

1980

Behavioral Sciences Center Bulletin for 1980-81

Nova University

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Behavioral Sciences Center
Nova University
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Behavioral Sciences Center Bulletin for 1980-81

Nova University

Published August 1980

**Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
305 • 475-7300**

**Behavioral Sciences
Center Bulletin
for 1980-81**

Nova University

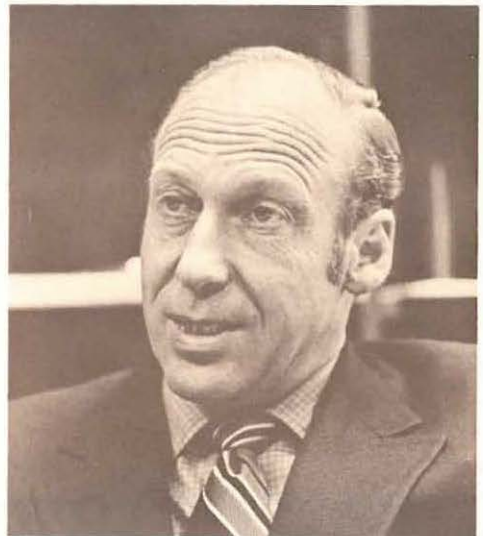


The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure
Chancellor

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

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



Abraham S. Fischler
President

Contents

General Information	3
Academic Centers and Major Programs of Study	5
Behavioral Sciences Center	17
ACADEMIC CALENDAR	17
DEGREES OFFERED	19
GRADING POLICY	21
Department of Psychology	23
MASTER OF SCIENCE PROGRAMS	25
EDUCATION SPECIALIST DEGREE	30
OFF-CAMPUS PROGRAMS	30
DOCTOR OF PHILOSOPHY PROGRAM	33
COURSE DESCRIPTIONS	38
Human Services Program	45
ACADEMIC CALENDAR	45
COURSE DESCRIPTIONS	49
Intensive English Program	51
Institutes	55
INSTITUTE OF CHILD CENTERED EDUCATION	55
INSTITUTE FOR SOCIAL SERVICES TO FAMILIES	55
THE FOSTER PARENT PROJECT	55
Learning Resources	57
Policies Governing Student Behavior	61
Nova University Personnel	67
BOARD OF TRUSTEES	67
ADVISORY BOARD OF GOVERNORS	67
Behavioral Science Personnel	69
ADMINISTRATIVE STAFF	69
FACULTY	69
ADJUNCT FACULTY	70
PROFESSIONAL STAFF	72
Information Request Form	75



**General
Information**

Founded in 1964, Nova University is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, non-degree, continuing education programs are offered. The University School, a private demonstration school, serves children from pre-school through seniors in high school.

Since its beginning, the university has been distinguished by its innovative outlook, its unique programs which provide non-traditional choices in educational programs, and its important research which is aimed at solutions to problems of immediate concern to mankind.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution with campuses in Manhattan and Old Westbury, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, giving maximal benefit to the students of each and to society in general.

With students studying in Florida, in 22 states and Washington, D.C., Nova University is a university of national scope.

Accreditation Nova University is accredited by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states.

Campus and Off-campus Locations The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's turnpike.

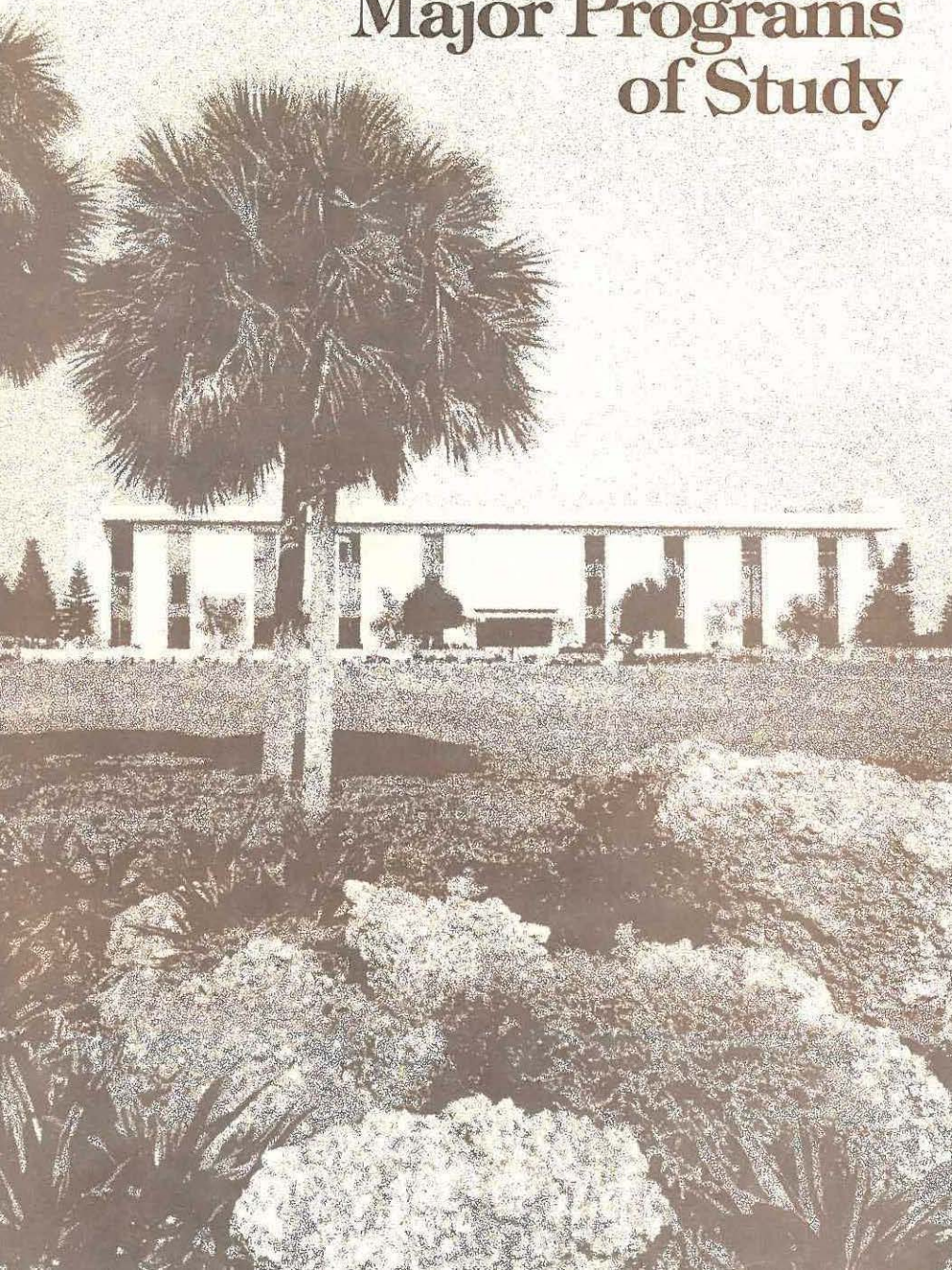
The Center for the Study of Law is located at 3100 S.W. 9th Avenue in Fort Lauderdale.

The Nova University center at Coral Springs is located at 3501 University Drive. Degree programs, non-credit courses, and cultural events that serve the residents in north Broward County and in Palm Beach County are held in Coral Springs.

Many Nova University students attend classes on the main campus, at the Law Center or at Coral Springs. But consistent with its educational mission to provide educational opportunities to adult students wherever they may be, Nova offers degree programs and continuing education experiences at off-campus centers locally, throughout Florida, across the United States, and in foreign countries.

With the New York Institute of Technology, Nova University maintains a center in Washington, D.C. It is located at 1511 K St., N.W. Suite 624.

Academic Centers and Major Programs of Study



The Center for the Study of Administration The Center for the Study of Administration offers a variety of programs at doctoral and master's degree levels that stress innovative learning processes and delivery systems for mature working professionals who wish to increase their administrative or managerial effectiveness.

The major programs offered at the master's degree level are: the Master of Business Administration (MBA) which thoroughly develops the quantitative skills used in management; the Master's in Criminal Justice; the Master of Public Administration (MPA) designed for persons aspiring to management positions in public and community service agencies; the Master of Science in Human Resource Management (HRM), which is built on a foundation of Behavioral Science, is for managers who are responsible for such functions as organizational staffing requirements, affirmative action and equal opportunity requirements, management education and development or career planning. There are also various majors that may be taken in conjunction with the MBA, MPA, and HRM degrees, such as accounting, computer systems management, criminal justice, and health management. In conjunction with the Center for the Study of Law, the Center awards the MBA along with the JD for those students who complete the core requirements. The JD and MBA joint degrees are of special value to attorneys who anticipate a career in a large organization or corporation.

The Center's two doctoral level programs address both public and private sector management. The Doctorate in Public Administration (DPA) is national in scope, is offered in several states, and is built around a senior faculty drawn from key government and academic centers throughout the United States. The degree is designed to broaden the professional competence of practicing administrators in the public sector. The DPA curriculum addresses the environment, processes, techniques and methods of public management and provides, through participant clinical or laboratory experience, direct learning in the key functions, systems, and roles involved in the administration of public institutions and enterprise at all levels of government. The degree content is guided by the standards set by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Doctorate in Business Administration (DBA) prepares people for careers in high-level teaching, research, or managerial positions. The DBA curriculum covers the spectrum of foundation knowledge, both quantitative and behavioral, represented by the professional divisions and special interest groups of the Academy of Management.

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies. It helps develop programs based on knowledge and consideration of the needs and resources of the particular

community. The Center also provides an Urban Workshop where the application of system dynamics to local and state administrative issues can be undertaken by practitioners and research persons.

Behavioral Sciences Center The Behavioral Sciences Center focuses on the study of man and his behavior.

The Department of Psychology offers the Ph.D. in clinical psychology and child psychology. The Ph.D. programs are full-time on-campus degree programs. The Master of Science degree is offered in counseling, gerontology, applied psychology, psychometry, school guidance, and the Educational Specialist degree is offered in school psychology. The Master of Science degree programs in counseling and applied psychology are offered at both on-campus and off-campus locations.

The Master of Science Degree Program in Human Services is offered at both on-campus and off-campus locations. Also within the Center are various institutes and clinics which provide facilities for research and service in the behavioral sciences: The Nova Psychological Clinic, The Nova University Clinic, Inc., The Children's Assessment and Treatment Program, The Biofeedback Clinic and Laboratory, The Institute of Child-Centered Education, and The Institute of Social Services to Families (Foster Parent Project).



Nova University at Coral Springs Nova University established an educational center in Coral Springs specifically to meet the needs of men and women living in North Broward and Palm Beach Counties. The uniqueness of this branch of Nova University is its community based mission. The goal of Nova University at Coral Springs is the design, implementation, and evaluation of community based program models. Classrooms and administrative offices are located at 3501 University Drive.

Undergraduate courses leading to the Bachelor of Science degree in a variety of majors are offered in the Nova College program at Coral Springs. Non-credit and continuing education courses and workshops are offered for personal enrichment and career development.

Through its affiliation with the Cultural Society of Coral Springs and other community and university groups, Nova University at Coral Springs is developing a full cultural program.

Television courses and workshops are offered through NOVAIR, the facilities of which are housed at Nova University at Coral Springs.

Center for the Advancement of Education The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fill 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 working practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education.

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

The programs offered by the Center are:

MASTER'S AND EDUCATIONAL SPECIALIST PROGRAMS IN EDUCATION (The former NTEP Programs)

The participants include teachers seeking Master's and Ed. S.

degrees, certification, and “redirection” credit in administration and supervision, computer education, elementary education, modern educational systems and content areas.

The program format includes 10-11 courses (4 all-day Saturday sessions per course) and a practicum or internship.

MASTER'S PROGRAMS IN EDUCATION

These programs differ from the above in format (9 one-half day sessions) and content (exceptional education, early childhood, elementary, reading, health education). The practicum is a key component of the programs.

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS

This program was developed for the administrator in for-profit and not-for-profit centers. The primary mode of instruction is independent study. Additional participant responsibilities include a practicum and a summer institute.

Ed. D. PROGRAM IN EARLY CHILDHOOD

The early childhood program is designed for those persons who are in leadership positions in the field of early childhood education, but participation is not limited to those in school-related positions; it is open to social workers, counselors, parent educators, etc. The Program's three components consist of five study areas, three practicums and two summer institutes.



Center for Higher Education The Center for Higher Education offers programs leading to the Doctor of Education (Ed.D.) in Higher Education; Vocational, Technical, and Occupational (VTO) Education; and Leadership in Adult Education. All are practitioner-oriented, field-based programs that combine formal instruction, independent study, and institutional research into a three-year program of study.

The field-based delivery system requires that program participants be employed and remain employed in positions related to one of the three areas of specialization. A major characteristic of the program is the opportunity for the immediate application of newly acquired knowledge, skills, and techniques to "real world" problems and issues and for conducting research on problems actually encountered by participants.

To graduate, participants must attend and pass seven seminars, successfully perform five practicums (institutional research projects), a Major Applied Research Project, and attend two Summer Institutes. The Center for Higher Education currently offers one or more of its programs in 20 states.

Intensive English Program for International

Students The Program is designed to meet the needs of the non-English-speaking person who wishes to enter college or continue a profession in the United States. Students are given an intensive English-as-a-second-language program, as well as a general orientation to America and to the level of academic performance expected at colleges and universities in the United States.

This program is specifically designed to meet the needs of the individual student. The language ability of each student is determined diagnostically and more advanced studies are programmed as the student progresses. Small class size makes possible the use of individualized instruction techniques. The curriculum includes lessons in English grammar, writing, reading, pronunciation and conversation, as well as language laboratories where multi-level tapes are transmitted and monitored by instructors.

Institute for Labor and Industrial Relations

The Institute seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide the opportunity for those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations and for recent college graduates to train for careers in the field. The Institute provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Institute presently operates at the New York Institute of Technology, Old Westbury Campus.



The Center for the Study of Law The Center offers a full-time, traditional on-campus program of study leading to the J.D. (Doctor of Jurisprudence) degree. It received provisional accreditation from the American Bar Association in August, 1975. Students at provisionally approved law schools are entitled to the same recognition accorded to students and graduates of fully approved law schools.

The Center accepts 225-250 students in its entering class, attracts students locally and nationwide, and maintains a faculty of 23 full-time professors. It is located in the Leo Goodwin, Sr. Law Building in downtown Fort Lauderdale, just minutes from the Federal, State, and local courthouses.

The Center is the *only* school of law in Broward County, Florida, and it is one of two law schools in South Florida. It maintains the most extensive law library in Broward County.

The Law Center has responded to the need for continuing legal education. It provides educational experiences for lawyers consistent with the Florida Bar Association's mandating continuing attendance at legal enrichment courses by members of the practicing bar. Because the State of Florida is in the unique position of being at the hub of trade with South America, the Center provides programs to prepare attorneys to deal with the scope of international trade. Programs held at Oxford, England and Cali, Colombia have explored the comparative law of the United States and of Latin America. The Center has sponsored a major conference on Labor Law, as well as seminars on International Finance, Tax, and Marketing and the Revenue Act of 1978.

Biology Laboratories In conjunction with the Ocean Sciences Center, the biology laboratories now offer Ph.D. programs in a variety of sub-disciplines of the biological sciences. Students with master's degrees interested in research opportunities are encouraged to make inquiries.

Microcomputer Laboratory The Microcomputer Laboratory provides courses and programs based exclusively on applied microcomputer technology. The laboratory is equipped with the latest versions of the most popular microcomputers. Its extensive software library provides opportunity for the study of the range of applications of software in word processing, simulation, computer-assisted instruction and other areas.

In addition to individual courses, two complete degree programs are offered—the M.S. and the Ed.S. in Computer Education through the Center for the Advancement of Education. Through these offerings, teachers can gain the competencies needed to provide leadership in the rapidly increasing use of microcomputers in schools.

The Microcomputer Laboratory and its programs were designed and are administered by the Office of New Programs, develops new program content as well as new delivery systems.

Nova College—Undergraduate Programs NOVA COLLEGE draws upon the extensive human and technological resources of the Nova University/New York Institute of Technology (NYIT) Federation in providing quality undergraduate programs. The College offers programs leading to the Bachelor's degree in Accounting, Business Management, Communications, Community Services and Administration, Computer Science, Education, Electrical Engineering, Electronic Technology, Mathematics, Political Science, Psychology, and Technological Management. It also offers a number of certificate programs as well as a variety of credit and non-credit courses, workshops, and institutes.

A Full Time Day Division is available to intellectually motivated high school and pre-high school graduates. Unique scheduling in the Day Division allows students to begin college study earlier than usual and to complete a degree program in three years.

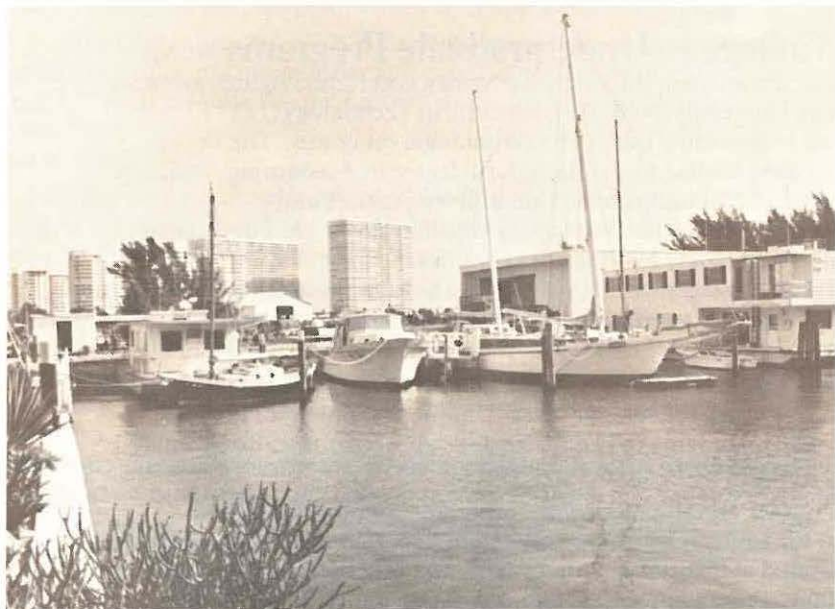
The Career Development and Corporate programs have been organized for adults. Courses are offered in the evenings and on weekends and are offered at institutional, industrial, and other off-campus locations convenient to the student. Although course content is designed to meet

traditional educational requirements, courses are scheduled to meet the needs of employed students and are taught utilizing a blend of university professors and knowledgeable practicing professionals in the community.

Most of the approximately 1,000 students currently enrolled in Nova College are employed and have passed the traditional age of undergraduates; many have families. They bring with them not only a mature, stable, and determined interest in enhancing themselves through acquiring new knowledge and skills, but also considerable practical experience and a desire to play an active role in their own further education.

The Ocean Sciences Center The Ocean Sciences Center is concerned with studies and investigation in experimental and theoretical oceanography. Studies include modeling of large scale ocean circulation, coastal dynamics, ocean-atmosphere coupling, coral growth and coral reef assessment, physiology of marine phytoplankton, calcification of invertebrates, cell ultrastructure, fouling effects, chaetagnath morphology, lobster migration and larval recruitment. Primary regions of interest include Florida's coastal waters, the continental shelf and slope waters of the southeastern U.S., the waters of the Caribbean and Gulf of Mexico, and the equatorial Pacific Ocean.

The Ocean Sciences Center offers the Ph.D. degree in Ocean Sciences.





The Institute for Retired Professionals The Institute for Retired Professionals serves the specific needs of the growing retirement community in South Florida. The program focuses attention on how the educated person can occupy newly found full-time leisure creatively. Because of their varied interests and life experience, IRP members act as teachers and students at the same time: they share with and learn from one another. In the IRP, retirees from all walks of life explore new interests and directions in their retirement years.

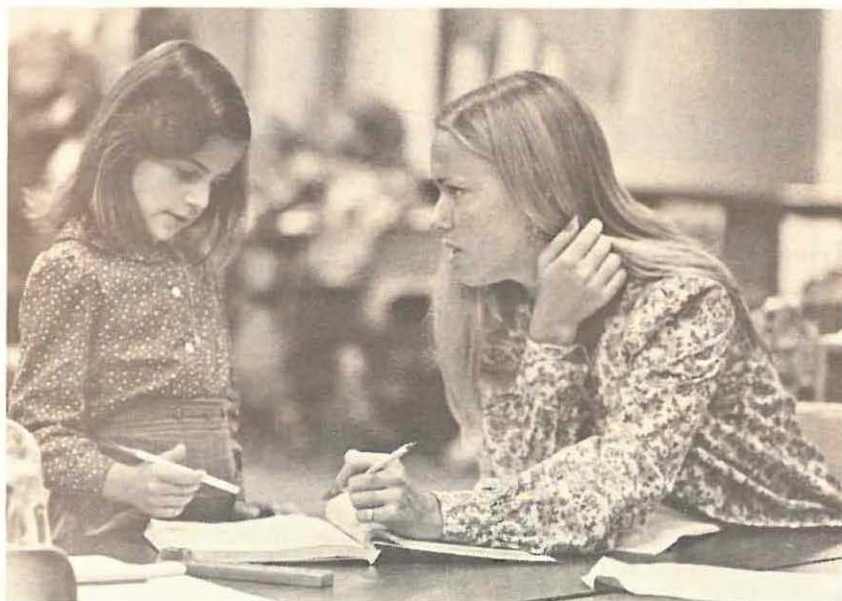
The yearly membership fee entitles an individual to enroll in an unlimited number of peer-taught and professionally taught IRP courses offered during weekdays and to benefit from other social and educational opportunities within the university.

School Center Programs included in the School Center are: **THE UNIVERSITY SCHOOL**, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 940 students; **THE READING LABORATORY**, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; **THE LEARNING TUTORIAL PROGRAM**.

The University School of Nova University is located on 17 acres of university land. The main building is a single story structure of 42,000 square feet with a library and media resources center, classrooms, offices and a large combination auditorium, gymnasium, cafeteria. The University School complex includes four tennis courts, three swimming pools and several playing fields.

The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments and programs for students from pre-school through high school.

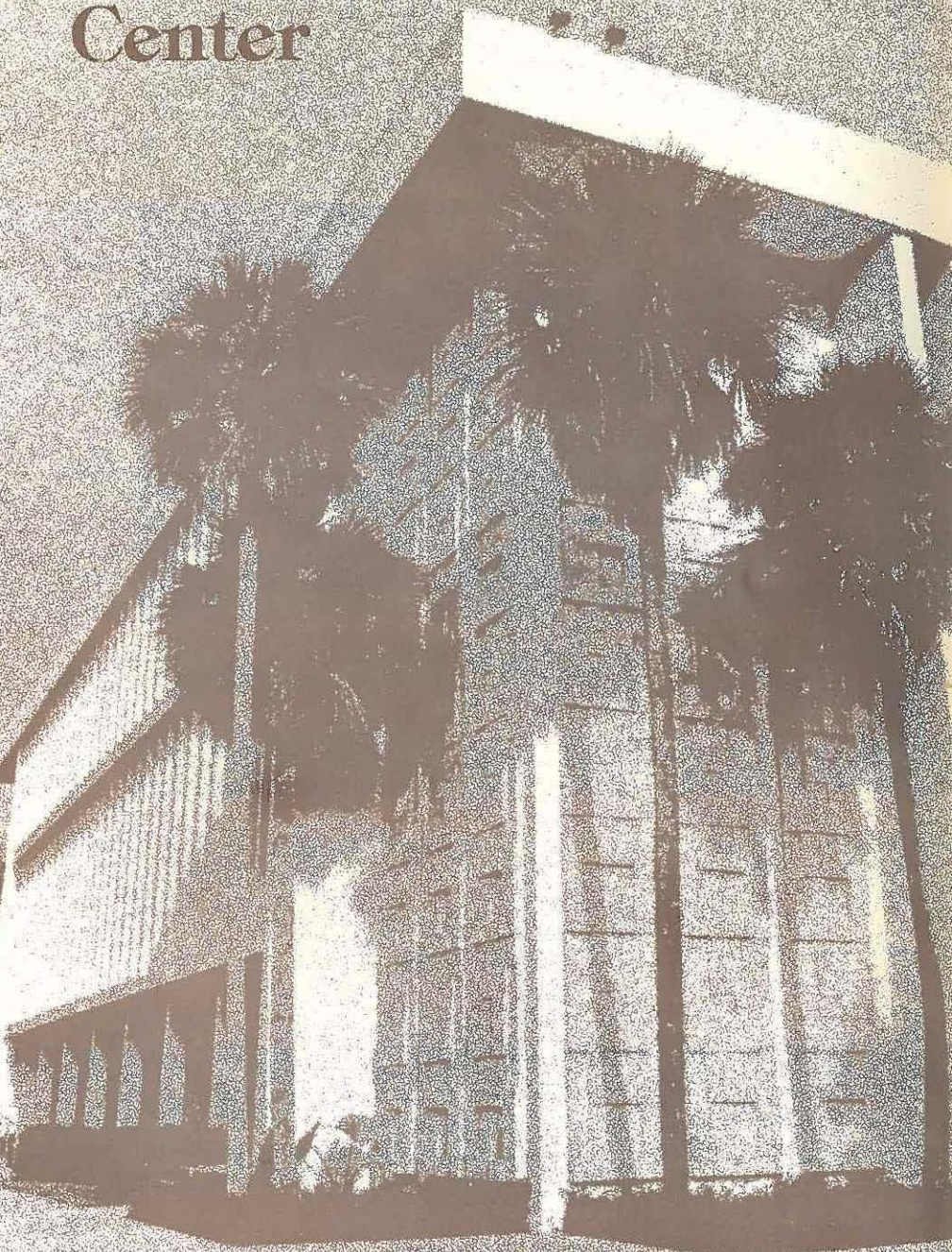
The Center serves as a demonstration facility as well as a training center for prospective and in-service teachers in the fields of early childhood, elementary and secondary education, reading, learning disabilities, and administration and supervision. Its programs and facilities are available to graduate students in the Behavioral Sciences Center and to education majors in the Center for Undergraduate Studies and the Center for the Advancement of Education for the purposes of research and degree-credit internships.





Center for School Leadership Development The Center for School Leadership Development offers the Doctor of Education degree on an external basis through its National Ed.D. Program for Educational Leaders. Open only to practicing elementary- and secondary-level school administrators, this program provides three years of targeted study, in which candidates must pass eight study areas, satisfactorily complete three performance-oriented practicums, and attend two summer institutes. Using such a structure, the Program seeks to develop the leadership skills of those able to apply their training immediately to the solution of real problems in the schools. By focusing on real life situations and school problems, the Program moves toward its goal of improving elementary and secondary schools. The Program is currently being offered to candidates in 17 states and the District of Columbia.

Behavioral Sciences Center



Academic Calendar The following calendar is for the on-campus psychology programs. Check other programs for their calendars.

FALL 1980

Mon., Aug. 25- Sept. 8	Registration for MASTER'S PROGRAMS.
Mon., Sept. 1	Labor Day holiday. University offices closed.
Tue., Sept. 2-5	Registration for Ph.D. PROGRAMS.
Tue., Sept. 2-5	Orientation for new Ph.D. students. Faculty meetings.
Mon., Sept 8	Classes begin, Fall semester. Last day for completing regular registration, payment of tuition and fees. Fee for late registration is \$30.00 after this date.
Mon., Sept. 15	Last day for completing late registration.
Fri., Sept. 19	Last day for adding classes.
Mon., Sept. 22	End of 80% refund period.
Mon., Sept. 29	End of 60% refund period.
Mon., Oct. 6	End of 40% refund period.
Mon., Oct. 13	End of 20% refund period. Last day to drop courses.
Thurs., Nov. 27- Fri., Nov. 28	Thanksgiving holiday. University offices closed.
Fri., Dec. 19	Fall Semester ends.
Tue., Dec. 23	Final grades due at Registrar's office.
Wed., Dec. 24- Thur., Dec. 25	Christmas holiday. University offices closed.
Wed., Dec. 31, noon- Thurs., Jan. 1	New Year's holiday. University offices closed.

SPRING 1981

Mon., Jan. 5-19	Registration for MASTER'S and Ph.D. PROGRAMS.
Mon., Jan. 19	Classes begin for Spring Semester. Last day for completing regular registration and payment of

	fees. Fee for late registration is \$30.00 after this date.
Mon., Jan. 26	Last day for completing late registration.
Mon., Feb. 2	End of 80% refund period. Last day for adding courses.
Mon., Feb. 9	End of 60% refund period. Last day for adding courses.
Mon., Feb. 16	End of 40% refund period. Last day for adding courses.
Mon., Feb. 23	End of 20% refund period. Last day to drop courses.
Sat., April 11	Spring recess begins.
Mon., April 20	Classes resume after spring recess.
Fri., May 8	Spring semester ends.
Fri., May 15	Final grades due at Registrar's office.
Mon., May 25	Memorial Day holiday. University offices closed.

SUMMER 1981

Mon., May 11-26	Registration for MASTER'S PROGRAMS.
Mon., May 25	Memorial Day holiday. University offices closed.
Tues., May 26	Classes begin for Summer Session, MASTER'S PROGRAM. Last day for completing regular registration. Fee for late registration is \$30.00 after this date.
Mon., June 1	Last day for completing late registration. End of 75% refund period.
Fri., June 5	Last day for adding courses.
Mon., June 8	End of 50% refund period.
Mon., June 15	End of 25% refund period. Last day to drop courses.
Fri., July 3	Independence Day. University offices closed.
Fri., July 17	Summer Session ends.
Fri., July 24	Final grades due at Registrar's office.

FALL 1981

Mon., Aug. 24-	Registration for MASTER'S PROGRAMS.
Tues., Sept. 8	
Mon., Sept. 7	Labor Day holiday. University offices closed.
Tue., Sept. 1-4	Registration for Ph.D. PROGRAMS.
Tue., Sept. 1-4	Orientation for new Ph.D. students.
	Faculty meetings.
Tue., Sept. 8	Classes begin, Fall semester. Last day for completing regular registration, payment of

tuition and fees. Fee for late registration is \$30.00 after this date.

Mon., Sept. 14	Last day for completing late registration.
Fri., Sept. 18	Last day for adding classes.
Mon., Sept. 21	End of 80% refund period.
Mon., Sept. 28	End of 60% refund period.
Mon., Oct. 5	End of 40% refund period.
Mon., Oct. 12	End of 20% refund period. Last day to drop courses.
Thurs., Nov. 26- Fri., Nov. 27	Thanksgiving holiday. University offices closed.
Fri., Dec. 18	Fall semester ends.
Tues., Dec. 22	Final grades due at Registrar's office.
Thurs., Dec. 24- Fri., Dec. 25	Christmas holiday.
Wed., Dec. 30 noon- Fri., Jan. 1	New Year's holiday. University offices closed.

All University offices are closed on the following days. On occasion individual classes may meet on one or more of the following dates. The student is urged to consult with his professor to ascertain these exceptions.

1980		1981
May 26	Memorial Day	May 25
July 4	Independence Day	July 3
September 1	Labor Day	September 7
November 27, 28	Thanksgiving	November 26, 27
December 24, 25	Christmas	December 24, 25
December 31, noon- January 1, 1981	New Year's	December 30, noon- January 1, 1982

Behavioral Sciences Center The Behavioral Sciences Center, which opened in 1967, is an interdisciplinary center concerned with the study of man and his behavior. The Center, located in the Mailman-Hollywood Building, is organized into a Department of Psychology, a Human Services Program, an Intensive English Program, and several institutes. All the degree programs in the Center are at the graduate level.

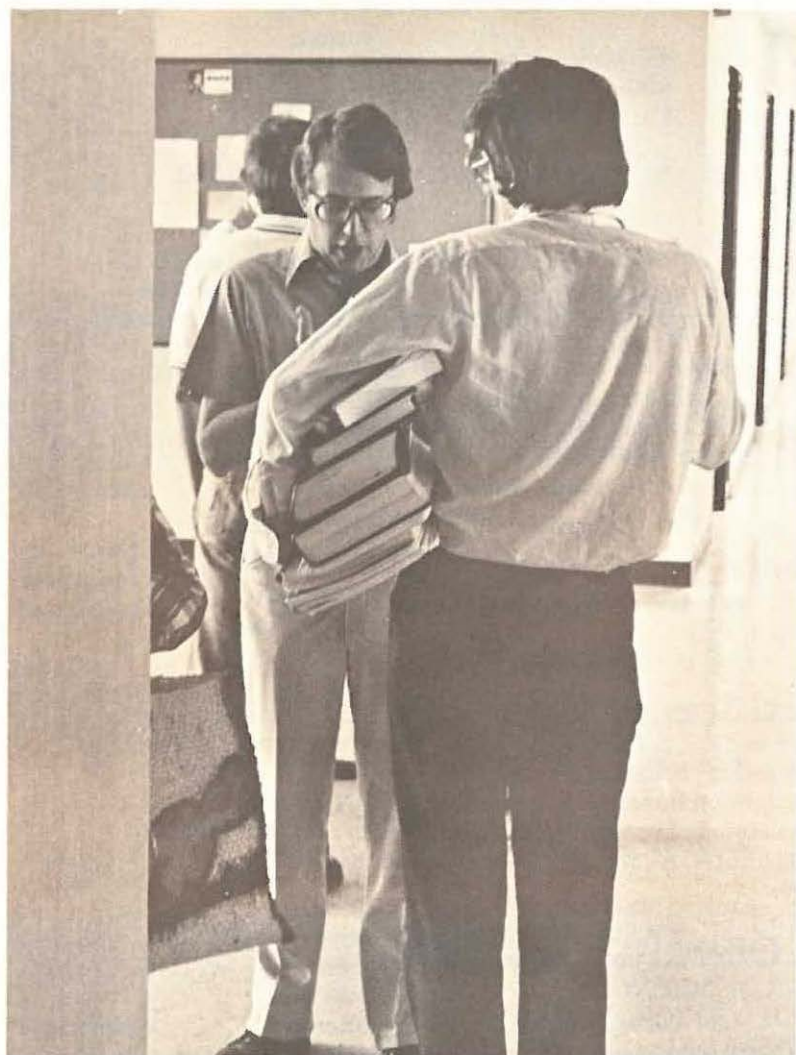
Degrees Offered in the Behavioral Sciences Center

MASTER OF SCIENCE
APPLIED PSYCHOLOGY
COUNSELING

COUNSELING with a specialty in Gerontology
HUMAN SERVICES
PSYCHOMETRY
SCHOOL GUIDANCE

EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

DOCTOR OF PHILOSOPHY
CLINICAL PSYCHOLOGY



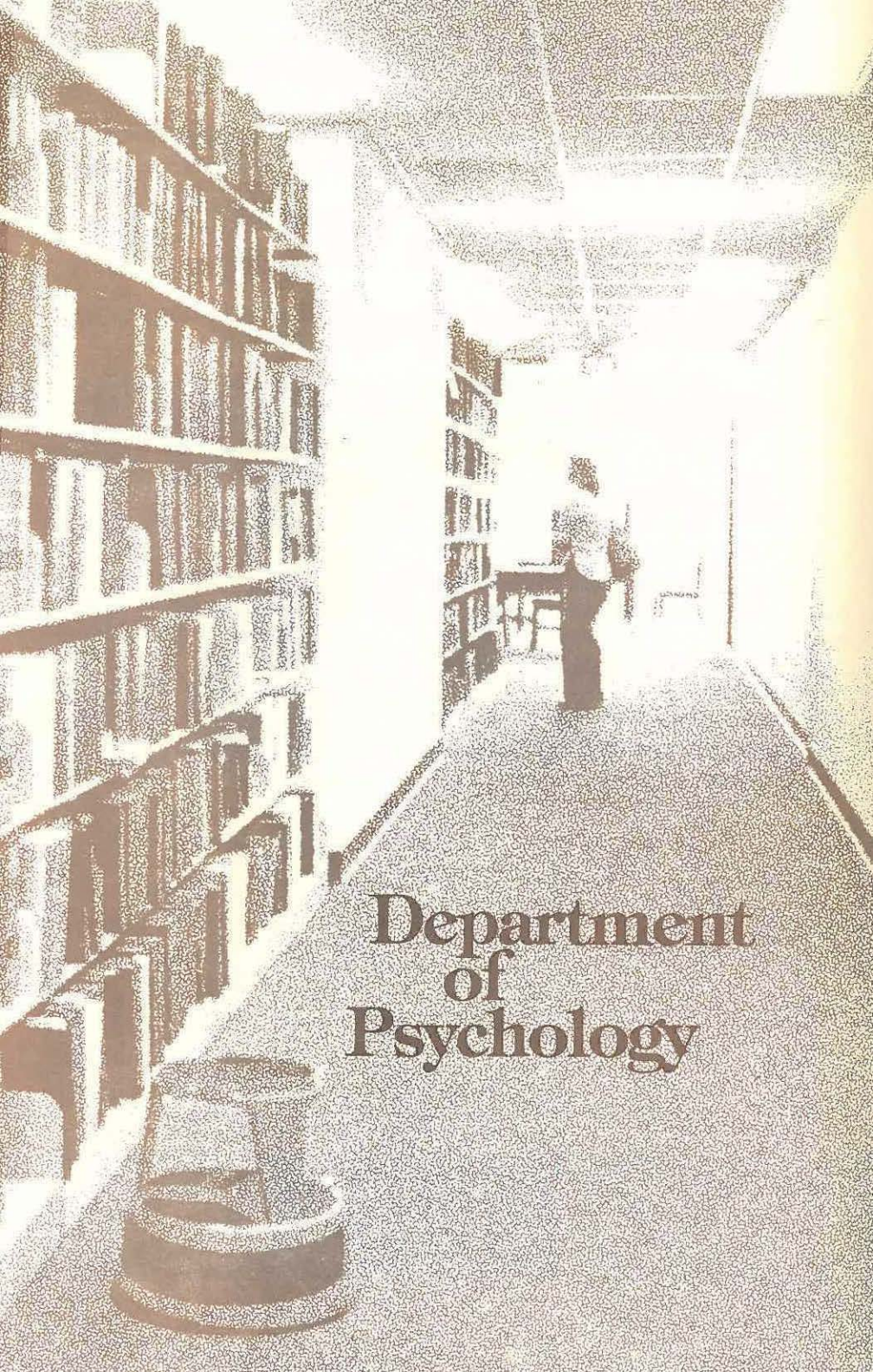
Grading Policy All degree programs in the Behavioral Sciences Center assign grades to course work according to the following system:

GRADE	ACHIEVEMENT RATING	QUALITY POINTS
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
I	Incomplete	—
I-F	Incomplete-Failure	0
NR	Needs to Repeat Course	—
AU	Audit	—
W	Withdrawal without penalty	—
P	Pass (thesis, master's practicum, dissertation and selected courses)	—
NG	No grade	—

An "I" grade will be changed to an I-F if the required work is not completed within one year after the end of the semester in which the "I" was issued.

A "W" grade will be assigned when a student withdraws from a course after the eighth class of the term. Prior to the eighth class, the course will be deleted from the student's academic record.

Grades "I", "W", "P", "AU", "NR", and "NG" are not issued in computing the grade point average.



Department
of
Psychology

The Department of Psychology offers the Doctor of Philosophy Degree in Clinical Psychology, and Child Psychology. It offers the Master of Science Degree with majors in Applied Psychology, Counseling, Gerontology, Psychometry, School Guidance and School Psychology. The Department operates several clinical and research facilities which are available for student training.

Clinics The Department operates clinics which integrate training and research activities for students in an applied setting. These activities occur in conjunction with providing service to the community through an out-patient mental health setting located on the Nova Campus and through an affiliation with Nova University Clinic, Inc., a community mental health clinic located in Coral Springs. The on-campus facilities include the Children's Assessment and Treatment Program, the Nova Psychological Clinic, the Eating Disorders Clinic and the biofeedback facility. These components interact and cooperate to provide unified mental health services for the full spectrum of age ranges within the community. The type of psychological services being offered by the Clinic to persons with learning or adjustment problems includes individual and group psychotherapy, marriage and family counseling, psychological and learning disability assessment, training in parenting skills and biofeedback treatment for psychophysiological disorders.

Biofeedback Laboratory The Biofeedback Laboratory has as its purpose the development of techniques and systems to monitor physiological functions and to study the effects of feedback about these physiological functions in normal and in pathological individuals. It is housed in a six room facility with four experimental rooms and two control rooms. The laboratory uses a computer system capable of interpreting physiological functions of various types and programming feedback and data acquisition.

Other Facilities Students in the Department of Psychology also have ready access to other facilities to aid in research and learning. Also in the Mailman-Hollywood Building are a computer facility, the Albert and

Birdie Einstein Library and a television studio which is equipped for producing films, video-tapes and audio-tapes. In connection with the television studio there are darkroom facilities. The University School is available to students for research and practicum experiences.

Tuition Payment Policy The following is the University policy on tuition payment and tuition refund:

1. All students must pay a registration fee of \$15.00 each semester.
2. All graduating students must pay a graduation fee of \$15.00.
3. Students are expected to pay tuition in full at the time of registration.
4. A student may not re-register for additional courses if there is an outstanding balance against previous tuition.

Tuition Refund Policy The following tuition refund policy is applicable to those degree programs operating on the semester system. Any student in good standing wishing to withdraw because of illness or some other satisfactory reason must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which the written notice is received at the Registrar's Office.

1. No part of the application fee or the registration fee will be refunded upon withdrawal.
2. The refundable percentage of total tuition (paid or due) will be computed in accordance with the following schedule:

Prior to the first class meeting	100%
Prior to the expiration of the first 14 calendar days of the semester	80%
During the 15th through 21st calendar days	60%
During the 22nd through 28th calendar days	40%
During the 29th through 35th calendar days	20%
No refunds will be payable for any withdrawals beyond the 35th calendar day	
3. The semester is deemed to begin on the day classes begin.
4. The refundable percentage of total tuition for the summer session (paid or due) will be computed in accordance with the following schedule:

Prior to the first class meeting	100%
First week of summer session	75%
Second week of summer session	50%
Third week of summer session	25%
No refund will be granted after the third week of summer session.	

MASTER'S OF SCIENCE PROGRAMS

Requirements for Admission An applicant for admission to the Master's Programs in Behavioral Science must meet the following requirements:

1. A baccalaureate degree, granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Aptitude measures will be administered for purposes of counseling and screening as part of the admissions procedures.

Admission to graduate study does not imply admission to candidacy for a degree. Conditions for candidacy are specified for each program.

Enrollment Procedures Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Application forms must be completed and returned to that office with payment of a \$15 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain the supporting documents necessary for application. All credentials must be submitted before the end of the first semester completed at Nova.

Expenses for the Master's Program Most courses for the master's degree program carry three semester hours of credit. Expenses are based on each credit hour of instruction with additional fees for application, registration, thesis publication, computer laboratory, materials for testing, practicums and graduation.

Fee Schedule for 1980

Application Fee (nonrefundable)	\$15
Registration Fee (per semester)	\$15
Tuition Fee (per credit hour)	\$90
Credit by proficiency examination (per credit hour)	\$15
Thesis cost (varies with method of binding and type of thesis).....	\$60
Graduate Fee (includes diploma)	\$15

Master's Degree Requirements A student must complete all required courses for the degree chosen. Master's degree programs require a minimum of 36 semester hours of graduate credit. After completion of four courses at Nova University with a 3.0 grade point average or better, the student becomes eligible for admission as a candidate for the master's degree. The student's application is then reviewed by the faculty advisor. Following admission, the student must file a master's matriculation form with the Registrar's Office. This form lists the entire program for the student and is to be signed by the student's advisor.



Transfer credits without fee up to a maximum of six semester hours will be allowed upon approval of the faculty advisor. These credits will not count toward the student's grade point average.

One semester prior to the estimated time of completion of the master's degree program, students must file graduation forms with the Registrar's Office and pay the graduation fee. Students can graduate at the end of any semester, but degrees will be formally conferred at the commencement following graduation. It is the student's responsibility to become familiar with the requirements and regulations of the University.

Summary of Procedure for A Master's Degree Candidate:

1. Completion of the master's matriculation form. Filing of graduation form with the Registrar's Office at the time of registration for the student's final semester of course work.
2. Clearance with the Library.

3. Clearance with the Comptroller's Office.

4. Clearance with the Registrar's Office.

A candidate is expected to complete course work and the thesis or practicum in *four years*. The University reserves the right to withdraw the matriculation status of a student who does not fulfill this time requirement, and it also reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 3.0.

A student receiving a master's degree with a major in one area may take additional courses in other areas for certification purposes. These additional courses do not entitle them to a second master's degree.

MASTER OF SCIENCE PROGRAMS IN COUNSELING AND GUIDANCE

Major in Counseling This program is designed for those who wish to improve their interpersonal counseling skills; it is not designed to train private practitioners. A minimum of 36 semester hours is required.

REQUIRED COURSES

- PSY 505 — Educational and Psychological Measurement I
- PSY 515 — Educational and Psychological Measurement II
- RES 520 — Group Testing
- CG 501 — Counseling Psychology
- PSY 510 — The Learning Process
- PSY 580 — Abnormal Psychology
- PSY 550 — Group Processes
- PSY 565 — Personality and Psychotherapy
- PSY 570 — Behavior Modification
- CG 588 — Counseling Practicum

The balance of student's program may be selected from the following courses:

- PSY 560 — Substance Abuse
- PSY 535 — Pharmacology & Therapeutics
- or PSY 543 — Introduction to Physiological Psychology, Psychophysiology, and Biofeedback
- PSY 588 — Biofeedback Practicum
- PSY 562 — Social and Cultural Factors in Aging
- CG 510 — Career Development
- PSY 525 — Individual Intelligence Testing
- PSY 530 — Introduction to Projective Techniques
- CG 589 — Counseling Practicum

Specialty in Gerontology This program is designed for those who wish to improve their interpersonal counseling skills and who plan to work with the aged. A minimum of 36 semester hours is required.

REQUIRED COURSE

- PSY 505 — Educational and Psychological Measurement I
- PSY 515 — Educational and Psychological Measurement II
- PSY 550 — Group Processes
- PSY 565 — Personality and Psychotherapy
- PSY 570 — Behavior Modification
- PSY 540 — Aging I
- PSY 544 — Aging II
- PSY 510 — The Learning Process
- PSY 562 — Social and Cultural Factors in Aging
- CG 501 — Counseling Psychology
- CG 509 — Counseling Practicum: Gerontology
- GC 590 — Advanced Practicum: Gerontology

Major in Psychometry The program in psychometry prepares one to administer, score and interpret individual and group educational and psychological tests. A minimum of 36 semester hours is required.

REQUIRED COURSES

- PSY 505 — Educational and Psychological Measurement I
- PSY 515 — Educational and Psychological Measurement II
- PSY 520 — Group Testing
- CG 501 — Counseling Psychology
- PSY 525 — Individual Intelligence Testing
- PSY 530 — Introduction to Projective Techniques
- PSY 580 — Abnormal Psychology
- EP 556 — Educational Assessment for Exceptional Children
- PSY 565 — Personality and Psychotherapy
- PSY 570 — Behavior Modification

The balance of student's program may be selected from the following courses:

- EP 560 — Survey of Exceptionalities
- EP 571 — Etiology of Learning Disabilities
- EP 573 — Programming in Learning Disabilities
- HB 501 — Child Development
- HB 502 — Adolescence and Beyond
- PSY 510 — The Learning Process
- PSY 550 — Group Processes

Major in School Guidance This program is designed for those who desire to obtain certification to work as a school guidance counselor. A minimum of 36 semester hours is required.

REQUIRED COURSES

- PSY 505 — Educational and Psychological Measurement I ✓
- PSY 515 — Educational and Psychological Measurement II ✓
- PSY 520 — ~~Group Testing~~
- CG 501 — Counseling Psychology ✓
- CG 510 — Career Development ✓
- CG 515 — Principles of Counseling and Guidance ✓
- PSY 580 — Abnormal Psychology
- PSY 550 — Group Processes
- PSY 565 — Personality and Psychotherapy +
- PSY 570 — Behavior Modification
- SG 588 — Counseling Practicum* ✓
- PSY 510 — The Learning Process ✓

*An additional 3 hour practicum may be required of those students who do not hold a current teaching certificate.

Master of Science in Applied Psychology This program is designed for those persons who wish graduate coursework in psychology preparatory to entering a doctoral program in clinical psychology. In addition, this program will prepare individuals to work as counselors or psychometrists in community agencies. A minimum of 45 semester hours is required for completion.

Admission Requirements A Bachelors Degree in the area of psychology granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired is required for admission. If the individual has a Bachelors Degree in a field related to psychology, but not specifically in psychology, additional coursework will be required.

REQUIRED COURSES

- PSY 575 — Intermediate Statistics
- PSY 765 — Comprehensive Psychotherapy
- PSY 525 — Individual Intelligence Testing
- PSY 530 — Introduction to Projective Techniques
- PSY 660 — Theories of Personality
- PSY 570 — Behavior Modification
- PSY 550 — Group Processes
- PSY 630 — Case Conference
- CG 520 — Marriage and Family Counseling
- PSY 603 — Clinical Practicum
- PSY 580 — Abnormal Psychology

The remaining coursework may be selected from among masters and doctoral courses in Behavioral Sciences with consent of faculty advisor.

EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

This program is designed for those persons who hold positions in education or community agencies engaged in the counseling, testing or guidance of young people who wish to meet the Florida Certification requirements for School Psychologist. A minimum of 30 semester hours of post masters coursework is required.

Admission Requirements A Master's Degree in the area of Education, Behavioral Sciences or related field with at least a 3.00 cumulative grade point (GPA) earned in an accredited institution of higher education. Persons with degrees in areas other than those above may be considered on an individual basis.

REQUIRED COURSES

- PSY 575 Intermediate Statistics
- PSY 510 — The Learning Process
- PSY 580 — Abnormal Psychology
- PSY 570 — Behavior Modification
- PSY 525 — Individual Intelligence Testing
- PSY 530 — Introduction to Projective Techniques
- EP 556 Educational Assessment Exceptional Children
- EP 552 Assessment in Early Childhood
- SP 588 — School Psychology Practicum

Additional coursework in Education may be required of those students who do not hold a teaching certificate.

OFF-CAMPUS PROGRAMS

The Psychology Department of the Behavioral Science Center offers Master's Degree programs in counseling at several locations. These off-campus programs utilize the same core courses and faculty as the on-campus programs and program content varies only to the extent necessary to meet local certification requirements. Specific information may be obtained by writing to the Director, Behavioral Science Advanced Study Programs, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Thirty-six semester hours are required to complete the course work. These hours are distributed as follows:

REQUIRED COURSES

- PSY 505 - Educational and Psychological Measurement I
- PSY 520 - Group Testing
- PSY 531 - Research Methodology
- CG 501 - Counseling Psychology
- PSY 550 - Group Processes
- PSY 565 - Personality & Psychotherapy
- PSY 570 - Behavior Modification
- PSY 580 - Abnormal Psychology
- CG 588 - Counseling Practicum

The balance of the student's program may be selected from the following courses:

ELECTIVE COURSES

- CG 510 - Career Development
- CG 515 - Principles of Counseling and Guidance
- CG 520 - Marriage & Family Counseling
- PSY 510 - The Learning Process
- PSY 522 - Psychology of Women
- PSY 535 - Pharmacology & Therapeutics
- PSY 543 - Introduction to Physiological Psychology, Psychophysiology, and Biofeedback
- PSY 560 - Substance Abuse
- PSY 562 - Social & Cultural Factors in Aging

Other Master's Degree programs may be offered at off-campus locations. For specific information contact the program Director at the above address.

Six semester hours may be transferred, if taken at the graduate level from another accredited university within the last five years and if the student obtains a grade of A or B.

Prospective students should submit all admissions and screening materials to the Director, Behavioral Science Advanced Study Programs, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Most students gain full admission prior to or during the first few weeks of the first semester of classes being taken. He/she may then file a formal program of studies, which is in effect, a formal contract with the University. Upon completing the entire program of studies and passing the comprehensive examination, the student will then be eligible to receive the M.S. in Guidance and Counseling.



DOCTOR OF PHILOSOPHY PROGRAM

The Psychology Department offers the Ph.D. in Clinical Psychology.

The Requirements for Admission Applicants for the Ph.D. in Clinical Psychology should have an undergraduate major in the Behavioral Sciences or a related area and must meet the following requirements:

1. A baccalaureate degree, granted by an accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Three letters of recommendation from individuals in professional or academic settings which indicate potential for achievement in the chosen area.
4. Aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Applicants for the Clinical Psychology and Child Psychology specialties must include the Graduate Record Examination in Psychology advanced test score. Scores must be mailed directly to Nova University from the Educational Testing Service.

Students accepted to study in one of the specialty areas are not permitted to change to another area unless entrance requirements for the new area are met and approval is given by the Behavioral Science Faculty.

Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Applications must be completed and returned to that office with payment of a \$25 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain the supporting documents requested and necessary for application. Application files for the Ph.D. programs must be complete in the Registrar's Office not later than March 1 prior to the Fall term for which admission is sought.

The foreign language requirement for the doctoral degree at Nova University has been replaced by FORTRAN, a computer programming language. If the faculty feels that the student's major area of research requires knowledge of a foreign language, the student will then be expected to demonstrate competence in that language.

Degree Completion Requirements The Ph.D. Program is a full-time On-Campus program requiring a minimum of four years of post baccalaureate study. There is a minimum residency requirement of three years. The student must complete the program within seven years.

A full-time student is one who is devoting his entire time to work for the Ph.D. degree. A full-time student is defined as one who is registered for at least 9 semester hours and no more than 16 semester hours.



A full-time student may not complete the residency requirement in less than six semesters and a part-time student may not complete it in less than twelve semesters. Enrollment in the summer session does not count toward the residency requirement.

Students will be guided in their studies by a faculty advisor. When the student has satisfactorily completed all course work, a Dissertation Committee is formed. This normally occurs at the end of the third year or the beginning of the fourth year. The Dissertation Committee will consist of a minimum of three professors. A faculty member of another institution may serve as a fourth member of the Committee.

During the fourth year, the Ph.D. student in clinical psychology is expected to complete a predoctoral clinical internship. The Ph.D. will be awarded upon the satisfactory completion of all required course work, the final acceptance of the dissertation by the Dissertation Committee, and satisfactory completion of the clinical internship. The internship is optional for the Ph.D. students in Child Psychology.

Grading Requirements In addition to the general policy outlined on page 34, doctoral students must maintain a minimum grade point average of 3.0. Doctoral students receiving more than two "C" grades will be terminated from the program. Incompletes may be given for coursework but cannot be carried for more than one year. Students can register for academic courses with two incompletes but cannot register for the clinical practicum. Incompletes in research courses do not count towards this restriction.

Tuition Policy Tuition is charged for full-time students at \$1800. per semester (Note: Tuition is subject to change without notice.) Part-time students carrying less than 9 semester hours are charged at \$200 per credit hour.

Estimated Expenses for Ph.D. Program Based on an academic year of two semesters.

Tuition for Academic Year	\$3600
Registration Fee	30
Books and Supplies	450
Housing (on campus)	2300
Living Expenses*	2750
	<hr/>
	\$9130

Expenses outlined above are to be considered as very general estimates. They may vary by several hundred dollars, depending on individual circumstances.

**This figure is based on the average single student's expenditures for food, household items, clothing, medical bills and recreation.*

Interruption of Studies A Leave of Absence may be granted to a student who must interrupt his or her studies for an adequate reason such as sustained illness. Leaves should be for a stated period of time not to exceed one year. Students desiring leaves should apply in writing to the Chairman of the Department of Psychology.

Students who are required to be away from the University, but who do not qualify for a leave of absence, may be granted permission to register in absentia. If granted, the student must register and pay a fee equivalent to tuition for one credit hour per semester.

Students who interrupt their studies without a leave of absence or registering in absentia will be assumed to have terminated their studies. Such students must reapply for admission if they wish to continue the program at a later point in time.



Specialty in Clinical Psychology The Ph.D. program in clinical psychology at Nova University is behavioral in orientation and is intended for those with a commitment to scholarly research in psychology. It emphasizes studies of the analysis and change of human behavior with a focus on the family. Accordingly, the program provides training in research, clinical practice and teaching.

Competence in content and skill areas of psychology is assessed by course achievement, written examination, practicum performance and project work completed by the student. Clinical training involves theories

and techniques of behavior change, the observation of therapy, and supervised experience with child and adult populations utilizing individual and group settings.

The Nova Psychological Clinics provide experience in case management, program evaluation and clinical research in addition to providing settings for practicum experiences. The Ph.D. program requires that a comprehensive (general) examination be passed by the student, an independent research study be completed and a dissertation be completed and defended orally. To enable the student to analyze data, the language requirement is FORTRAN, a computer language.

Program of Study The curriculum for the Clinical Psychology Ph.D. Program is carefully structured to prepare the student as a well-trained scientist practitioner. Opportunities for electives occur primarily during the summer sessions.

The Candidate will be expected to finish the doctoral dissertation prior to proceeding with the clinical internship. At a minimum permission to proceed with a clinical internship will require a faculty approved dissertation prospectus.

Degree Candidacy A student will be admitted to candidacy for the degree when the dissertation proposal has been successfully defended in a center-wide meeting. All other academic work leading up to the dissertation must be completed at this time. Upon entering degree candidacy the student must complete the study, satisfactorily defend the study and satisfactorily write the dissertation.

COUNSELING AND GUIDANCE

CG 501 Counseling Psychology

The course will survey the counseling movement considering the various definitions and approaches, their philosophical and theoretical backgrounds, the research evidence and current issues.

CG 509 Practicum: Gerontology

This practicum experience will require the beginning student to visit the local social service agencies and familiarize themselves with the services provided.

CG 510 Career Development

Theories of occupational choice, career development and social mobility will be reviewed within the context of national, state or regional economic development. Occupational information will be considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CG 515 Principles of Counseling and Guidance

Course will cover the philosophy, functions, management and operation of a counseling and guidance program in elementary and secondary schools.

CG 520 Marriage and Family Counseling

This course will present several specific intervention procedures for dealing with parents, families and couples. An understanding of a variety of approaches and strategies will be required as well as practical experience in each area. **Prerequisite:** CG 501

CG 588 Counseling Practicum

CG 589 Counseling Practicum

Individual assignments will be arranged for students by the instructor. Course may be taken one or two semesters for three or six semester hours credit. **Prerequisite:** Consent of advisor.

CG 590 Advanced Practicum: Gerontology

Supervised internship in counseling in a geriatric setting. **Prerequisite:** Consent of advisor.

PSY 510 The Learning Process

The emphasis of this course is on the psychology of learning. Terminology, processes, theories and research in learning are covered.

PSY 515 Educational and Psychological Measurement II

This course will cover test construction and include both teacher-made tests and standardized tests of achievement, attitude and personality interests. **Prerequisite:** PSY 505

PSY 520 Group Testing

Content and practicum experience will be combined in surveying the major types of intelligence, achievement, personality, interest and aptitude tests. Content, purpose, standardization procedures, manuals, validity, reliability, administrative problems and scoring procedures for several tests will be compared and evaluated. **Prerequisite:** PSY 505

PSY 521 Motivation

This course is a general survey in the area of human and infra-human motivation. Some focus will be given to specific theories of motivation.

PSY 522 Psychology of Women

This course will focus on studies related to women as well as how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors will be discussed. The course will provide students with the opportunity to understand the current issues within the community and the women's movement.

PSY 525 Individual Intelligence Testing

Readings will cover the history and theories of intelligence testing. Students will receive practical instruction in the administration, scoring and interpretation of commonly used instruments such as the WAIS, WISC-R, WPPSI and Stanford-Binet. **Prerequisite:** PSY 505 or PSY 575 and consent of advisor.

PSY 530 Introduction to Projective Techniques

Theory of projective testing will be covered along with an introduction to the administration, scoring and interpretation of such instruments as the Rorschach, TAT, Projective Drawings, sentence completion and the Bender-Gestalt. **Prerequisite:** PSY 580, PSY 525 and consent of advisor.

PSY 531 Research Methodology

The topics covered in this course include the purpose of scientific inquiry, the place of experimental vs. quasi-experimental designs, measurement problems and scaling, ethical issues with human subject, and the formulation of research questions from a content

PSYCHOLOGY

PSY 505 Educational and Psychological Measurement I

This course will cover the basic principles of measurement and evaluation, including the concepts of validity, reliability, and test norms. The basic descriptive statistics necessary for understanding of psychometric properties of tests will be introduced.

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problem. Published research studies are critiqued from the total research and statistical methodology point of view to integrate the methodological skills and knowledge of the student.

PSY 535 Pharmacology and Therapeutics

This course will focus on drugs commonly used in therapeutic situations. The primary objectives are to give the student fundamental knowledge of indications for Chemotherapy and awareness of adverse side effects.

PSY 540 Aging I

This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social and environmental components of aging are examined.

PSY 543 Introduction to Physiological Psychology, Psychophysiology and Biofeedback

This course will serve as an introduction to the areas of brain, body, and emotional processes, introducing basic neuro-anatomy, sensation, perception, central nervous system and autonomic system processes. It will integrate these concepts into present day utilization of biofeedback techniques.

PSY 544 Aging II

Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY 550 Group Processes

The primary focus of this course is the application of group processes. Consideration will be given to organizational change, marriage and family counseling, traditional group therapy and the encounter group movement. **Prerequisite:** CG 501

PSY 560 Substance Abuse

This course will investigate the etiology of alcoholism and drug dependency. Attention will be given to assessment and treatment in both individual and family therapy approaches.

PSY 562 Social & Cultural Factors in Aging

The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, an improved national outlook and new treatment modes, are studied.

PSY 565 Personality and Psychotherapy

A survey of the major approaches to understanding personality will be made with emphasis upon practical

applications in the form of therapy. **Prerequisite:** CG 501 and PSY 580

PSY 570 Behavior Modification

This course is an introduction to operant conditioning and behavior therapy with an emphasis upon the application of these approaches. **Prerequisite:** PSY 510

PSY 575 Intermediate Statistics

This course includes a short review of descriptive statistics and hypothesis testing. It focuses on inferential techniques from correlation through analysis of variance including partial correlation and advanced models of analysis of variance.

PSY 576 Computer Laboratory/1 sem. hr.

Students learn how to use a remote terminal, build data files, and use basic library programs in the computer lab. FORTRAN is taught.

PSY 580 Abnormal Psychology

This course is an introduction to deviant behavior and will cover such common disorders as neuroses, psychoses, organic conditions, etc. The focus will be on etiology, symptomatology and treatment as appropriate to each disorder.

PSY 582 Human Sexuality

The course is an overview of the basics of sexual anatomy, physiology and development. The student will acquire an understanding of human sexual response, concepts of sex therapies and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior and importance of the counselor in the role of sex educator.

PSY 588 Biofeedback Practicum

This course is an opportunity for students to gain experience applying biofeedback techniques to psychosomatic and other body control problems. The student will use previously acquired skills in a clinical situation under supervision. **Prerequisite:** PSY 543 and consent of advisor.

PSY 590 Advanced Topics

Topics will vary depending upon the current interests of the instructors and students. **Prerequisite:** Consent of advisor.

PSY 595 Special Topics: Independent Study in Biofeedback

The specific activities in this independent study will vary from student to student, but the general experience will be to work in the area of biofeedback through both reading, discussing biofeedback techniques and actual experience in the laboratory working with the equipment on either a clinical or experimental basis.

The laboratory experience will be closely supervised.

PSY 603 Clinical Practicum/8 sem hrs.

Supervised Internship in counseling. **Prerequisite:** Consent of advisor.

PSY 620 Professional Issues and Ethics/1 sem. hr.

This course is designed to acquaint the student in the standards of practice that are applicable to psychology and health related professions. As such the student will study such publications as the *Ethical Standards of Psychologists* as published by the American Psychological Association, including such recent modifications as published in the November, 1979 *American Psychological Association Monitor*. Special emphasis will be placed on client-therapist relationships, confidentiality, and professional relationships.

PSY 625 Techniques of Assessment I (Intellectual)

The course will review the theory, construction and uses of individual intelligence testing. Students will receive actual practice in administering, scoring, and interpreting commonly used tests such as the Wechsler Scales and the Stanford Binet.

PSY 626 Techniques of Assessment II (Behavioral)

This course examines theory and procedures for assessment of anxiety, depression, anger, social skills, marital and inter-personal relationships in children and adults. Special emphasis is given to training in behavioral techniques and behavioral interviewing.

PSY 627 Techniques and Assessment III (Personality and Projectives)

The theory and use of projective tests will be covered. Students will be provided with actual practice in the administration, scoring and interpretation of commonly used projective instruments such as the Rorschach, TAT, Projective Drawings, sentence completion and the Bender Gestalt.

PSY 630 Case Conference/1 sem. hr.

This seminar will provide an opportunity for the students and clinical supervisors to exchange ideas and critique different therapeutic approaches. **Prerequisite:** Consent of advisor.

PSY 641 Multiple Linear Regression/Correlation Analysis

The course begins with bivariate correlation and proceeds to the study of models with two or more independent variables and to the regression analog to analysis of variance. Students analyze data with existing computer library programs to develop and test

their interpretive skill in regression analysis. Non-linear relationships, orthogonal polynomials and other non-linear transformations are studied and utilized. The analysis of covariance and its generalization to the analysis of partial variance are studied.

PSY 642 Multivariate Statistics

The course is designed to develop scientific literacy in multivariate statistics, knowledge of applications of multivariate data analytic procedures, expertise to judge appropriate use of procedures, and knowledge of multivariate hypotheses testing procedures. Topics include discriminant function analysis, an introduction to principle components and factor analysis, canonical correlation and multivariate analysis of variances. Students utilize each procedure with sample data via the library programs in the Computing Center.

PSY 643 Multivariate Statistical Methods/4 sem. hrs.

This course focuses on commonly used multivariate procedures including multiple regression, canonical correlation, discriminate function analysis, and multivariate analysis of variance. The course is designed for researchers in clinical psychology.

PSY 645 Research Practicum I

This practicum will introduce the student to psychological research by providing the student the opportunity to work with a professor on a research project.

PSY 646 Research Practicum II

The student will continue to work with a professor in research, but in this practicum it is expected that the student will initiate and conduct a research project with the guidance of the professor.

PSY 651 Theory, Assessment and Intervention I: The Infant and the Family

This series of courses is oriented toward the family with each course in the sequence focusing on a different age level. The content of each course includes developmental theory and research relevant to each age group as well as theory and research dealing with the family. As appropriate, assessment theory and techniques are taught; these include behavioral, developmental, intellectual, and projective procedures. The therapy intervention procedures which are taught also focus on the family and include behavior therapy, individual client therapy, and multiple client therapy. Each course in the sequence will be taught by a faculty team.

PSY 652 Theory, Assessment and Intervention II: The Child and the Family

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PSY 653 Theory, Assessment and Intervention III: The Adolescent and the Family

applications of each approach in terms of therapeutic intervention.

PSY 654 Theory, Assessment and Intervention IV: Adults and the Family

PSY 725 Theory and Systems of Psychology

This seminar explores the role of psychology as science, and the nature of systems and theories. The major system and theories are examined from a learning point of view, with both historical perspective and contemporary analysis. Systems covered are structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. The learning theories include those of Tolman, Hull and Spence, Skinner, Guthrie, Miller, Lewin, Estes, etc.

PSY 655 Theory Assessment and Intervention V: Elderly and the Family

PSY 660 Theories of Personality

This course will focus on the major theories of personality development.

PSY 670 Community Psychology

This course examines historical perspectives, social and cultural issues, and their relationship to theory and the responsibility for the delivery of community psychological services.

PSY 701 Developmental Psychology I

This course considers the physical and behavioral changes that take place in the child from conception through middle childhood. Specific topics include attachment behavior, language, perception, cognition, the development of imagination.

PSY 702 Developmental Psychology II

This course considers the physical and behavioral changes that take place from adolescence through aging. Specific topics include development of moral thought, life styles, career choice, nature of humor, creativity, parenting, mid-life changes, aging and dying.

PSY 712 Design of Psychological Studies and Computer Lab/4 sem. hrs.

The integration of research hypotheses and statistical procedures (primarily analysis of variance) is studied. Strengths and weaknesses of designs are emphasized. The appropriate use and interpretation of post hoc techniques, single subject designs, strength of association indices and nested designs are among the topics studied. Examples illustrating studies with the appropriate use and the inappropriate use of designs are presented. The computer lab is continued with experience in FORTRAN provided.

PSY 715 Social Psychology

Examination of contemporary research issues in socialization, conformity, behavior in small groups, leadership, language, and attitude change.

PSY 720 Theories of Personality and Psychotherapy

This course will study the major theories of personality including psychodynamic, humanistic, and behavioral. An emphasis will be made upon the practical

PSY 726 Advanced Learning: Analysis of Complex Human Behavior

This course focuses on a behavior analysis of traditional personality concepts such as traits, the self, motivation, conflict, emotion, private events, etc. Similarities and difficulties between behavior and other theories are examined.

PSY 728 Therapy Intervention I (Behavior Modification)

Analysis and practice of therapeutic procedures utilizing behavior modification and behavior therapy techniques.

PSY 729 Therapy Intervention II (Individual Client Therapy)

Analysis and practice in the range of therapeutic procedures when working with the individual client (child, adolescent, and adult).

PSY 730 Therapy Intervention III (Multiple Client Therapy)

Analysis and practice in the range of therapeutic procedures when working with couples, families and groups.

PSY 745 Individual Experimental Research I

This course provides the opportunity for the students to work with a professor in a research environment. The topic or topics will be determined jointly by the student and the professor and will normally be in the area of interest to the professor. The activity of the student may be more than one small research experience, a subset of a large project or one experience of approximately a semester's length.

PSY 746 Individual Experimental Research II

Continuation of PSY 745.

PSY 747 Individual Research Project I/26 sem. hrs.

The student is expected to begin pilot work in a re-

search area which will lead to the dissertation. The research will be under the guidance of the student's research advisor.

PSY 748 Individual Research Project II/6 sem. hrs.

Continuation of PSY 747.

PSY 751 Development of Language and Thought

This course explores different theoretical positions on the relationship of language and thought as well as developmental sequences in the acquisition of language.

PSY 752 Social and Emotional Development in Children

Beginning with a study of early bonding and attachment behavior in the infancy period, this course examines social and emotional development in the early years. Particular emphasis is placed on theory and research relating to the development of both aggressive and prosocial behavior.

PSY 765 Comprehensive Psychotherapy.

This course will provide a review of various theoretical approaches to psychotherapy and will attempt to provide an integration for the student. In addition, specific techniques will be practiced through modeling and behavior rehearsal. **Prerequisites:** PSY 660 & PSY 580

PSY 772 Psychophysiology with Lab/4 sem. hrs.

This course is designed to introduce the graduate student to psychophysiology. The course covers the interrelationships between the physiological and psychological aspects of behavior. The subject content is typically from human subjects whose physiological processes are recorded on a polygraphy or other appropriate instrumentation while stimuli which are designed to influence mental, emotional or motor behavior are presented. To compliment the texts there will be presentations from the recent literature published in such journals as *Psychophysiology*, and *Biofeedback and Self-regulation*. Research which has been conducted in the psychophysiology laboratory at Nova University will be presented.

PSY 780 Advanced Topics Seminar

This seminar will focus on the professor's current research interests.

PSY 785 Psychopharmacology

The purpose of this course is to explore the state of the art concerning psychoactive drugs. The course will include symptomologies effects by drug therapy, course of action, side effects and contra-interactions.

PSY 786 Seminar in Behavioral Disorders

This course is designed to provide advanced exploration of systems associated with behavioral and mental disorders. Etiology, description and treatment of these disorders in line with current diagnostic criteria (DSM II and DSM III) will be examined to enhance clinical judgment, communication and formulation of intervention strategies.

PSY 790 Case Conference/1 sem. hr.

The presentation and discussion of assessment and management of clinical problems by faculty, community professionals and supervised doctoral students.

~~PSY 791 Case Conference/1 sem. hr.~~

~~PSY 792 Case Conference/1 sem. hr.~~

~~PSY 793 Case Conference/1 sem. hr.~~

PSY 800 Psychological Services in Clinics/1 sem. hr.

An introduction to the practice of psychology in the clinical setting.

PSY 801 Theory of Psychological Tests

This course examines the theory, techniques, and statistics of behavioral measurement including psychometrics. Topics covered include fundamental measurement, the role of variance and co-variance in science, basic statistical indices, theory of measurement error, types of validity, methods of assessing reliability, multiple prediction, and an introduction to factor analytic techniques.

PSY 803 Supervised Clinical Practicum I

Supervised clinical practice through rotated placements in clinical settings.

PSY 804 Supervised Clinical Practicum II

PSY 805 Supervised Clinical Practicum III

PSY 806 Supervised Clinical Practicum IV

PSY 807 Supervised Clinical Practicum V

PSY 808 Supervised Clinical Practicum VI

PSY 815 Teaching Practicum

This practicum offers supervised experiential learning in teaching. Students will learn the fundamentals of teaching and will have responsibility for teaching part or all of a course at the undergraduate level.

PSY 820 Research Seminar

This seminar leads to a prospectus for the dissertation. The first few weeks involve reviewing statistical procedures and introducing cluster analysis, more sophisticated trend analysis routines, discrete descri-

minant function analysis. Out-of-class responsibilities of the students during this time include reviewing literature and developing a research design for their dissertation. Students present their research plans for suggestions and critique during the remaining part of the semester. Interested faculty members may be invited to attend the seminars.

PSY 830 Colloquium/0 sem. hr.

Advanced topics and special issues relating to clinical problems and to research are presented by faculty, students, and invited guests.

PSY 831 Colloquium II/0 sem. hr.

PSY 850 Dissertation/6 sem. hrs.

PSY 851 Dissertation/6 sem. hrs.

SCHOOL GUIDANCE AND SCHOOL PSYCHOLOGY

SG 588 Practicum: School Guidance

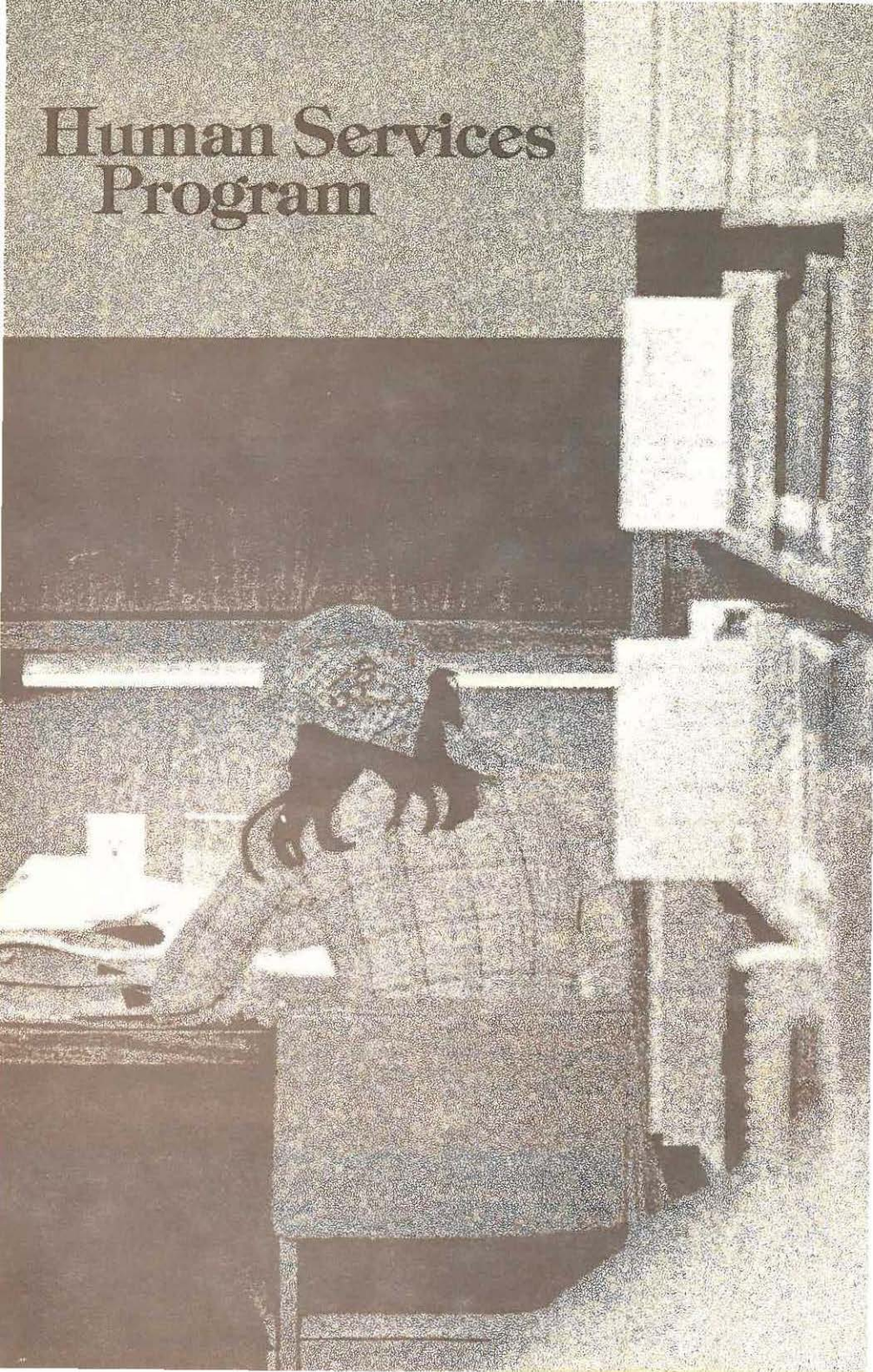
Supervised guidance internship in an elementary or secondary school setting. **Prerequisite:** Consent of advisor.

SG 589

SP 588 School Psychology Practicum/6 sem. hrs.

Individual assignments will be arranged for students by the instructor. **Prerequisite:** Consent of advisor.

Human Services Program



Academic Calendar Master of Science in Human Services

SUMMER 1980

June 21, 28, July 12, 19, 26
August 2, 9, 16, 23

FALL 1980

Cycle A: September 6, 13, 20, 27
October 4, 11, 18, 25, November 1
Cycle B: November 8, 15, 22, December 6, 13, 20
January 10, 17, 24

SPRING 1981

Cycle A: January 31, February 7, 14, 21, 28
March 7, 14, 21, 28
Cycle B: April 4, 11, 25
May 2, 9, 16, 30, June 6, 13

SUMMER 1981

June 20, 27, July 11, 18, 25
August 1, 8, 15, 22

FALL 1981

Cycle A: August 29, September 12, 19, 26
October 3, 10, 17, 24, 31
Cycle B: November 7, 14, 21
December 5, 12, 19, January 9, 16, 23, 1982

Master of Science in Human Services The Master of Science in Human Services is designed to meet the needs of both the individual who is currently employed in a public or private social service setting and the individual who would like to obtain the academic training for a professional role in the field.

The degree course work will provide the student with increased understanding of the nature and function of human services in American society. Competencies needed by the student to function successfully in the many and varied tasks required of the human service worker form the basis for the course objectives.

Admissions Requirements

1. A Baccalaureate degree, granted by a regionally accredited institution.
2. An academic record which indicates the ability to pursue graduate study. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Employment in a human service setting or willingness to volunteer in such a setting for part of the program.
4. Aptitude measures may be administered for the purposes of counseling and screening as part of the admissions procedures.

Admission to graduate study does not imply admission to candidacy for a degree.

Enrollment Procedures Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Application forms must be completed and returned to that office with payment of a \$15 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain the supporting documents necessary for application. All credentials must be submitted before the end of the first cycle completed at Nova.

Expenses for the Master's Program Most courses for the master's degree program carry three semester hours of credit. Expenses are based on each credit hour of instruction with additional fees for application, practicums and graduation.

Fee Schedule for 1980 (Present fee schedule subject to change)

Application Fee (nonrefundable)	\$15
Tuition Fee (per credit hour)	\$65
Graduation	\$15
Registration Fee	\$10
Late Registration Fee	\$15

Degree Requirements The Master's Degree Program requires a minimum of 36 semester hours of graduate credit. Matriculation as a master's degree candidate is achieved upon satisfactory completion of the first four courses with a 3.0 average. Up to six graduate credits may be transferred from a regionally accredited institution. The courses selected for transfer must have received a B or better grade. The transfer will be evaluated upon receipt of an official transcript from the institution originally giving the credit. A program outline will be provided for each student indicating which courses have been transferred. The University reserves the right to withdraw the privilege of enrollment from a student whose grade level falls below 3.0.

Individuals can take a maximum of two courses without enrolling in a degree program by checking "special student" on the application form.

Withdrawal Policy Withdrawal letters must be submitted to the program office indicating the number of classes attended.

For 75% refund, withdrawal letter in writing prior to second class meeting.

For 50% refund, withdrawal letter in writing prior to third class meeting.

No refund after third class meeting. Fees other than tuition are not refundable.

The Practicum The Master of Science in Human Services Program requires that the student complete a three credit practicum as part of a thirty-six credit major.

The practicum is a problem solving activity in which a student designs a formal proposal, implements the project in his/her job setting and compiles a final document summarizing the entire process.

Students are guided through the practicum process by an advisor who specializes in their particular area.

Locations Classes are offered in Dade, Broward, and Palm Beach counties. Other sites are currently being planned. Interested students in other areas should contact the program for the nearest location.



Curriculum

REQUIRED COURSES:

HS 500	Community Needs and Social Service Support Systems
HS 510	Theoretical Foundations of Human Service
HS 512	Theory and Practice in Working with Individuals
HS 513	Theory and Practice in Working with Groups
HS 514	Interpersonal Relations and Group Process
HS 520	The Law and Human Service
HS 525	Writing and Management of Grants
HS 530	Evaluation of Human Service Programs
HS 540	Staff Development and Supervision in Human Service Programs

In addition, the student must complete either:

HS 588	Practicum in Human Service
or	
HS 596	Internship in Human Service (Field Placement)

Two electives are required to complete Program:

HS 544	Child Welfare
HS 545	Juvenile Justice
HS 546	Human Service and the Problems of Aging
HS 547	Vocational Rehabilitation
HS 548	Community Mental Health
HS 549	Crisis Intervention

Course Descriptions

All courses are three semester hours unless otherwise indicated.

HS 500 Community Needs and Social Support Systems

The interrelation of economic, political and social systems with community and individual needs. Information and referral strategies will be discussed.

HS 514 Interpersonal Relations and Group Process

Techniques for the Development of Interpersonal Relations. Self-discovery, self-awareness and self-discipline. Concept of peer review, skills of consultation. Processes of supervision and team management.

HS 510 Theoretical Foundations of Human Service

Fundamental concepts and principles in the field of human service. Values, ethics and historical background of the helping professions will be discussed in relation to working with individuals in complex problem situations.

HS 512 Theory and Practice in Working with Individuals

Methods and principles of helping individuals solve problems and improve functioning in society. Information gathering, intervention strategies, interviewing techniques, will be included.

HS 513 Theory and Practice in Working with Groups

Methods and principles of helping individuals in a group context to solve problems and function more effectively in society. Family intervention strategies will be discussed.

HS 520 The Law and Human Service

Aspects of Federal, State and local laws as applied to the field of human services. The right, responsibilities and restrictions of law as applied to the human service professional.

HS 525 Writing and Management of Grants

Fundamentals of researching, writing, obtaining and managing grants secured from public and private sectors.

HS 530 Evaluation of Human Service Programs

Nature and function of evaluation as applied to Human Service Programs.

HS 540 Staff Development and Supervision

Theory and Practice of effective management techniques as applied to the Social Service Agency.

HS 544 Child Welfare

This course will discuss a number of aspects of the child welfare system including legal aspects, dependent, neglected, exceptional children, child abuse, institutional care, etc.

HS 545 Juvenile Justice

Origins of Juvenile delinquency and techniques dealing with it. A discussion of the juvenile justice system and the problems of adolescents in a changing society.

HS 546 Human Service and the Problems of Aging

Physical, economic, social and emotional problems of the aging and techniques for dealing with these problems within the Human Service System structure.

HS 547 Vocational Rehabilitation

A discussion of the field of Vocational Rehabilitation including techniques for planning and counseling individual needs and legal requirements for retraining individuals and groups.

HS 548 Community Mental Health

Social and cultural issues of mental health and their relationship to theory and responsibility for delivery of community services.

HS 549 Crisis Intervention

Techniques for dealing with clients in crisis states. Referral strategies and stress management will be included.

HS 588 Practicum

Applications of principles of human service to the solution of a practical problem within a specific sub-specification field.

HS 596 Internship (Field Placement)

A supervised internship within the field of human services. This must be separate and distinct from the student's employment role.



**Intensive
English
Program
for
International
Students**

Overview The purpose of the Intensive English Program at Nova University is to provide educational opportunities to meet the academic and social needs of non-English-speaking students. Our goal is to prepare students for successful university, graduate school and career experiences in America by helping them develop proficiency in the English language in the areas of reading, writing, listening and speaking.

Admission Requirements The program is open to students who desire to learn English in order to prepare themselves for further study or professional work. A prospective student does not have to be a member of a degree program at Nova University or plan to join a University program to be eligible. To apply, a prospective student should telephone or write for the necessary registration forms. Students from abroad should also request the U.S. Immigration I-20 form from the Intensive English Program.

Program Description The Intensive English Program at Nova University offers students five hours of classroom instruction per day in Reading, Writing, Listening and Speaking. A Reading Lab and a Language Lab are part of the daily program and are also open after classes for students who wish an added hour of study.

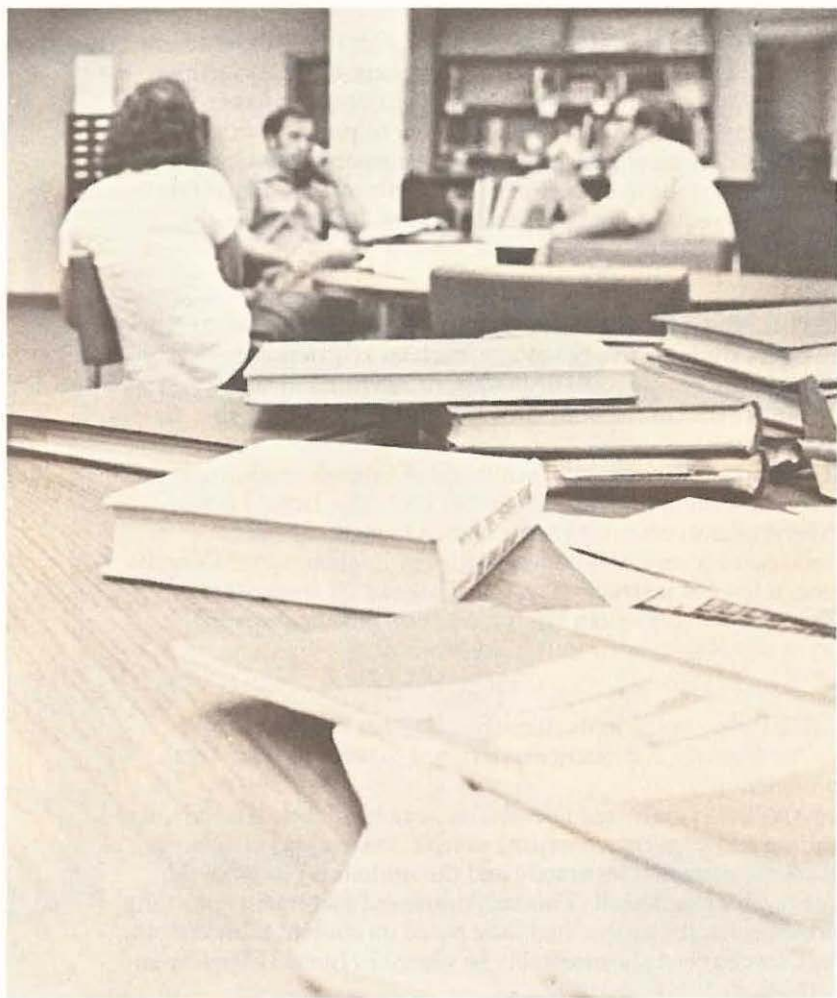
Each skill area is divided into four levels of English proficiency through which a student may progress at his own rate. Level I is the beginning level of instruction, and is designed to meet the needs of students who possess very limited knowledge of English. Level IV is the most advanced level of instruction, and is designed for students who possess average skills in English but who require further study for proficiency at a professional or university level.

Placement Placement in the Intensive English Program is determined by a series of assessments designed to measure a student's English proficiency.

A new student is evaluated in each skill area by means of standardized tests in reading and grammar, a writing sample, and an oral interview. Each skill area is evaluated separately and the student is placed in the appropriate level for each skill. This individualized placement according to skills provides flexibility in scheduling based on student achievement. Therefore, a student could conceivably be placed in Level II Writing and Level III Reading.

Duration of Study in Intensive English Program

The length of time a student remains in the Intensive English Program depends upon the level of the student's English ability at the time he begins the program. A student placed in the program in Level I with no English skills can anticipate a stay of one year (three semesters) or longer to attain the language proficiency required for certification (competency in English at the university level). The length of stay for those students placed in higher levels determined by their ability to progress, and the rate at which they can assimilate the English language. Movement through the levels depends exclusively upon individual progress, not a specified time period.



Program Dates The Intensive English Program operates on a fifteen-week semester system.

1980— January 7-April 18

April 28-August 8

September 3-December 12

1981— January 6-April 17

Cost Tuition for a semester is \$1050, payable in advance or on arrival.

At the time of application and request for an I-20 form, an initial one-time application fee of \$25 is required which is non-refundable. Also required is a \$100 deposit for the I-20, which is non-refundable but credited towards the student's tuition.

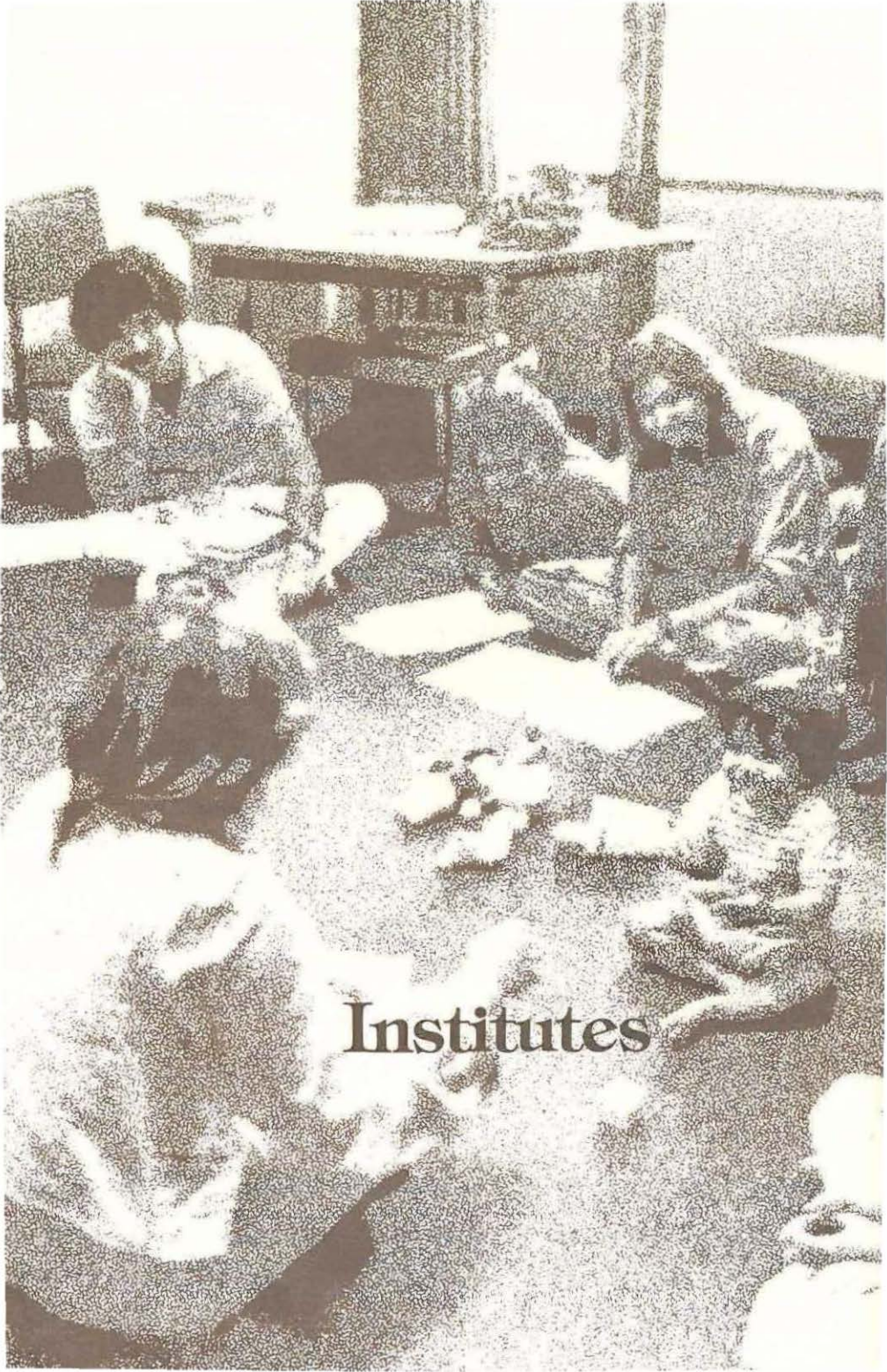
Refund Policy If a student has to withdraw from the program before the completion of the semester, the following tuition refund schedule will go into effect:

1. Student will receive 50% refund on total semester tuition if he leaves the program within the first five weeks.
2. After the fifth week, there will be no refund of tuition.

Housing Facilities Nova University has very limited housing facilities available for students, and almost all students will have to secure accommodations off-campus. The University will extend every assistance possible in securing housing for students and their dependents, but it remains the responsibility of the student to obtain accommodations. The Intensive English Program offers a referral service for students who wish to live with American families.

For additional information and registration forms, please write or call:

Nova University
Intensive English Program
3301 College Avenue
Fort Lauderdale, Florida 33314
Telephone Number: (305) 587-6649



Institutes

Institute of Child Centered Education The Institute of Child Centered Education is a consortium of all Nova University programs which focus on Early Childhood. Its membership includes representatives from all centers within the University that have programs relating to Early Childhood. The purpose of the Institute is fourfold.

1. To coordinate activities of centers and programs within the University that relate to Early Childhood.
2. To develop and disseminate publications and materials relating to Early Childhood.
3. To identify needs, develop research and service proposals, and implement programs relating to children and their families.
4. To serve as a resource for parents and community organizations concerned with disadvantaged and handicapped children.

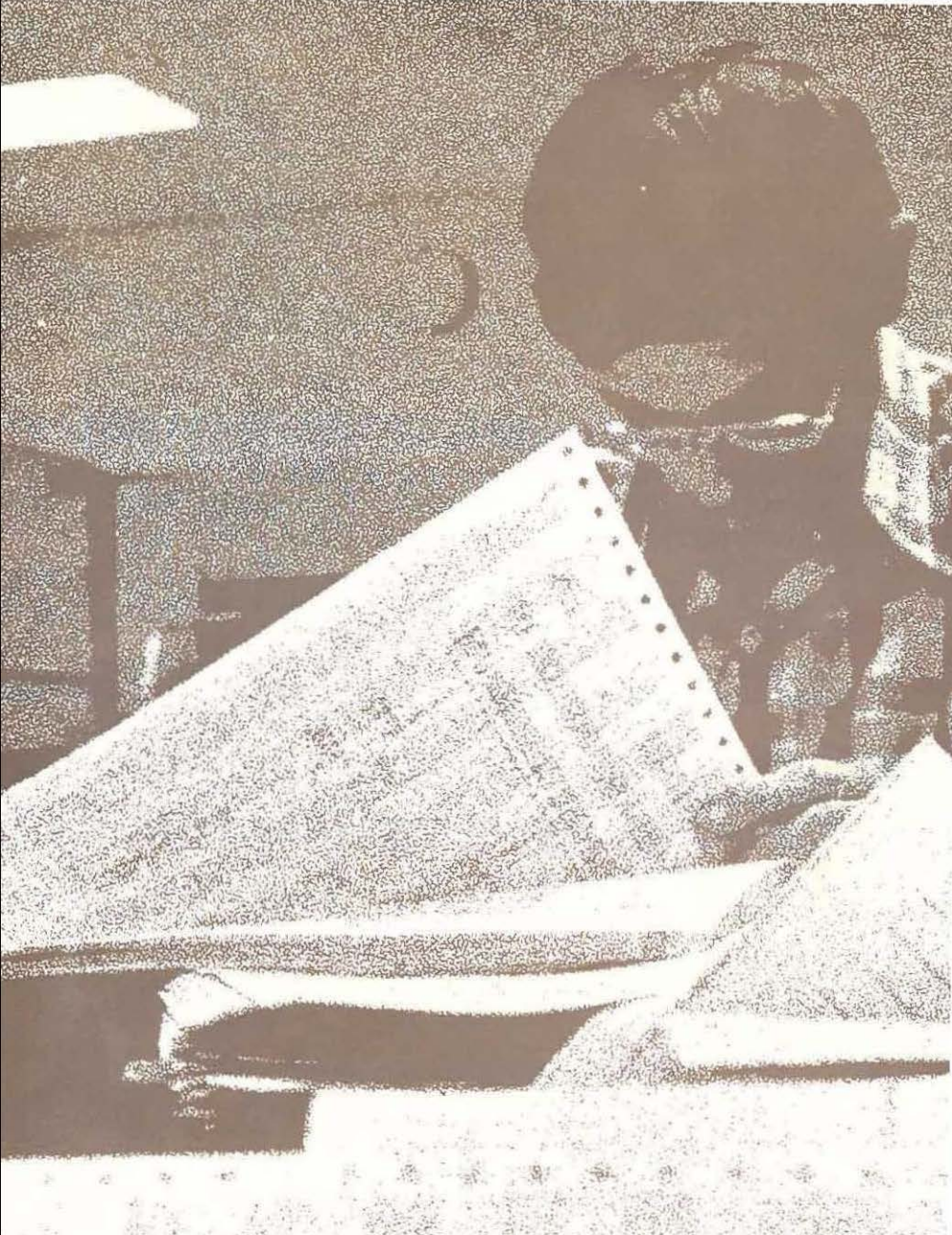
Institute for Social Services to Families The Institute for Social Services to families has as its mission to improve the quality of social services to families and children by providing programs that enhance these services through research, development, consultation and training. Currently the principal activity of the Institute is the Foster Parent Project.

The Foster Parent Project The Foster Parent Project is a program designed to provide training, consultation, and evaluation to child welfare agencies.

It began as an experimental pilot program to develop procedures and methods for selecting and training foster parents as mental health paraprofessionals and is now recognized as a national leader in foster care education:

The Project provides direct service in the following areas:

1. foster parent recruitment;
2. foster parent selection;
3. foster parent pre-service training;
4. foster parent in-service training;
5. child welfare social worker training;
6. foster care systems change.



Learning Resources

Learning Resources Nova University provides appropriate learning resources at each of its academic centers. In addition, many resources within the broader community are utilized to enrich the learning environment of the students.

THE ALBERT AND BIRDIE EINSTEIN LIBRARY in the Mailman-Hollywood Building contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communications, and the humanities. This facility also includes individual study carrels and a media room in addition to microform readers.

THE GEORGE ENGLISH LIBRARY is located in the Parker Physical Sciences Building. This collection of books and periodicals reflects and supports the teaching and research efforts of life sciences and health and population studies.

THE WILLIAM SPRINGER RICHARDSON LIBRARY is situated at the Port Everglades site of the Ocean Sciences Center. A specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography as well as a nautical chart room, is maintained in this Library.

THE UNIVERSITY SCHOOL MEDIA CENTER is centrally located in the University School Building. The media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. A professional collection for faculty and staff is included. Student and faculty involvement in media production is an integral part of the media center.

THE LAW LIBRARY is housed in the new Law Building. It consists of highly specialized law-related reference materials providing complete coverage of all federal and state appellate court reports, statutes, digests, indexes, reports of federal agencies, legal encyclopedias, dictionaries, periodicals, and treatises that constitute a substantial research collection for the faculty and student body of the law Center. In addition, the Law Library houses general reference and substantive materials in criminal justice, and is a partial repository of government documents.



The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova Libraries are connected with the DIALOG Information Retrieval System and other national data bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as the Broward Community College Library. A unique community-university arrangement exists at Coral Springs, where the local branch of the Broward County Public Library and the Nova University Coral Springs Center have a joint "Communiversities" library facility. Believing in maximum interchange of community educational resources, Nova University also maintains cooperative arrangements with other academic libraries in the area including the Professional Library of the Broward County Public Schools.

The Library Media Services provides a complete non-print media service, including the educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

The Library Media Services also provides the complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

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

Computing Facilities The University Computing Facility provides data processing facilities and services for meeting the instructional, research and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building. Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.

Policies Governing Student Relations



NOVA UNIVERSITY POLICIES STUDENT RELATIONS

General Nova University hereinafter referred to as Nova, has established specific policies, procedures and guidelines defining its relationship with its students. The term student as used herein means the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

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

Financial Aid Nova participates in various governmental and private financial aid programs for the benefit of its students. Details of these aid programs are available through the Financial Aid Office. Nova academic programs are approved by the Coordinator for Veterans Approval State of Florida, Department of Education, for veterans educational benefits. The Financial Aids Office will assist veterans in applying for benefits.

Housing Located on the main campus are the University apartments consisting of three (3) story buildings of 30 apartments each. A limited number of apartments are available each year. Apartments are leased on a yearly basis. There are no dormitory facilities. For further descriptive information, application forms and off-campus housing information, contact the Director of Housing, Nova University.

Nondiscrimination Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall in any way be discriminated against due to race, religion, sex, handicap, color, national or ethnic origin. The University Registrar is designated as the policy coordinator to assure compliance with all Federal, State and local laws and regulations relative to nondiscrimination.

Educational Records and Privacy Nova maintains a system of student records which includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing and other admissions credentials as well as progress records (transcripts) of the student's studies at Nova.

Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released, to whom and for what purpose.

Nova shall release records or components thereof without the written consent of the student only in the following instances:

- a. For purposes of audit and evaluation of Federal and State programs.
- b. To authorized representatives of:
 1. The Comptroller General of the United States.
 2. The Secretary of the U.S. Dept. of Health, Education and Welfare, Commissioner of Education or their deputies.
 3. State educational authorities.
- c. Nova personnel deemed to have a legitimate educational interest.
- d. persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition and enforcement of said aid.
- e. accrediting organizations in carrying out their functions.
- f. parents of students who have established the student as a dependent according to the provisions of the Internal Revenue Code.
- g. persons in compliance with a judicial order or lawfully issued subpoena.
- h. persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

Nova may release without written consent information which it may deem as directory information for currently enrolled students providing:

- a. the student is notified of the categories designated as directory information.
- b. the student is given the opportunity to refuse disclosure of any or all of the categories.
- c. the student is given a reasonable period of time in which to submit said refusals in writing.

Nova may release without written consent of the student information expressly limited to the fact as to whether or not the student is currently enrolled.

Nova may release without written consent information which it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.

Code of Students Rights and Responsibilities

SECTION ONE—TITLE

This code shall be cited as Nova University Behavioral Sciences Center Code of Student Rights and Responsibilities.

SECTION TWO—DEFINITIONS

When used in this code—

- a. The term “center” means Nova University Behavioral Sciences Center.
- b. The term “student” means any person registered for enrollment in any center course; or any person enrolled in a center program at the time of the alleged violation of this code; or any person on the premises or center related premises for any purpose related to registration for enrollment.

SECTION THREE—STATEMENT OF RIGHTS

- a. The center affirms the right of each student to be free from discrimination on the basis of race, color, national origin, religious creed, political views, or sex.
- b. The center affirms the right of each student to conduct research

and to publish, discuss and exchange findings and recommendations, except that the University may promulgate rules and regulations related thereto.

- c. Each student shall have the right to petition the center for redress of grievances, amendment of regulations and modification of center policies.
- d. Students shall be secure in their persons, living quarters, papers and effects from unreasonable, illegal, or unauthorized searches and seizures.
- e. The center affirms the right of students to be members of University and college committees, except that a student may not be a member of a committee by rule constituted exclusively of members of the university faculty.
- f. The center recognizes each student's right of freedom of speech, assembly and association as guaranteed by the Constitution; and all provisions of this code shall be construed consistent with these rights.
- g. The center recognizes the right of each member of the University community to interview for employment with any organization, firm, corporation, or any other body.

SECTION FOUR—PRESCRIBED CONDUCT

A student who is found guilty of academic misconduct shall be subject to the maximum sanction of dismissal or any lesser sanction. Academic misconduct includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to cases of plagiarism and dishonest practices in connection with examinations. All work submitted by students must be their own work project; where the language of another is set forth quotation marks must so indicate, and appropriate credit must be given when the language, ideas, expressions, and writings of another are used. In addition to academic standards, the student must maintain behavior appropriate to professional standards.

SECTION FIVE—STUDENT GRIEVANCES

- a. If a student has a complaint or grievance, it is strongly recommended that the student first seek informal resolution of the matter with the faculty member, administrator or office involved.
- b. If, after reasonable efforts, a solution is not reached, the student should discuss the matter with the Program Director or appropriate Advising Committee.
- c. If resolution of the complaint or grievance is not forthcoming, both the student and Program Director or Chairman of the

Advising Committee shall inform the Director of the Behavioral Sciences Center, who may request a written statement from both parties involved in the dispute, to include all relevant facts, every argument which the parties wish to raise, copies of all relevant documents, and a statement to the effect that the student has attempted to resolve the grievance informally.

- d. The Director of the Center will discuss the matter with both parties to the dispute and issue a decision within two weeks following the date of his initial involvement.
- e. If the student is satisfied with the decision of the Director of the Center, the matter shall be closed.
- f. If the student is unsatisfied, he or she must so notify the Director of the Center within two weeks.
- g. A Grievance Committee consisting of three persons will then be established on an ad hoc basis. One member will be appointed by the Director of the Center, and one member will be chosen by the student involved. These two members will jointly appoint the third member. The Grievance Committee will be responsible for electing a chairman to conduct the hearing, as well as establish guidelines for the proceedings. The findings of the Grievance Committee shall be final.
- h. In the event the grievance involves a discrimination complaint, the Affirmative Action Officer shall be informed by the Director of the Center at step c. The Affirmative Action Officer shall work with and monitor the grievance procedure through to its conclusion.

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

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



**Nova
University
Personnel**

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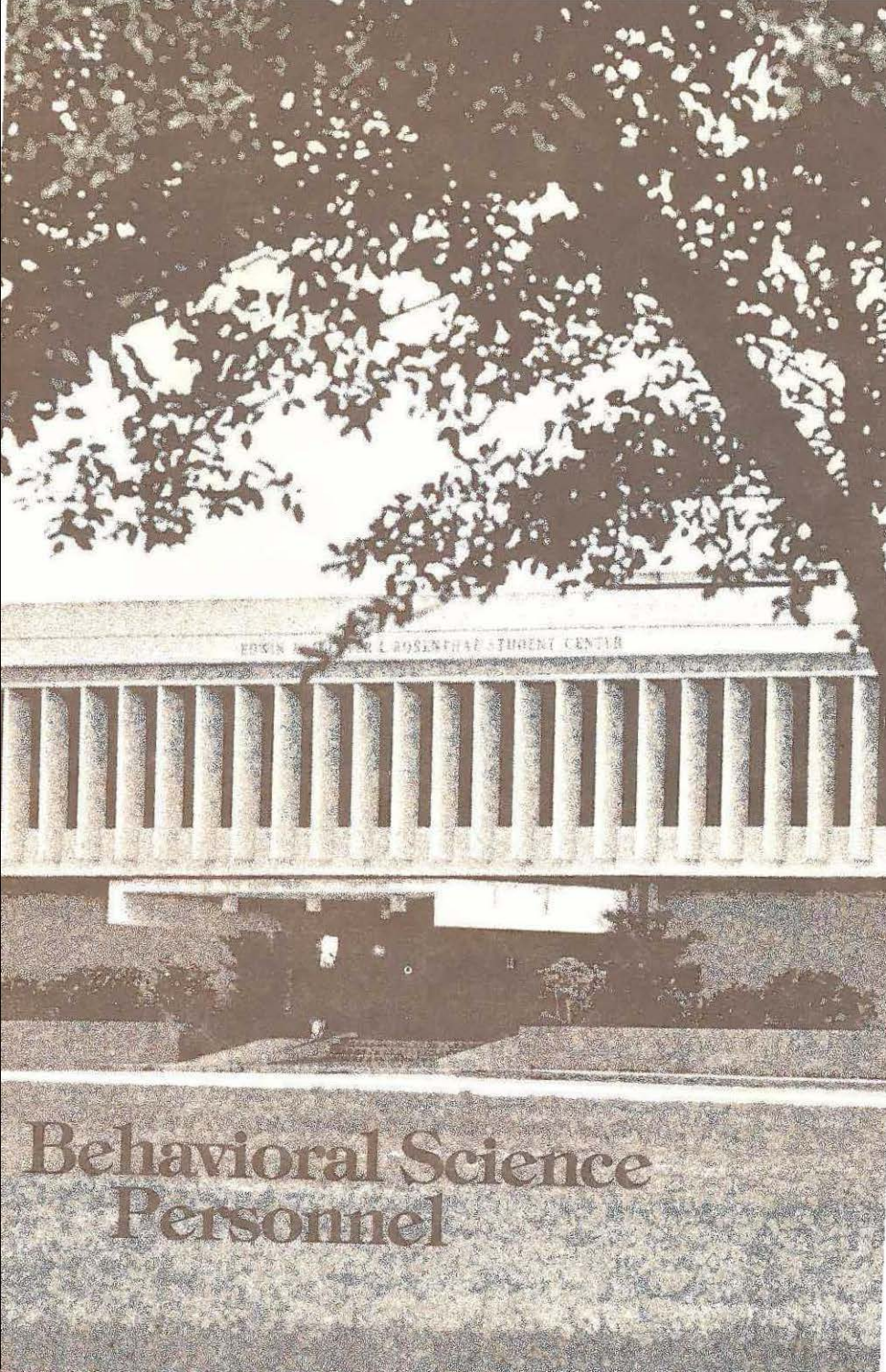
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EDWIN S. REDKEY STUDENT CENTER

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Director, Children's Assessment and Treatment Program

AUDREY FIELDS

Director, Foster Parent Project

JOHN M. FLYNN

Director, Behavioral Sciences Center

IRIS TURNQUEST JONES

Acting Director, Nova Psychological Clinic

MARILYN M. SEGAL

Director, Institute of Child-Centered Education

DENNIS STAMBERGER

Director, Nova University Clinic, Inc.

GERALD STREI

Director, Intensive English Program

FACULTY

MARTA ARANGO

Professor in the Laboratorio Internacional de Education; Medellin, Colombia
M.A. University of Wisconsin
Ph.D. University of California, Berkeley

NATHAN H. AZRIN

Professor of Psychology
Director of Nova Psychological Clinic
B.A. Boston University
M.A. Boston University
Ph.D. Harvard University

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Intensive English Program (I.E.P.)

Foster Parent Project (F.P.P.)

Institute of Child Centered Education (I.C.C.E.)

Children's Assessment and Treatment Program (C.A.T.)

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INFORMATION REQUEST FORM

I would like more information about the following Nova University Center(s) and Program(s):

CHOOSE ONLY ONE OF THE LEVELS INDICATED

- LEVEL I** (PRE-COLLEGE; NURSERY THROUGH GRADE 12) SCHOOL CENTER
- LEVEL II** (FOR PERSONS WITHOUT A BACHELOR'S DEGREE) UNDERGRADUATE PROGRAMS — NOVA COLLEGE
- Career Development Division (Business, Education, Human Sciences)
 - Corporate Program (Computer Science, Electronics, Engineering)
 - Day Division
- LEVEL III** (GRADUATE PROGRAMS — MASTERS AND EDUCATIONAL SPECIALIST) SELECT NO MORE THAN THREE
- Administration (Business and Public Administration, Criminal Justice, Human Resource Management & Computer Science)
 - Behavioral Sciences (Counseling, Guidance, Human Services, Psychology)
 - Education (Administration/Supervision, Curriculum/Instruction, Child Care, Early Childhood, Elementary, Exceptional Child, Health & Reading)
 - Ocean Sciences (Coastal Zone Management)
- LEVEL IV** (DOCTORAL PROGRAMS) SELECT NO MORE THAN THREE
- Administration (Business and Public Administration)
 - Behavioral Sciences (Clinical and Child Psychology)
 - Biology Laboratories
 - Education (Early Childhood)
 - Higher Education (Community College, Vocational-Technical & Adult)
 - Law
 - Ocean Sciences
 - School Leadership (Administration of Schools)

In addition to the above I would like information about:

- Intensive English (For non-English-speaking students)
- Institute for Retired Professionals
- Microcomputing

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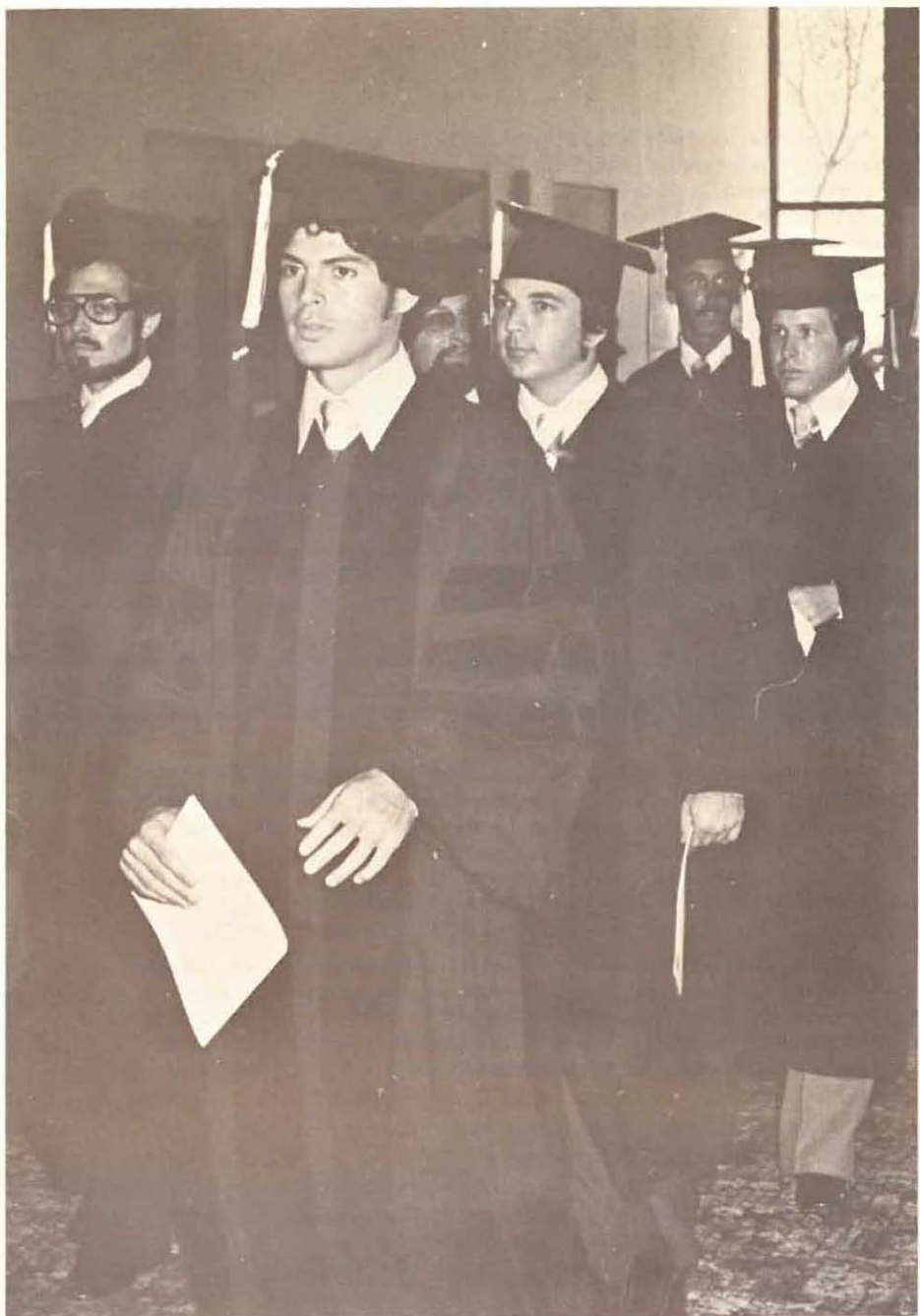
NAME _____

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**Mail this form to: The Office of Admissions, Nova University,
3301 College Avenue, Ft. Lauderdale, Florida 33314**



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

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

Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law.

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

Parents or eligible students will be provided a hearing by Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the record. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.

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

Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans educational benefits.

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

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

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