official transcript of the master's degree should be submitted immediately to begin the application process.
3. Request recommendations from three supervisors or administrators using the forms contained in the application packet. The supervisors or administrators should attest to the nature of the applicant's job performance.

WHAT GRADUATES SAY ABOUT PHE...

"I chose NSU because I wanted a contemporary, on target type of curriculum and teachers. I was not disappointed. It was a leader of the times. And now everyone is trying to catch up."

**-Dr. Gayle Carson,
Carson Research Center
Miami Beach, Florida**

4. Complete and return the portfolio following notification of provisional admission. Each admission file must be complete by the end of the first term of enrollment.

Effective fall 1996, all applicants must be able to demonstrate to program officials that they have access to a computer and modem, at home or work, in order to be admitted to the program. In addition, they must apply for and utilize an NSU UNIX account to remain in good standing.

Applications are received and considered throughout the year.

Note: GRE scores are required for students of the Greenwood Cluster (South Carolina).

INTERNATIONAL STUDENTS ADMISSION

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

SPECIALIZATION ADMISSION

The following is a description of the five PHE specializations, for whom they are intended, and the requirements necessary for admission:

ADULT EDUCATION

Encompasses all the educational activities systematically organized and provided by a variety of institutions in different systems (business, education, government, health, religion) for the purposes of promoting the personal and social development of adults.

The Ed.D. specialization in adult education seeks to assist adult education professionals in increasing their knowledge of history, philosophy, theory, research, methods, and practices of adult education to identify and meet the educational needs of adult students. To be considered for admission in the Ed.D. specialization in adult education, practicing professionals must be directly engaged in teaching, administering, or supporting programs specifically designed to address the educational needs of adult students. These programs may be delivered in some of the following settings:

1. Continuing education programs and returning adults in postsecondary institutions.
2. Education, training, and development programs in business and industry, governmental and military agencies, and health and religious organizations.
3. Public and community education programs for adults.

COMPUTING AND INFORMATION TECHNOLOGY

Intended for the professional development of practitioners regularly employed in adult education; health care education; higher education; and vocational, technical, occupational education; who work with computers and information technology in instruction-related or information management roles. Persons in the education fields listed above who work in such functions or settings as information systems, computer center operations, computer networking, computer assisted or computer-managed instruction, computerized libraries, and database management and administration should find the specialization in computing and information technology valuable.

HEALTH CARE EDUCATION

Intended for the professional development of educational practitioners regularly employed in health care education roles in such settings as hospitals, schools of nursing or allied health; colleges and universities; vocational/technical institutions; government agencies; or the military, business, or industry. The health care education specialization is intended to meet the needs of the health care academic community, as well as of those who are involved in the education and training of practitioners already in the field. The initial preparation of health care personnel and the continued development and maintenance of a qualified and competent health care workforce in a changing society are equally critical elements in an effective health care system.

Persons serving as educational program administrators, curriculum specialists, faculty, trainers, human resources development staff, health promotion, or consumer health education personnel should benefit from completing the specialization in health care education. It should be noted that the program is not for care givers, but rather for those involved in the training, education, or staff development of care givers, patients, or members of the general public.

HIGHER EDUCATION

Its scope is all education leading to a degree beyond the secondary level. The program is committed to enhancing those persons who teach, manage, or support the mission of higher education within an organizational context.

The specialization in higher education is intended for persons regularly employed in postsecondary institutions. This includes faculty and/or staff working in higher education institutions or those in public, private, local, state, or federal agencies/organizations related to higher education.

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

Encompasses all aspects of the education of women and men for economic independence as productive and contributing members of society and its organizations, including business and industry, community and government, and secondary and postsecondary education. The vocational, technical, occupational education specialization reflects a commitment to prepare practicing professionals in a wide variety of vocational education settings to meet the needs of all citizens for sustained effectiveness in a rapidly changing workplace.

The specialization in vocational, technical, occupational education is intended for practicing professionals in the following areas:

1. vocational, technical, occupational education divisions of schools, colleges, universities, business, industry, labor, the armed services, correctional facilities, and centers for rehabilitative services;
2. educational and governmental agencies;
3. training and development programs in the workplace;
4. public schools, community, and returning adult career-development programs; and
5. primary and supportive roles in the occupational preparation of a broad range of learners.

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7240.

International Students for Whom English Is a Second Language

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

1. The requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university.
2. The submission of the portfolio, a current requirement for admission of all students, at or prior to the first summer session.
3. Certification that they own or have proximate access to a fax machine, so that long-distance communications with PHE program personnel can be enhanced.
4. Receipt of the completed application and fees in the PHE office by March 1 for those intending to enroll the following spring and summer terms; September 1 for those planning to attend the fall term; or November 1 for those planning to attend the winter term.

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

WHAT GRADUATES SAY ABOUT PHE...

"Nova Southeastern University's Programs for Higher Education provided me with educational experiences that continue to enhance my effectiveness in dealing with real life situations in the workplace."

-Bobby L. Crosby, Ed.D.
Director of Vocational Education and Staff Development
Abbeville, South Carolina

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

ADMISSIONS PORTFOLIO

The admissions portfolio is requested once a candidate has submitted all other required admission information and has been provisionally accepted. A booklet explaining the admissions portfolio is provided to each candidate.

The admissions portfolio:

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

The admission portfolio should include: 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. It should be completed and submitted by the end of the first term of enrollment. Once this and all other admissions documents are received, the candidate's admissions file is complete.

Accompanying material will not be returned; therefore, an applicant should not submit original copies of documents or the "only copy" of documents.

For answers to questions regarding the admissions portfolio, please call (954) 475-7349 or toll free 800-986-3223, Ext. 7349.

TRANSFER CREDIT

A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These credits will be evaluated for transfer against up to two of the core or specialization seminar requirements. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be A, B, or equivalent.

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

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

GRADING SYSTEM FOR SEMINARS

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

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

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

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

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

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

FOR PRACTICUMS

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

A grade of UNACCEPTABLE means that the practicum needs revision. A student is given two chances over a six-month period to present an acceptable revision. If not, the present practicum expires and the student must initiate a new proposal. When a practicum receives an UNACCEPTABLE on the second revision, a NO PASS is assigned and the student must begin a new practicum on a new topic.

FOR COMPREHENSIVE EXAMS

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

Satisfactory completion of the comprehensive examination is required before "readiness" is acknowledged and candidacy approved. Those deemed not

ready (because they received a grade of UNACCEPTABLE on the first attempt) will be counseled and urged to develop a plan of action that will remedy deficiencies. Students who fail to move satisfactorily to candidacy after the second attempt will be terminated from the program and are not eligible for readmission.

FOR MARPs

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

GENERAL POLICIES ON GRADES

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

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

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

Transcripts are maintained on a permanent basis after the student is no longer enrolled.

STUDENT STATUS

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

WITHDRAWAL

General Provisions on Withdrawal

If a student fails to register or pay tuition, for a particular term, the central office staff will administratively **withdraw** the student as of the first day of that term, after making a reasonable effort to contact the student with a request for registration or payment.

WHAT GRADUATES SAY ABOUT PHE...

"The course work required for the degree is as realistic as it possibly can be having a direct and full application to the student's work responsibilities. The education impacts favorably upon the student's job position even before the degree is conferred."

-Jerry J. Stepien, Ed.D.
Instructional Design Specialist,
Northeast Wisconsin Technical
College

Withdrawal for a period does not suspend "time limit for completion" requirements. (See seven-year time limit requirement under **Graduation Requirements** in this catalog.)

Withdrawal from Program; No Intention to Return

Voluntary requests to withdraw completely from the program should be made to the program dean and the cluster coordinator. This request should specify the date and term in which the withdrawal is effective. Students are encouraged to explain the reason for the request and program-related problems, if any, that led to the decision.

Withdrawal from Term; Intention to Re-Register

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made to the program dean and the cluster coordinator. The reason for the withdrawal should be explained and the planned date and term of re-entry stated. The central office acknowledgement of this request will include a "Reinstatement Request" and an "Action Form," including instructions regarding the reinstatement process. (See the following **Reinstatement** section.)

Students in "stop-out" status are not eligible for academic services from program faculty and staff, and may not have grades posted to their records, except for changes of INCOMPLETE grades earned in seminars. They will continue to receive the *Practitioner's News*, and revised publications such as the practicum and MARP guides and the Manual of Policies and Procedures for Students. Students who stop out for more than one term may be subject to financial aid penalties, such as requests for loan repayment.

Withdrawal from Seminar; Intention to Remain Enrolled for Term

Students may have legitimate reasons to request withdrawal from a core or specialization seminar or be advised to do so by the national lecturer. Such students may wish to remain enrolled in the program in order to accomplish other work, such as practicums, a summer institute, or the comprehensive exam. A request to **withdraw from a seminar** should be made to the program dean and the cluster coordinator, and should state the desire to remain enrolled for the term in question. The registration for the term will be changed to drop the particular seminar and add "PRA 8070 Practicum Services" or "PRA 8090 MARP Services," as appropriate.

Students may withdraw from a seminar, without academic penalty, at any time prior to the final class meeting; they may not withdraw after the last class session or just before seminar grades are issued.

Following the final meeting, since no official withdrawal is possible, students will receive whatever grade they have earned in the seminar, as determined by the national lecturer.

Plans to re-register for the dropped seminar should be discussed with the cluster coordinator.

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.

REINSTATEMENT

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

1. A letter of intention to re-enroll (please send a copy to the cluster coordinator);
2. A completed reinstatement form. This form is sent with the acknowledgement of withdrawal or is available from the central office; and
3. A \$35 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form.

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

FINANCIAL INFORMATION

TUITION AND FEES

A nonrefundable application fee of \$40 must be submitted with the application. (See **Refunds** section for the one exception.) The following tuition and fees are effective July 1, 1996.

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

Tuition for the 1996-1997 academic year is \$7,540 (four partial payments of \$1,885 each).

Tuition beyond the third year is \$1,220 per three-month term.

Students who enroll and pay tuition beyond the third year (beyond 12 terms of enrollment) will receive a refund of \$600 if they complete all program requirements within the first month of the term.

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

Upon meeting graduation requirements, each student must pay a MARP microfiche fee of \$65 plus \$65 fee to accompany the application for degree (separate from MARP fee). Additional fees include a late registration fee of \$60 and a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$35 for those who withdraw and then re-enter the program.

TUITION REFUND POLICY

Students are entitled to a full refund of tuition (excluding registration/application fees of \$100 or less) if the registration agreement is canceled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session there will be no refund of the registration/application fees and a prorata refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid:

1. if they do not meet minimum admission requirements;
2. for a canceled course, seminar, workshop, or a cluster that does not begin;
3. involuntary call to active military duty;
4. documented death of the student or member of his or her immediate family (parent, spouse, child, sibling);

5. severe illness of the student (as approved by the institution and confirmed in writing by a physician) that completion of the term is precluded; or
6. exceptional circumstances approved by the president or designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,100.

Based on no. of classes

$$9 - 3 = 6 \text{ classes not attended}$$

$$6 \div 9 = 67\% \text{ of the term not completed}$$

$$67\% \times \$1,100 = \$737.00 \text{ refunded}$$

Based on clock hours

$$45 - 15 = 30 \text{ hours not received}$$

$$30 \div 45 = 67\% \text{ clock hours not completed}$$

$$67\% \times \$1,100 = \$737.00 \text{ refunded}$$

WHAT GRADUATES SAY ABOUT PHE...

The Ed.D. degree program and the rigor of the Nova Southeastern University program helped me meet the requirements for the president position at Lakeshore Technical College. I continue to be pleased with the vision and quality of learning opportunities at Nova Southeastern University.

**—Dr. Dennis Ladwig
Cleveland, Wisconsin**

Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was \$1,885.

Based on no. of classes

$13 - 5 = 8$ weeks not attended
 $8 \div 13 = 62\%$ not completed
 $62\% \times \$1,885 = \$1,168.70$ refunded

Based on clock hours

$45 - 17 = 28$ hours not received
 $28 \div 45 = 62\%$ clock hours not completed
 $62\% \times \$1,885 = \$1,168.70$ refunded

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1996 for the 1996-1997 academic year. Applications received after that date will be considered on a funds-available basis

only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1996-1997 is June 30, 1997.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. be making satisfactory progress in his or her course of study;
4. not be in default of or owe a refund for any financial aid received previously;
5. sign a Statement of Educational Certification; and
6. be registered with Selective Service if required to do so by federal law.

VETERANS' BENEFITS

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241 or toll free 800-541-6682, Ext. 7241.

PROGRAM SERVICES

Services are provided to students who are currently enrolled in the program. Students who withdraw or who are dropped from the program by the University are not entitled to receive services. The only exception to this rule is in the case of removal of INCOMPLETE seminar grades. (see "Withdrawal" pg. 13)

GRADUATE ADMINISTRATIVE FELLOWSHIPS

The Programs for Higher Education offers two graduate administrative fellowship positions each academic year.

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

In addition to a yearly stipend, each graduate fellow's tuition for four terms and expenses for one summer institute will be paid by the Programs for Higher Education. Graduate administrative fellowships are available for one year. Persons interested in a fellowship position should send a letter of intent and a current resume to the PHE dean by January 31.

ATTENDANCE

SEMINAR ATTENDANCE

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

1. Such an agreement to make up work requires the completion of specified assignments relating to the missed session. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the seminar session.

2. After the make-up agreement has been finalized, the national lecturer must inform the Programs for Higher Education office and the cluster coordinator regarding the arrangements.

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

SUMMER INSTITUTE ATTENDANCE

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

WHAT GRADUATES SAY ABOUT PHE...

I felt the summer institute provided me the opportunity for interaction with top-notch, respected researchers in the field. It also gave me access to network with people in my field from all over the world. I found it similar to attending a world-class professional conference.

**-Kerry Mac Cartney Berk
Director, Employer Education
Bell Atlantic-Pennsylvania
Havertown, PA**



COURSE NUMBERS AND TITLES

Students are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired on the basis of their subject expertise, teaching ability, and professional recognition. Core 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. Specialization national lecturers teach their seminars at the summer institute.

CORE SEMINARS

ECD 8003 CURRICULUM AND PROGRAM PLANNING

Eileen E. Morrison, Ed.D.
Vanderbilt University
Albert J. Pautler, Jr., Ed.D.
State University of New York
at Buffalo
Vicki L. Riley, Ed.D.
University of Virginia
Linda S. Scheirton, Ph.D.
University of Texas at Austin
Marcia A. Wratsher, Ph.D.
University of Pittsburgh

ECD 8007 - GOVERNANCE AND MANAGEMENT

John D. Cooper, Ph.D.
Michigan State University
Nancy F. Gadbow, Ed.D.
Syracuse University
Rosemary Gillett-Karam, Ph.D.
University of Texas at Austin
Olga A. Holden, Ph.D.
Michigan State University
Marie V. McDemmond, Ed.D.
University of Massachusetts
Robert C. Messina, Ph.D.
Fordham University
Anne E. Mulder, Ph.D.
University of Michigan
Jack N. Wismer, Ph.D.
University of Denver

ECD 8008 - HUMAN RESOURCES DEVELOPMENT

Barbara G. Carnes, Ph.D.
Fielding Institute
Warren H. Groff, Ed.D.
Temple University
Stan A. Hannah, Ph.D.
Indiana University
Olga A. Holden, Ph.D.
Michigan State University
Linda M. Howard, Ed.D.
Arizona State University

ECD 8009 - LEADERSHIP

Albert T. Haugerud, Ph.D.
University of Washington
Carmon J. Kiah, Ph.D.
University of Maryland
Lynn M. Little, Ph.D.
University of Texas, Southwest
Medical Center
Joan B. Murry, Ph.D.
The Union Institute

ECD 8013 - RESEARCH METHODOLOGY

Grady M. Grizzle, Ph.D.
North Texas State University
Olga A. Holden, Ph.D.
Michigan State University
Gary E. Rankin, Ph.D.
University of Northern Colorado
James R. Valadez, Ph.D.
University of California
at Santa Barbara
Laura J. Wolfson, Ph.D.
Carnegie Mellon University

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

Nancy F. Gadbow, Ed.D.
Syracuse University
Olga A. Holden, Ph.D.
Michigan State University
Kenneth E. Varcoe, Ph.D.
Southern Illinois University
at Carbondale
Lois J. Zachary, Ed.D.
Columbia University
David L. Zierath, Ph.D.
University of Kentucky

SPECIALIZATION SEMINARS IN ADULT EDUCATION

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

Dale L. Cook, Ed.D.
Western Michigan University
Linda M. Howard, Ed.D.
Arizona State University
Patricia A. Lawler, Ed.D.
Teachers College/Columbia
University

EAD 8007 - THEORY AND METHODS OF ADULT EDUCATION

Nancy F. Gadbow, Ed.D.
Syracuse University
Linda M. Howard, Ed.D.
Arizona State University

SPECIALIZATION SEMINARS IN COMPUTING AND INFORMATION TECHNOLOGY

EID 7370 - DATABASE MANAGEMENT SYSTEMS

Stan A. Hannah, Ph.D.
Indiana University

EID 7390 - COMPUTER INFORMATION NETWORKS

Stan A. Hannah, Ph.D.
Indiana University

SPECIALIZATION SEMINARS IN HEALTH CARE EDUCATION

HCE 8001 - EMERGING SOCIAL
AND ETHICAL ISSUES IN
HEALTH CARE EDUCATION

Linda S. Scheirton, Ph.D.

University of Texas at Austin

Becky C. White, Ph.D.

Rice University

HCE 8003 - PREPARING AND
DEVELOPING STAFF IN THE
HEALTH CARE PROFESSIONS
OF THE FUTURE: A CHANGING
EDUCATIONAL PARADIGM

Sonia J.S. Crandall, Ph.D.

University of Oklahoma

Robert D. Fox Ed.D.

North Carolina University

SPECIALIZATION SEMINARS IN HIGHER EDUCATION

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

Daniel L. Austin, Ph.D.

University of Kansas

Rosemary Gillett-Karam, Ph.D.

University of Texas at Austin

Anne E. Mulder, Ph.D.

University of Michigan

EHD 8006 - EMERGENCE OF
HIGHER EDUCATION IN
AMERICA

Donald W. Bryant, Ed.D.

North Carolina State University

Kenneth E. Varcoe, Ph.D.

Southern Illinois University
at Carbondale

James L. Wattenbarger, Ed.D.

University of Florida

SPECIALIZATION SEMINARS IN VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

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

Michelle D. Chinoda, Ph.D.

Pennsylvania State University

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

Martin B. Parks, Ph.D.

The Ohio State University

WHAT GRADUATES SAY ABOUT PHE...

*"I felt that I had the best
professors in the country, and my
cluster coordinator provided the
'close touch.' The program was
individualized enough to meet my
specific needs."*

**-Myrma R. Pickard
Arlington, Texas**

PRACTICUM NUMBERS AND TITLES

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

EID 8390
Practicum - Computer Information Networks

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

EID 8370
Practicum - Database Management Systems

EHD 8076
Practicum - Emergence of Higher Education in America

ETD 8077
Practicum - Emergence of Vocational, Technical, and Occupational Education in America

HCE 8083
Practicum - Emerging Social and Ethical Issues in Health Care Education

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

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

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

EHD 8081 or EAD 8081 or ETD 8081 or HCE 8081 or EID 8081
Practicum - Leadership

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

HCE 8084
Practicum - Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Education Paradigm

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

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

EAD 8080
Practicum - Theory and Methods of Adult Education

ETD 8082
Practicum - Trends and Issues in Vocational, Technical, and Occupational Education

SUMMER INSTITUTE NUMBERS AND TITLES

ECD 8060
Summer Institute - 1

ECD 8061
Summer Institute - 2

COMPREHENSIVE EXAMINATION NUMBER AND TITLE

ECD 8100
Comprehensive Examination

MAJOR APPLIED RESEARCH PROJECT NUMBERS AND TITLES

Students registering for PRA 8090 (MARF services) are awarded credit in the following areas when the projects are completed:

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

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

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

PROGRAMS FOR HIGHER EDUCATION FACULTY



DANIEL L. AUSTIN, Ph.D., Specialization National Lecturer in Politics, Law, and Economics of Higher Education, and Central Staff Committee Member, is Director

of the Division of Public and Social Service Administration, School of Business and Entrepreneurship at Nova Southeastern University in Fort Lauderdale, Florida.



DIANE EDDINS BRYANT, Ph.D., Associate Coordinator for the South Florida Cluster, is an Educational Consultant in Fort Lauderdale, Florida.



PANSY R. COLLINS, Ph.D., Coordinator of the Springfield Cluster, is Assistant to the Dean of Students at Evangel College in Springfield, Missouri.



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



TURNER L. COLLINS, Ph.D., Associate Cluster Coordinator of the Springfield Cluster, is a Professor of Biology at Evangel College in Springfield, Missouri.



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



DONALD BUSCHE, Ed.D., Coordinator of the Orange County Cluster, is Dean of Vocational Education at Saddleback College in Mission Viejo, California.



DALE L. COOK, Ed.D., Specialization National Lecturer in History, Philosophy, and Practices of Adult Education, is Associate Professor of Educational Psychology and Director of the Center for

Community Education at Kent State University in Kent, Ohio.



H.K. (MORRIS) BASKETT, D. Phil., Coordinator of the Calgary Cluster, is Professor of Continuing Education at the University of Calgary, Canada



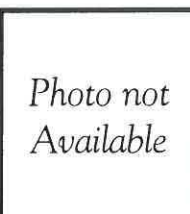
BARBARA G. CARNES, Ph.D., Core National Lecturer in Human Resources Development, is an Educational Consultant and President of Carnes and Associates, Inc., in St. Louis, Missouri.



JOHN D. COOPER, Ph.D., Core National Lecturer in Governance and Management, is Dean of Career and Occupational Education at Kellogg Community College in Battle Creek, Michigan.

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AUDNI MILLER-BEACH, Ph.D., Major Applied Research Project Advisor, is Principal Consultant for AMB Consulting in Kennebunk, Maine.



MICHELLE D. CHINODA, Ph.D., Specialization National Lecturer in Emergence of Vocational, Technical, and Occupational Education in

America, is Assistant Professor at Western Michigan University in Kalamazoo, Michigan.



SONIA J. S. CRANDALL, Ph.D., Specialization National Lecturer in Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm,

and Major Applied Research Project Advisor, is Assistant Professor for the Department of Family and Community Medicine at Bowman Gray School of Medicine in Winston-Salem, North Carolina.



DAVID L. BOGGS, Ph.D., Major Applied Research Project Advisor, is a Professor of Educational Studies at the Ohio State University in Columbus, Ohio.

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



HYMAN S. EDELSTEIN, Ed.D., Local Research Associate for the Massachusetts Cluster, is an Industrial Consultant in Northampton, Massachusetts.



SONJA A. EVESLAGE, Ph.D., Major Applied Research Project Advisor, is Associate Vice President of Public Service at Thomas Edison State College in Trenton, New Jersey.



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JOHN D. FOY, III, Ph.D., Associate Coordinator for the West Florida Cluster, is an Assistant Professor at University of South Alabama in Mobile, Alabama.



NANCY F. GADBROW, Ed.D., Core National Lecturer in Governance and Management, and Societal Factors Affecting Education, Specialization National Lecturer in Theory and Methods of Adult Education, Director's Team Member, Major Applied Research Project Advisor, and Editor of *New Horizons in Adult Education*, is a Mentor/Coordinator at SUNY Empire State College in Canandaigua, New York.



MARIAN GIBNEY, Ed.D., Coordinator for the International Cluster and Research Associate for the Phoenix Cluster, is Director of Research and Development, as well as faculty member of the Psychology Department at Phoenix College, Maricopa Community College District, Phoenix, Arizona.



ROSEMARY GILLETT-KARAM, Ph.D., Core National Lecturer in Governance and Management and Specialization National Lecturer in Politics, Law, and Economics of Higher Education, is Associate Professor of Community College Leadership at North Carolina State University in Raleigh, North Carolina.



NORMA MARTIN GOONEN, Ed.D., Programs for Higher Education, Associate Director for Faculty and Curriculum Development, Director's Team Member, and SACS Reaffirmation Specialist at Nova Southeastern University in Fort Lauderdale, Florida



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



WARREN H. GROFF, Ed.D., Practicum Evaluator, Major Applied Research Project Advisor, and Core National Lecturer in Human Resources Development, is an Educational Consultant in Memphis, Tennessee.



STAN A. HANNAH, Ph.D., Programs for Higher Education, Professor of Computing and Information Technology, Specialization National Lecturer in Computer Information Networks and Database Management Systems, Core National Lecturer in Human Resources Development, Major Applied Research Project Advisor, and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.



RICHARD K. HARRIS, Ed.D., Coordinator of the Los Angeles North Cluster, is Professor and Department Chair at the Master's College in Newhall, California.



ALBERT R. HAUGERUD, Ph.D., Core National Lecturer in Leadership, is an Educational Consultant in Issaquah, Washington.



RICHARD E. HOEHELEIN, Ed.D., Coordinator of the Richmond Cluster, is Director of Continuing Education at Tidewater Community College

in Virginia Beach, Virginia.



JACK A. KAUFHOLD, Ed.D., Major Applied Research Project Advisor, is a Program Professor for the National Ed.D. Program for Educational Leaders

at Nova Southeastern University in Fort Lauderdale, Florida.



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

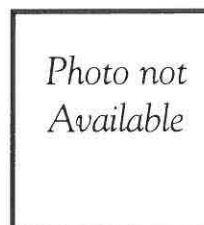


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SUSAN KEEN, Ed.D., Associate Coordinator for the International Cluster, is Manager of Corporate Education at Sunquest Information Systems in Tucson, Arizona.



LYNN M. LITTLE, Ph.D., Core National Lecturer in Leadership, is Chairman and Associate Professor at the University of Texas, Southwestern Medical Center in Dallas, Texas.

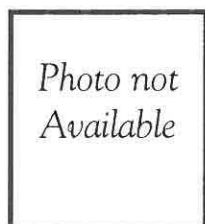


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OLGA HOLDEN, Ph.D., Core National Lecturer in Governance and Management, Human Resources Development, Research

Societal Factors Affecting Education is Instructor for the Graduate Program in Management at Central Michigan University in Mt. Pleasant, Michigan.



CARMON J. KIAH, Ph.D., Associate Coordinator for the Richmond Cluster and Core National Lecturer in Leadership, is Coordinator of Institutional Research

at John Tyler Community College in Chester, Virginia.



LINDA LOPEZ, Ed.D., Coordinator of the South Florida Cluster, is Principal Intern of Hallandale Adult Community Center in Hallandale, Florida.



KATHY G. HOLLYWOOD, Ed.D., Central Staff Committee Member, is Program Professor for the National Ed.D. Program for Educational Leaders

at Nova Southeastern University in Fort Lauderdale, Florida.



FREDERICK C. KINTZER, Ed.D., Major Applied Research Project Advisor, is Professor Emeritus at the University of California in Los Angeles, California.



JAMES E. LORION, Ph.D., Practicum Evaluator and Director's Team Member, is an Educational Consultant in Seven Lakes, North Carolina.



LINDA M. HOWARD, Ed.D., Programs for Higher Education, Professor of Adult Education, Core National Lecturer in Human Resources Development,

Specialization National Lecturer in History, Philosophy, and Practices of Adult Education, and Theory and Methods of Adult Education, Major Applied Research Project Advisor, and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.



SUSAN E. KLAIBER, Ph.D., Practicum Evaluator, is Research Associate at RMC Research Corporation in Portsmouth, New Hampshire.



COURTNEY H. LYDER, N.D., Major Applied Research Project Advisor, is Coordinator and Assistant Professor for the School of Nursing, Gerontology Program at Yale University in New Haven, Connecticut.



GEORGE KONTOS, Ed.D., Central Staff Committee Member, is Program Professor for the Graduate Teacher Education Program at Nova Southeastern University in Fort Lauderdale, Florida.



MARJORY LYONS, Ph.D., Major Applied Research Project Advisor, is an Adjunct Instructor for the Graduate Teacher Education Program at Nova Southeastern University in Fort Lauderdale, Florida.



JOHN MADISON, Ed.D., Central Staff Committee Member, is Professor and Director of Education at El Mira College in El Mira, New York.



PETER K. MILLS, Ed.D., Major Applied Research Project Advisor, is Director of Continuing Education at Nova Southeastern University in Fort Lauderdale, Florida.



ANNE E. MULDER, Ph.D., Programs for Higher Education, Professor of Higher Education; Core National Lecturer in Governance and Management; Specialization



LINDA R. MARKSTEIN, Ed.D. Associate Coordinator of the Philadelphia Cluster, is a Professor at Manhattan Community

College, City University of New York, in New York City, New York.



ROSS E. MORETON, Ed.D., Program Dean of the Programs for Higher Education, Director's Team Chair, and Central Staff Committee Member at Nova

Southeastern University in Fort Lauderdale, Florida.

National Lecturer in Politics, Law, and Economics of Higher Education; Major Applied Research Project Advisor; and Central Staff Committee Member at Nova Southeastern University in Fort Lauderdale, Florida.



SEBASTIAN V. MARTORANA, Ph.D., Major Applied Research Project Advisor, is Professor Emeritus at Pennsylvania State University in University Park, Pennsylvania.



JOHN A. MORGAN, JR., Ed.D., Coordinator of the Greenwood Cluster, is an Educational Consultant in Greenwood, South Carolina.



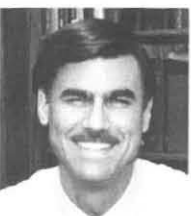
JOAN B. MURRY, Ph.D., Core Seminar Coordinator and Core National Lecturer in Leadership, is Associate Dean of the College of Undergraduate

Studies at the Union Institute in San Diego, California.

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in Oklahoma City, Oklahoma.



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Factors Affecting Education, and Specialization National Lecturer in Emergence of Higher Education in America, is Assistant Vice President of Commonwealth Educational System at Pennsylvania State University in University Park, Pennsylvania.

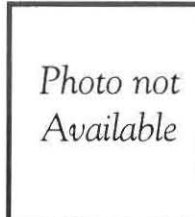


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LAURA WOLFSON, Ph.D., Core National Lecturer in Research Methodology, is Assistant Professor at the University of Waterloo in Waterloo, Ontario.



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



MARCIA A. WRATCHER, Ph.D., Core National Lecturer in Curriculum and Program Planning, is Director of Learning Services at Carnegie Mellon University in Pittsburgh, Pennsylvania.



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LOIS J. ZACHARY, Ed.D., Practicum Evaluator and Core National Lecturer in Societal Factors Affecting Education, is Principal of Leadership Development Services in Fayetteville, New York.

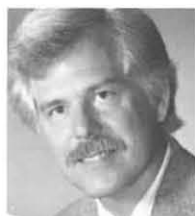


SALLY A. VERNON, Ed.D., Major Applied Research Project Advisor, is an Educational Consultant for Vernon and Associates in Chicago, Illinois.



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Wisconsin in Platteville, Wisconsin.

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

CLUSTER SITES AND CONTACT PERSONS

Those who are interested in obtaining additional information on the programs described in this catalog may do so by contacting the Programs for Higher Education, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 475-7349 or toll free 800-986-3223, Ext. 7349, fax (954) 476-4867, e-mail: smiley@fcae.nova.edu or the Program for Higher Education cluster coordinator in their area.

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

OPERATING

1. **BAY AREA (CALIFORNIA)**
H. Ralph Todd, Jr., Ed.D.
8124 Rockfield Court
Fair Oaks, CA 95628
(H) (916) 967-2765
E-mail: toddh@fcae.nova.edu
2. **CHICAGO**
Susan Torbenson, Ed.D.
2471 Decker Avenue
Green Bay, WI 54302
(H) (414) 469-9047
E-mail: torbenso@fcae.nova.edu
3. **DALLAS**
Anita G. Barrett, Ph.D.
8453 Mary's Creek Drive
Fort Worth, TX 76116
(H) (817) 244-3309
(evenings and weekends only)
(B) (817) 531-4509
4. **GREENWOOD**
John A. Morgan, Jr., Ed.D.
101 Hawthorne Court
Greenwood, SC 29646
(H) (803) 229-7742
(B) (803) 223-9442
Fax: (803) 941-8555
E-mail: morganj@fcae.nova.edu
5. **INTERNATIONAL CLUSTER**
Marian Gibney, Ed.D.
9049 North 29th Street
Phoenix, AZ 85028
(H) (602) 867-4771
E-mail: gibneym@fcae.nova.edu
This cluster serves all students not enrolled in a local cluster.
6. **L.A. NORTH**
Richard Harris, Ed.D.
c/o The Master's College
P.O. Box 221450
Newhall, CA 91322-1450
(B) (805) 259-3540, Ext. 216
Fax: (805) 254-1998
7. **MASSACHUSETTS**
JoAnn Stone, Ed.D.
RR# 1, Box 6120
Morrisville, VT 05661
(H) (802) 888-7114
E-mail: stonej@fcae.nova.edu
8. **ORANGE COUNTY**
Donald Busche, Ed.D.
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(B) (714) 582-4623
E-mail: busched@fcae.nova.edu
9. **PHILADELPHIA**
G. Jeremiah Ryan, Ed.D.
245 C Blue Bill Lane
Havre de Grace, MD 21078
(H) (410) 939-5926
(B) (410) 836-4407
Fax: (410) 836-4197
E-mail: ryanj@fcae.nova.edu
10. **PHOENIX**
Michael A. Rooney, Ph.D.
8601 North Black Canyon Highway
Suite 117
Phoenix, AZ 85021
(H) (602) 839-8276
(evenings until 9:00 p.m.)
Fax: (602) 731-8111
E-mail: rooneym@fcae.nova.edu
11. **RICHMOND**
Richard E. Hoehlein, Ed.D.
2504 Linehan Court
Virginia Beach, VA 23454
(B) (804) 427-7195
E-mail: hoehr@fcae.nova.edu
12. **SOUTH FLORIDA**
Linda Lopez, Ed.D.
1151 SW 108 Way
Davie, FL 33324
(H) (954) 424-3935
Fax: (954) 424-3170
Voice Mail: (954) 497-7309
E-mail: lopez@fcae.nova.edu
13. **SPRINGFIELD**
Pansy Collins, Ph.D.
Evangel College
Humanities
1111 North Glenstone
Springfield, MO 65802
(H) (417) 865-2815, Ext. 7338
14. **TAMPA**
Rene E. Villa, Ed.D.
8205 N. Fremont Avenue
Tampa, FL 33604
(H) (813) 931-1974
E-mail: villar@fcae.nova.edu
15. **WEST FLORIDA**
Stephen G. McLeod, Ed.D.
1313 Wisteria Avenue
Pensacola, FL 32507
(H) (904) 456-2631
E-mail: mcleods@fcae.nova.edu
16. **WESTERN PENNSYLVANIA**
Paula A. Calabrese, Ph.D.
631 Fifth Street
Oakmont, PA 15139-1505
(H) (412) 820-9660
(B) (412) 487-6242
E-mail: calabre@nauticom.net

POTENTIAL CLUSTERS

- A. Maine (Auburn)
- B. Minnesota (Minneapolis, St. Paul)
- C. Washington (Seattle)
- D. Wisconsin (Wausau)

OPERATING AND POTENTIAL CLUSTERS ACCEPTING APPLICATIONS



LEARNING RESOURCES

LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 200,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research. The library has an agreement with Wayne State University in Detroit for priority access to their vast collection of research materials.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, fax, or home computer. To contact, DLS by phone, call 800-541-6682, Ext. 7388.

The Health Professions Division Library is located on the main campus. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE,

which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

CENTER FOR MEDIA AND TECHNOLOGY

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

COMPUTING FACILITIES

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

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

STUDENT ACCESS TO TELECOMMUNICATIONS

Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including: practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account form, which is available from their program office or located in the Application and Admission Packet

section in the back of this catalog.

After the form is processed by the user's program, The Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the FCAE Helpdesk at (954) 475-7216, or 800-986-3223, Ext. 7216 or call the NSU general communications Helpdesk at 800-541-6682, Ext. 7668. Your call will be transferred to the Helpdesk and handled by the staff member on duty.

*Limited Macintosh Support is available from NSU.

**Modems as slow as 2400 baud may be used.

TELECOMMUNICATIONS POLICY

New students admitted for the fall 1996 term and later must be able to demonstrate to program officials that they have access to a computer and modem at home or work, in order to be admitted to the program. In addition, they must apply for and utilize an NSU UNIX electronic telecommunication account in order to remain in good standing.

Current students are strongly encouraged to acquire electronic telecommunication accounts as soon as possible, but not later than the Fall of 1996. While the program will not require this of current students, the increased use of telecommunications within the program will place those not involved at a disadvantage. All students will benefit from the speed of communications, the wider access to each other and to information in NSU's electronic library, and the Internet, that becomes available when one is "online."

All PHE central staff, faculty, cluster staff, evaluators, and advisors have been required, since July 1, 1996, to have computer and modem access at work or home, and have active electronic telecommunication accounts.

AEDNET

The Adult Education Network (AEDNET) is an international electronic network. The network is operated through a *listserv* that enables subscribers to share information. Researchers, practitioners, and graduate students in adult and continuing education are provided with opportunities to discuss important topics and concerns in an online environment.

AEDNET activities include network-wide discussions, information exchanges on topics and queries, and announcement of jobs, conferences, special events, and publications. The network also serves in the dissemination of the electronic journal, *New Horizons in Adult Education*.

NEW HORIZONS IN ADULT EDUCATION

This publication, founded in 1987, is an electronic journal focused on current research and ideas in adult education. It is a refereed journal that is published two or three times each year. The journal provides graduate students, faculty, researchers, and adult education practitioners with a means for publishing their most-current thinking and research within adult education and related fields. The journal is transmitted to subscribers around the world at no fee through the electronic network of AEDNET. The contents of the journal are indexed in the Educational Resources Information Center (ERIC) database. Articles may be submitted to *New Horizons in Adult Education* in a variety of disk formats through regular mail or electronically through AEDNET. The editorial staff also will accept conventional paper copies for review, so that important contributions to adult education may be published.

TEXTBOOKS

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone: (954) 476-4750, 800-509-2665, or fax (954) 476-4759. Email: novabook@nsu.nova.edu

POLICIES GOVERNING STUDENT RELATIONS

GENERAL

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

INSTITUTIONAL AND ACADEMIC INFORMATION

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

NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

GRIEVANCES

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

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

STUDENT PUBLICATIONS

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the University provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

**25 YEARS OF
DELIVERING
QUALITY
DOCTORAL
EDUCATION**

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

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

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

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

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

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

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

A. ACADEMIC STANDARDS

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

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

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

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

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

- 3. Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

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

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

- a. plagiarism;
- b. any form of cheating;
- c. conspiracy to commit academic dishonesty;
- d. misrepresentation;
- e. bribery in an attempt to gain an academic advantage;
- f. forging or altering documents or credentials; and
- g. knowingly furnishing false information to the institution.

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

B. CONDUCT STANDARDS

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

- a. theft;
- b. vandalism;
- c. disruptive behavior;
- d. possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. possession, transfer, sale, or use of illicit drugs;
- f. appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. violations of housing regulations;
- h. any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. threats of or actual damage to property or physical harm to others;

25 YEARS OF

DELIVERING

QUALITY

DOCTORAL

EDUCATION

- j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
 - k. failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. SUPPLEMENTARY STANDARDS

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

D. VIOLATIONS

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

STUDENT CODE OF COMPUTER ETHICS

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the *PHE Manual of Policies and Procedures for Students*.

DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *PHE Manual of Policies and Procedures for Studies*.

PRIVACY OF RECORDS

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

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

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

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

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

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

RESERVATION OF POWER

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

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 Computer and Information Technology
 Computing Technology in Education
 Educational Leadership
 Health Care Education
 Higher Education
 Instructional Technology and Distance Education
 Vocational, Technical, Occupational Education
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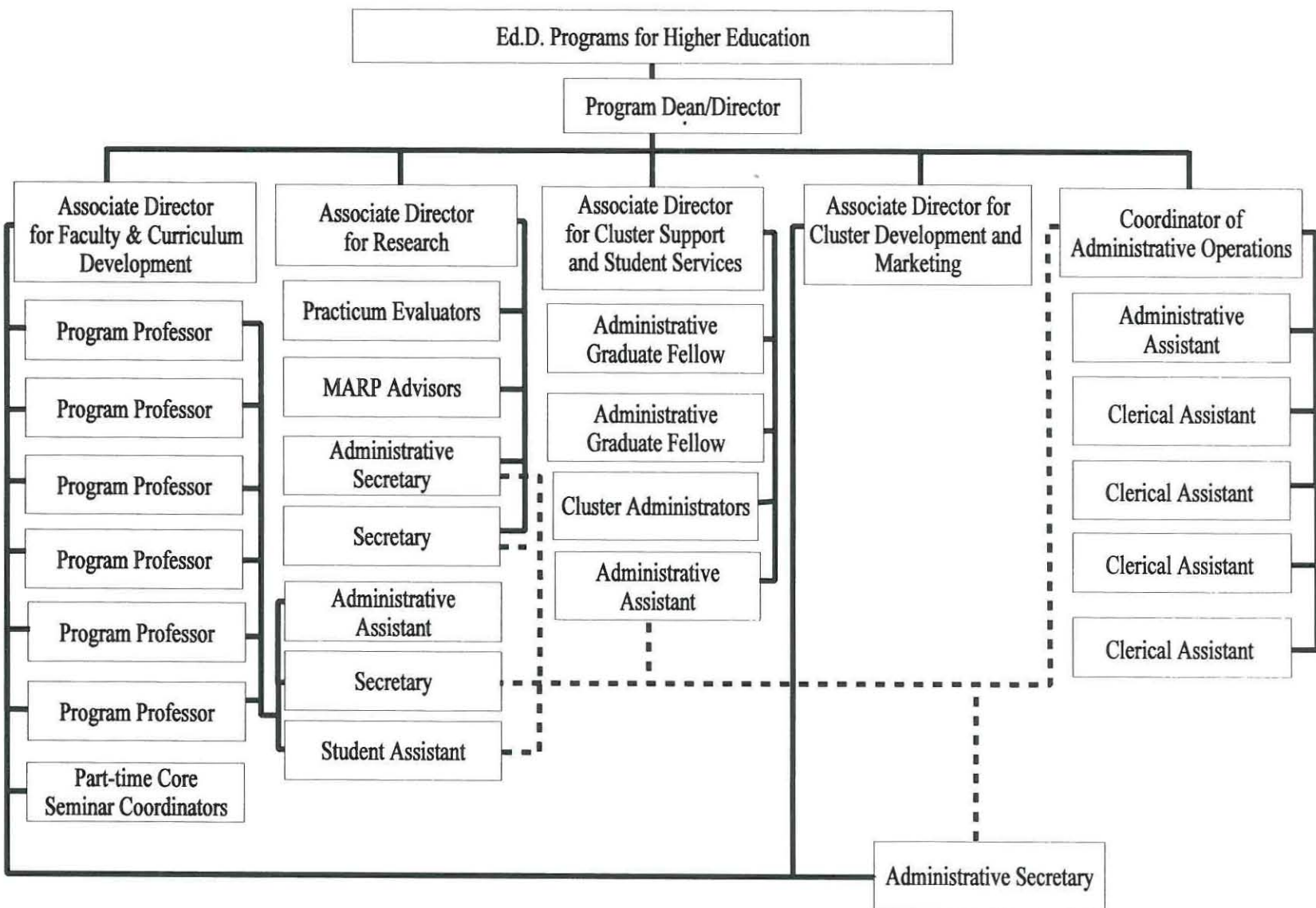
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 Family Support Studies
 Family Therapy
 Health Services Administration
 Human Resource Management
 Instructional Technology and Distance Education
 Management Information Systems
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 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Early Childhood Education
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Assistant
 Legal Studies (prelaw)
 Life Sciences (premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 Science and the Business Environment
 Science and the Law
 Secondary Education
 Sports, Recreation and Exercise Studies
 Vision Sciences

ORGANIZATIONAL CHART

PROGRAMS FOR HIGHER EDUCATION



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

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

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

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

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

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

The school is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 452-7241.

APPLICATION AND ADMISSION PACKET

The following materials may be detached from 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
- Two transcript request forms
- A certification waiver
- A return envelope
- UNIX Account and Request form

An individual who wishes to apply for admission should:

1. Complete the graduate admissions application and submit it with the \$40 nonrefundable application fee (payable to Nova Southeastern University) and the required certification waiver form letter to the Programs for Higher Education office.
2. Request that the official transcripts of all previous academic work be sent to the same office. An official copy of the master's degree transcript should be submitted immediately to begin the admission process.
3. Request recommendations from *three* supervisors or administrators who can attest to the nature of his or her performance.
4. Following notification of provisional admission, complete and return the portfolio. Each admission file must be completed by the end of the first term of enrollment.
5. GRE scores are required for students of the Greenwood Cluster (South Carolina).



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 475-7349 or 800-986-3223, Ext. 7349 (U.S. and Canada)
Fax: (954) 476-4867

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

Official Use Only

Graduate Admissions Application Programs for Higher Education

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

Please enclose a check in the amount of \$40 (application fee) payable to Nova Southeastern University.

NOTE: All application material must be mailed directly to:

Programs for Higher Education
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Expected starting date _____ / _____ / _____ Location _____
Mo. * Day Year

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

Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number

() ()
City State ZIP Home Telephone Business Telephone/Extension

Mailing address while attending Nova Southeastern (local if applicable) City State ZIP
()

E-Mail Address Fax Number

Emergency Contact:

Name Street and Number
() ()
City State ZIP Home Telephone Business Telephone/Extension

Academic Goal: Check area of specialization

- | | |
|---|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Computing and Information Technology | <input type="checkbox"/> Vocational, Technical, Occupational Education |
| <input type="checkbox"/> Health Care Education | |

Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of the master's degree transcript should be submitted immediately to begin the admission process.

Send them to: Fischler Center for the Advancement of Education
Admissions Office
Nova Southeastern University
3301 College Avenue, Fort Lauderdale, Florida 33314-7796

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

Do you intend to transfer any graduate level credits toward your doctoral degree?

_____NO _____YES

If yes, list:

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

Send: Course description, transcript.

Is English your primary Language: _____Yes _____No

Citizenship Status:

___U.S. citizen

___Nonresident alien

___Resident alien

International students:

Do you require an I-20 visa? _____Yes _____No

If you have a visa, indicate status code _____

Country of citizenship _____

Native language _____

TOEFL score _____

I certify that I own or have access to a Fax machine: _____Yes _____No

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 452-7240.

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 Southeastern University? _____Yes _____No

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

PROGRAMS FOR HIGHER EDUCATION

Name of Applicant _____

GOALS AND ANTICIPATED BENEFITS STATEMENT

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

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

EMPLOYMENT INFORMATION

Place of FULL-TIME Employment _____

Address _____
Street City State ZIP Phone _____☐ Public Institution☐ Private Institution

Title of Position _____

Present Work Responsibilities _____

Place of PART-TIME Employment _____

Address _____
Street City State ZIP Phone _____

Title of Position _____

Present Work Responsibilities _____

FINANCIAL AID:

Have you applied for financial aid? _____ Yes _____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? _____ Yes _____ No

If yes, when was the FAFSA sent to Iowa? _____
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 Southeastern University.

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

Applicant's signature_____
Date

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

1996/1997



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 475-7349 or 800-986-3223, Ext. 7349 (U.S. and Canada)
Fax: (954) 476-4867

Recommendation for Admission to the Programs for Higher Education

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

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

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

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

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

The individual named above has made application to the Programs for Higher Education. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicums) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the Programs for Higher Education doctoral program. The Programs for Higher Education at Nova Southeastern 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 effectively complete 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(s): good _____, average _____, poor _____.
13. The applicant works effectively with administrators or supervisors at his/her institution or organization: yes _____, no _____.
14. The applicant has been involved in innovative projects at his/her 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: _____

Institution or Organization: _____ Name: _____
(please print)

_____ Title: _____

Department: _____

RETURN TO: **NOVA SOUTHEASTERN UNIVERSITY**
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314-7796



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
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I DO ☐ I DO NOT ☐ waive the right to inspect and review this completed recommendation.

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

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1. Attitude toward work

Somewhat negative Average Positive

2. Motivation toward work

Low Average High

- | | | | |
|--|----------|-----------------------|----------------------|
| 3. Ability to carry out tasks | Low | Average | High |
| 4. Resourcefulness in identifying and carrying out tasks | Low | Average | High |
| 5. Emotional control | Unstable | Usually well balanced | Always well balanced |
| 6. Interpersonal relationships | Avoided | Tolerated by others | Well liked by others |
| 7. Most significant strength | _____ | | |
| | _____ | | |
| 8. Most significant weakness | _____ | | |
| | _____ | | |
9. I have known the applicant for _____ years. The applicant has been a member of my staff _____ years. I have known this person: well _____, slightly _____.
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 effectively complete 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(s): good _____, average _____, poor _____.
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I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO: **NOVA SOUTHEASTERN UNIVERSITY**
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314-7796



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Applicant's name (<i>print</i>)		Signature		
Street address	Apartment	City	State	ZIP
Social Security Number	Program	Cluster	Date	
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Somewhat negative	Average	Positive
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2. Motivation toward work

Low	Average	High
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| 7. Most significant strength | _____ | | |
| | _____ | | |
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I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____

Institution or Organization: _____

Signature: _____

Name: _____
(please print)

Title: _____

Department: _____

RETURN TO: **NOVA SOUTHEASTERN UNIVERSITY**
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
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Fax: (954) 476-4867

REQUEST FOR OFFICIAL TRANSCRIPT PROGRAMS FOR HIGHER EDUCATION

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

Dear Alma Mater:

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

A. I attended your school from _____ to _____.

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

_____ Last

_____ First

_____ Middle/Maiden

C. My student identification number was _____.

Thank you for your assistance.

Sincerely,

Signature

PROGRAMS FOR HIGHER EDUCATION

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

TRANSCRIPT TRANSMITTAL FORM

Social Security No. _____ / _____ / _____ Date _____

Name _____
Last First Middle/Maiden

Street _____ Apartment _____

City _____ State _____ ZIP _____

PLEASE SEND ONE COPY TO:

NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314-7796



FISCHLER CENTER
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TRANSCRIPT TRANSMITTAL FORM

Social Security No. _____ / _____ / _____ Date _____

Name _____
Last First Middle/Maiden

Street _____ Apartment _____

City _____ State _____ ZIP _____

PLEASE SEND ONE COPY TO :

NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
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NOVA
SOUTHEASTERN
UNIVERSITY

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Dr. Ross E. Moreton
Program Dean
Programs for Higher Education
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Re: Certification Waiver

Dear Dr. Moreton:

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

Sincerely,

Signature of applicant

Name (please print)

Social Security Number _____/_____/_____

Date

RETURN TO: NOVA SOUTHEASTERN UNIVERSITY
Fischler Center for the Advancement of Education
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

UNIX ACCOUNT REQUEST FORM

Fischler Center for the Advancement of Education

NOTE:

You must have access to a computer and modem before requesting a UNIX Account. When requesting a UNIX Account, you must fill in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent Quick Start sheets to assist you with configuring your machine's telecommunications software, NSU ONLINE: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: _____
(Last) (First) (Middle Initial)

Mailing Address: _____

Telephone: Home () - Office () -

Fax: () - Social Security Number: - -

Date of Birth: Month _____ Day _____

Circle the program with which you are associated: EDL GTEP LSCA PET PHE SLP CAE

FCAE Status: _____ Student _____ Staff _____ Faculty

Type of operating system: _____ Macintosh _____ DOS _____ Windows 3.1 _____ Windows 95

Do you own a telecommunication software package? _____

*****PLEASE CONTINUE ON REVERSE SIDE*****

(SIGNATURE REQUIRED ON REVERSE SIDE)

FOR PROGRAM USE ONLY:

Please provide this individual with a UNIX account. This individual is registered/employed in our program and is entitled to a UNIX account.

Program Director/Designate

Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: _____

Login: _____

Date Entered: _____

Password: _____

Date Mailed: _____

Processor's
Initials: _____

STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems.
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office.
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems.
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical.
- be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical.
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents.
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement.
- be in compliance with Federal copyright laws and the University's Copyright Code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. ***Do not*** share your account with other individuals. The password to your account must be kept secure.

You must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the *passwd* command. Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain at least three special characters, such as a numeric digit.
- **It must not be any word that may be found in a dictionary.**

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are **728arves**, **jboad007**, and **beat1001**.

NSU's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

Print Name

Academic Program

Signature

Date

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