

1990

Programs in Child and Youth Studies 1990-1991

Nova University


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**PROGRAMS
IN CHILD
AND YOUTH
STUDIES
1990-1991**

 **NOVA**UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION

CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720"

**Amendment to refund policy:
In keeping with CAC Section 18805 requiring a three (3) day cooling off period, NOVA University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.**

INDIANA DISCLOSURE

**"This institution is regulated by:
The Indiana Commission on
Proprietary Education
32 East Washington Street, Suite 804
Indianapolis, IN 46204**

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

PROGRAMS IN CHILD AND YOUTH STUDIES 1990-1991

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

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

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

Nova University is a member of the American Association of Colleges for Teacher Education.



*Abraham S. Fischler
President*

President's Message

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

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

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

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit, university chartered by the State of Florida in 1964. It is located on a 300-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, with additional locations in downtown Fort Lauderdale and Coral Springs and at Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

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

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

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

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

Come to Our Campus Offices or Call a Toll-free Number for Program Information
8:30 A.M. - 5:00 P.M., Monday-Friday

The Nova University main campus is located on a 300-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-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike.

Broward County, Florida 475-7440

Dade County, Florida 940-6447, Ext. 7440

All other areas 1-800-541-NOVA,
Ext. 7440



*Richard Goldman, Ph.D.
Dean*

Dean's Message

A colleague mentioned to me a few years ago that when child, youth, and family issues move from the life section of the newspaper to the front page and business page, persons employed in these fields will finally be recognized as important professionals in society. *The Wall Street Journal*, *Time*, and *The New York Times* recognize the importance of your role on the future of our society. Articles appear on a daily basis in those publications and others that state that our society's economic and social survival is based in large part on the expertise of those who work with children and youth.

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child and Youth Care Administrators. Our newest program, the Ed.D. Program in Child and Youth Studies, matches the needs of a broad array of professionals who work with children from birth through age 18. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada.

I suggest that you study this catalog. If you feel that a match exists between your academic and career aspirations and this program, contact our program staff with your suggestions. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova's child and youth programs for you.

Good luck with your career.

The Center for the Advancement of Education

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

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

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

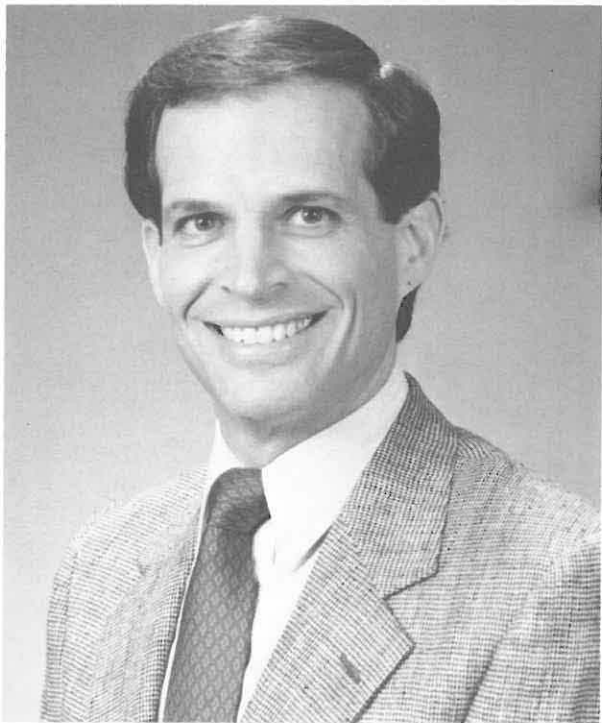
The Center for the Advancement of Education offers:

At the doctoral level--

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Early and Middle
Childhood
Ed.D. in Educational Leadership
Ed.D. in Higher Education
Ed.D. in Vocational, Technical,
Occupational Education

At the master's or educational
specialist level--

M.S. in Child and Youth Care
Administration
M.S. in Family Support Studies
M.S. in Speech and Language
Pathology
The GEM Programs - M.S. and
Ed.S. in 20 majors



*Abbey Manburg, Ed.D.
Director*

Director's Message

The Programs in Child and Youth Studies are a group of master's and doctoral level degree programs along with other nondegree, service oriented activities. The five components of this unit are:

Ed.D. Program in Early and
Middle Childhood
Ed.D. Program in Child and Youth Studies
Master's Program for Child
and Youth Care Administrators
Master's Program in Family
Support Studies
Conference Series for Child
and Youth Care Administrators
The Child and Youth Care Administrator

Mission

Many nations of the world are experiencing the turbulence produced by a structural shift from an industrial economy based on the physical production of material goods to a technological economy based on the exchange of ideas, knowledge, and information. This structural shift is having a profound effect upon our institutions -- family, education, religion, business, and government. The scope and rate of change is unprecedented and its effects are cultural, psychological, social, and economic. The central question before us is how this shift will affect society and whether specific segments of society, such as children and youth, will adapt to the pressures, problems, and opportunities of the technological economy.

Although many issues will be important in the years ahead, none will be more important than the development of the critical mass of intellectual capital required to shape our future. What is needed is a new type of leadership, demonstrated by individuals who can develop visions of the future that serve as a conceptual framework to guide policy making at the national, state, and local levels.

The primary goal of the Programs in Child and Youth Studies is to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children and youth.

Program Administration



Mary Ellen Sapp
Director of Practicums



Norman W. Powell
Associate Director



Diana Marcus
Director of Program
Development



Lois Ann Hesser
Program Professor of
Education



Vera Flight
Coordinator of Graduate
Student Development



Robert K. Greene
Practicum Associate



Sylvia Prant
Assistant to the
Director



Sue Fassanella
Assistant to the
Director



Christine Stenback
Administrative Assistant



Camille Vernon
Program Secretary



Isabel Perez
Program Secretary

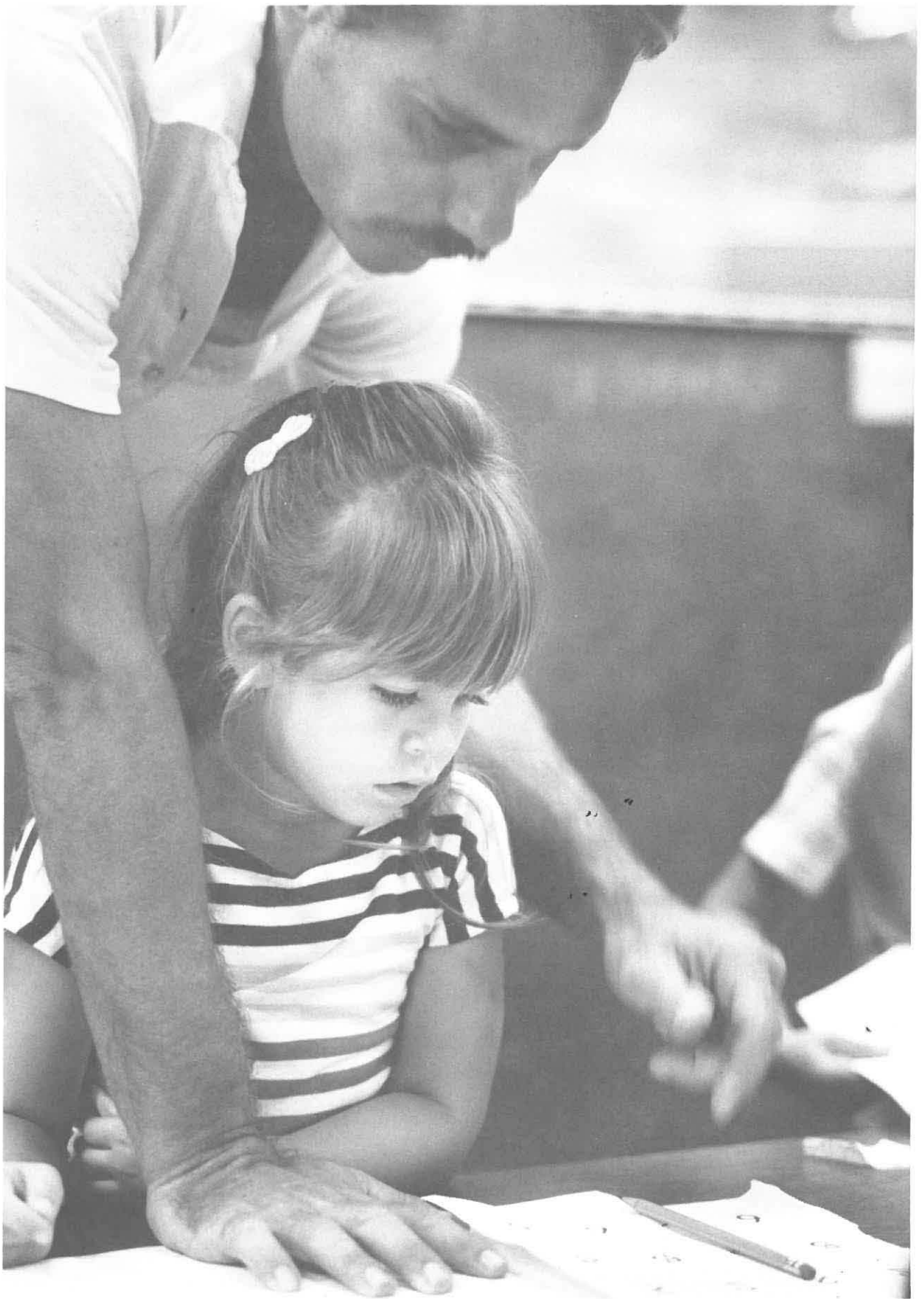


Elizabeth Kennedy
Program Secretary



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The Doctoral Programs

The mission of the doctoral programs is to improve the lives of children and youth by improving the leadership skills and behaviors of educators and other child and youth professionals whose work impacts the quality of life of children between the ages of birth and eighteen years. The admission criteria and the doctoral curriculum are derived from this mission. As the program is designed to improve the delivery of services by modifying attributes of school, social services, and child and youth care program personnel, only men and women who are actively engaged in appropriate positions are admitted. The curriculum, designed to promote the programs' mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the programs' mission, leadership requires action in the areas of education or social service for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the programs is reflected in the titles of the core curriculum areas: Child Growth and Development, Leadership, Research and Evaluation, Human Development, Political Processes and Social Issues, and Program Development. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education and social services for children and families also requires a problem-solving orientation on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the programs emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support services needs of children

and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that participants should assume a national perspective on child and youth related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and enhancing their problem solving capabilities, the program focuses on the relationship of theory to practice. Its aim, the improvement of professional skills for their application to educational, health, or social service settings, can be observed in the pervasive application of learning to the students' personal work settings. Practicum requirements for the development of substantive professional improvement projects further exemplify the program philosophy and the means for the realization of this objective.

In keeping with the goals of accessibility, the program is offered in approved locations throughout the United States. The full-day Saturday class session structure permits participation by qualified students who, otherwise, would be denied access to graduate education.

The Cluster Concept

The Ed.D. Programs in Early and Middle Childhood and in Child and Youth Studies are field-based programs. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20-30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components (study areas, specialization areas, practicums, and summer institutes) together.

The cluster is intended to serve as both an administrative and an educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups that meet between seminars to discuss assignments. Program funds are available for arranging for guest lecturers, for hosting special educational events, for initiating community-related activities, and for other educational activities designed by the cluster.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Study Areas

Each study area is designed to involve students in from three to nine months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; evaluation procedures; coordination of national guest lecturers' presentations, and commentary on the student's performance. Study guides and books of readings interrelate the study area material. Students meet one Saturday each month for a full day of instruction. Attendance is required at all meetings.

When a cluster completes the three-year period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

Summer Institutes

The event in the program that brings students together from all clusters is the annual summer institute. This week-long academic experience provides an opportunity for interaction among students from across North America, with study area and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each institute is planned to reflect a theme that enhances study area and practicum work and provides for a broad perspective concerning issues relevant to the study of children and youth. Students receive preliminary materials to prepare for their active participation in the summer institute events. Experts on the selected theme are present for formal presentations, small group sessions, workshops, informal meetings, and visits to exemplary programs. Students serve as group leaders and facilitators. Field trips provide direct interaction with leaders in their particular work settings.

Each doctoral student must attend two summer institutes. Students are responsible for their travel, room, and meal costs, as well as tuition and materials fees. Students must register and reside in the hotel or site selected for the summer institute. Students in the Ed.D. Program in Early and Middle Childhood must attend the summer institute in years one and two or years two and three. Students in the Ed.D. Program in Child and Youth Studies must attend the summer institute in years one and two.

Practicums

Practicums in the Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies are creative problem-solving projects designed to improve a situation, program, or product. Students become active problem-solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept of the practicum stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Practicums require identification of a significant problem, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their work settings. Instruction in the practicum component is organized into two, day-long cluster sessions. One of these sessions occurs five months after the cluster begins the program; the second occurs half-way through the program. Students are assigned practicum advisors who provide guidance during the practicum experience.

Admission Requirements

The Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies seek competent, experienced professionals, actively involved in the field. They serve practitioners who demonstrate leadership abilities, academic competencies, and who are committed to improving the quality of life of children and families. Specific requirements for admission to the program include:

- * A master's degree, in education, child development, child care, or a related field from a regionally accredited institution.
- * Evidence that the applicant has the academic background to be successful in the program. This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.
- * Applicants must occupy a position that requires or allows them to work independently and to have a direct or indirect impact on children and/or youth.
- * Three years of work experience with children who are between the ages of birth and 18 years.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20, must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800-541-6680 Ext. 5695. All others 305/370-5695.

Acceptance to Program

Students receive a formal letter of acceptance from the program director upon satisfactory completion of all admissions requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

Transfer of Credit

Given the unique design of the programs, there is no equivalent course work for which credit could be transferred. Transfer and life or work experience credits are not accepted in fulfillment of program requirements.

The programs do not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to design course work for specific positions would defeat the purpose and nature of the program.

Progress Report

Students will receive grade reports following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Timelines

The life of the programs is 36 months. Students who do not complete requirements within the three years may be granted a fourth year of study by submitting a written request to the program director. Students may also petition the director of student affairs for a six-month extension beyond the fourth year.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially

withdraw may petition the director if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cluster. Students are not guaranteed that there will be a cluster location convenient to them at the time of reentry.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven year period from the beginning of the original cluster. No extension is possible beyond this point.

Counseling Services

Administrators, faculty, and staff provide academic counseling before students enter and throughout the doctoral program. Cluster coordinators are available to cluster members for the entire program life.

Faculty and Guest Lecturers

The Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies are directed by Abbey Manburg. Mary Ellen Sapp is director of practicums, Diana Marcus is director of program development, Lois Ann Hesser is program professor of education, and Vera Flight is coordinator of graduate student development. As part of the Center for the Advancement of Education, which is under the direction of Dean Richard Goldman, the programs seek to promote maximum student-faculty interaction.

The following educators serve as senior faculty members for the study and specialization areas: Don Adcock, Victoria Dimidjian, Richard Fairley, Warren Groff, John Guidubaldi, Dominic Gullo, Irvin Howard, Paul Kleine, Peggy Moreno, Polly Peterson, Marilyn Segal, Gerald Sroufe, Jethro Toomer, and Karen VanderVen. William Anderson, Jerlean Daniel, June Delano, Victoria Dimidjian, Allen Fisher, Richard Goldman, Robert Heppler, Georgianna Lowen, Muriel Lundy, Peggy Moreno, Polly Peterson, James Poteet, Roberta Schomburg, JoEllen Salce Rogers, and Wanda Slayton are the practicum advising faculty. Among the outstanding national lecturers who provide instructional resources for the study areas are Nicholas Anastasiow, Richard Fairley, Allen Fisher, Alice Honig, Paul Kleine, Larry Krafft, and Robert LaCrosse. These prominent, distinguished lecturers have excellent qualifications and bring expertise in a variety of areas related to the broad field of child and youth studies.

Program Costs

Tuition for the Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies is billed at the rate of \$4900 per year. A payment of \$2450 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with permission of the Student Affairs Committee. A fee of \$1225 is charged for this additional period.

Other Fees

A one time, nonrefundable application fee of \$30 is required and must accompany the completed application. A \$30 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. A materials fee of \$200 will be charged for each summer institute. Other materials fees will be charged as necessary.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dropped from the program. Reinstatement following withdrawal or as a result of being dropped for nonpayment of tuition and fees must be discussed with the program director. A \$250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. Students who are dropped from the program for academic reasons may not re-enter the program at a later time.

Refunds

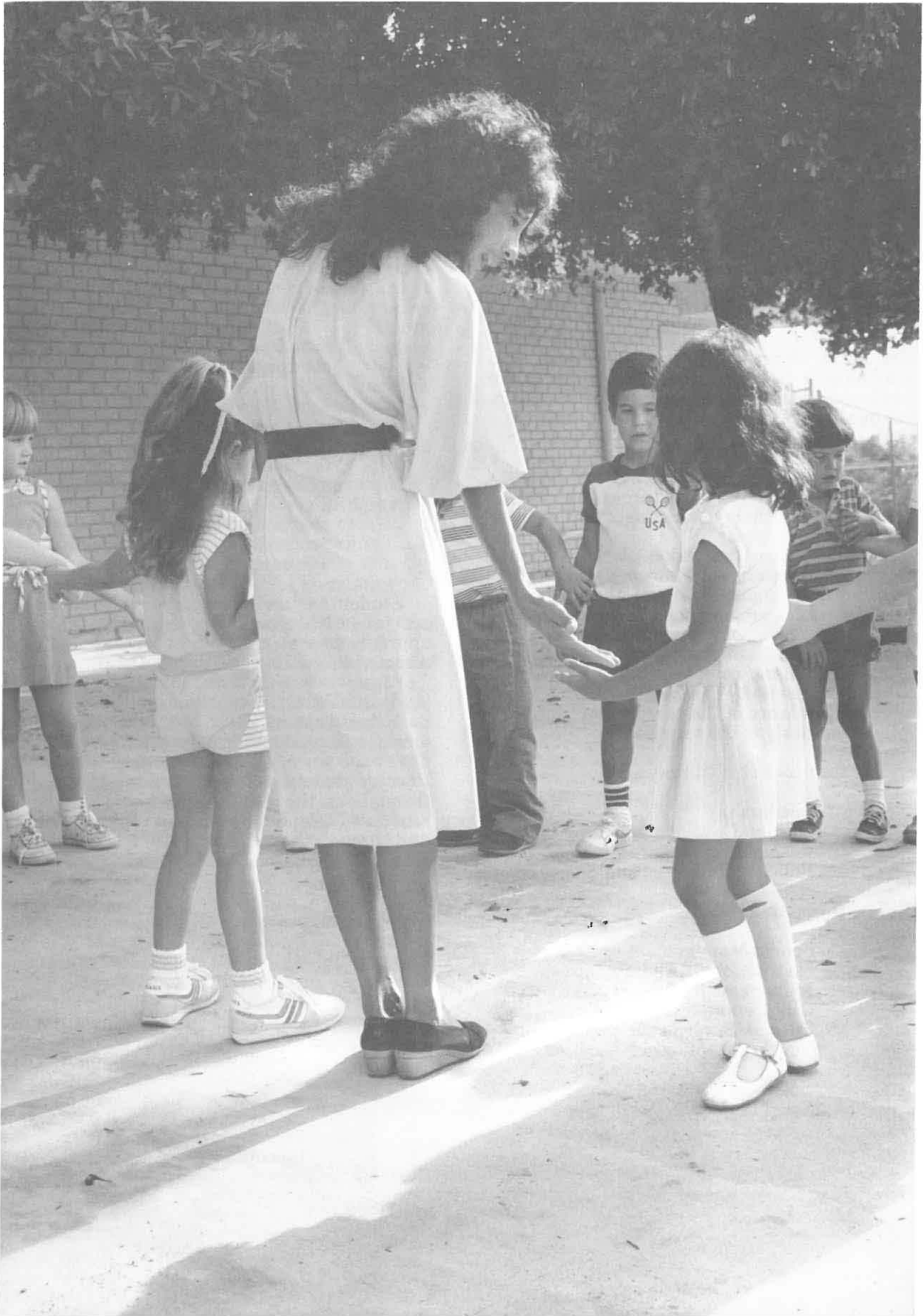
Students who inform the program office, in writing, of their intention to withdraw may be entitled to a refund. Refunds and liabilities are calculated from the date of receipt of written word of the student's intention. The following schedule will be used to determine the percentage of refund: withdrawal after the first session, but prior to the second, 50% refund; withdrawal after the second session, but prior to the third session, 15% refund.

Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- * completion of all admission requirements;
- * completion of all study area, specialization area, practicum, and summer institute requirements;
- * current status in payments for tuition, fees, materials, and texts; and
- * submission of follow-up questionnaire.

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the Board of Trustees. The Board of Trustees officially confers the degree of doctor of education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in University commencement exercises, held annually in June.



The Ed.D. Program in Child and Youth Studies

Program Overview

The Ed.D. Program in Child and Youth Studies is a field-based doctoral program for employed professionals whose work impacts the quality of life of children and youth from birth to age 18. The program is designed to provide structures that support student progress and nurture intellectual and professional growth. It requires that students apply theory to practice while pursuing their career goals.

Formal instruction takes place in clusters or groups of students who work and study together throughout the life of the program. The program's major components are four core study areas, one specialization area, two practicums, and two summer institutes.

When a cluster completes all coursework a culminating activity is scheduled. The cluster, with the guidance of the coordinator, determines and designs the experience.

The four core study areas are:

- * Leadership
- * Human Development
- * Research and Evaluation
- * Political Processes and Social Issues

The three areas of specialization are:

- * School Management and Instructional Leadership
- * Management of Programs for Children and Youth
- * Special Services for Children and Youth/Exceptional Education

Areas of Specialization

The choice of specialization offers students the opportunity for intensive study in one of three areas of professional activity and interest.

1. School Management and Instructional Leadership
 - * for teachers, teacher trainers, curriculum developers, and resource center personnel
2. Management of Programs for Children and Youth
 - * for administrators, supervisors, coordinators of programs
3. Special Services for Children and Youth/Exceptional Education
 - * for special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, social workers.

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the Ed.D. Program Office.

After reviewing video and audio tapes, study and activity materials and texts, participants begin their preparation for their formal instructional experience that occurs four days prior to or after the summer institute. Faculty-student contact is maintained throughout the preparation period by scheduled telephone and mail communications and through the interaction of faculty and cluster coordinators.

Grading System

The grading system for the Ed.D. Program in Child and Youth Studies is as follows:

Grade		Quality Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Credits and Certification

Credits are awarded for work upon satisfactory completion of all requirements.

Leadership I	3	credits
Research and Evaluation I	4	credits
Specialization Session I	6	credits
Summer Institute I	1	credit
Practicum Orientation I	6	credits
Practicum Report I	3	credits
Human Development	12	credits
Specialization Session II	6	credits
Summer Institute II	1	credit
Practicum Orientation II	6	credits
Research and Evaluation II	5	credits
Political Processes & Social Issues	4	credits
Leadership II	3	credits
Practicum Report II	6	credits
TOTAL	66	CREDITS

Because the Nova program differs in many fundamental ways from traditional programs, there is no equivalent coursework for which credit could be transferred. Transfer and life work experience credits are, therefore, not accepted in fulfillment of the Ed.D. requirements.

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Tuition Payment

Tuition for the Ed.D. Program in Child and Youth Studies is paid at the rate of \$4900 per year. Tuition payments are based on \$341 per credit for 43 credits of coursework due upon registration. Although each student will take a total of 66 credits, tuition payments are not required for the two practicums (9 and 12 credits) and for the two summer institutes (one credit each). A fee of \$200 will be charged for each summer institute.

Tuition and fees are subject to change without notice.

Course Descriptions

The Study Areas

Leadership I Study Area

Students select from one of the following:

LDR 8421 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Early Childhood) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential early childhood education leader who works with children ages birth to five years. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8422 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Primary) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential primary education leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8423 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Elementary) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential elementary education leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8424 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Secondary) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential secondary education leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8425 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Special Services) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential special services leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8426 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Management) 3 credits

The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential manager/leader of programs for children and youth. Students assess their leadership styles and skills and develop a personal and professional growth plan.

Leadership II Study Area

Students select from one of the following:

LDR 8431 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Early Childhood) 3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of early childhood (ages birth to five years) education based on a critical

analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing early childhood educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8432 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Primary)
3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of primary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing primary educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8433 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Elementary)
3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of elementary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing elementary educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8434 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Secondary)
3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of secondary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing secondary educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8435 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Special Services)
3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of programs for children and youth based on a critical analysis of variables affecting the special services professional

and the client, (3) demonstrate proactive participation in developing special services programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8436 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (Management)
3 credits

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of programs for children and youth based on a critical analysis of variables affecting the professional manager and the child and youth client, (3) demonstrate proactive participation in developing and managing programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

Human Development Study Area

HUD 8441 CHILD AND ADOLESCENT DEVELOPMENT
3 credits

Theories of cognitive, social, language, and perceptual development of children and adolescents are examined. Information presented is based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions are stressed.

HUD 8442 OBSERVATION AND ASSESSMENT OF CHILDREN AND YOUTH
3 credits

This course familiarizes students with the expected characteristics and capabilities of children and adolescents and with instruments and techniques that are used to measure and record normal physical, language, perceptual, intellectual, social, and emotional development. Discussion of appropriate and inappropriate uses of evaluation and assessment techniques will be stressed.

HUD 8443 THE CHILD AND ADOLESCENT IN CONTEMPORARY SOCIETY
3 credits

This course focuses on current issues confronting children and youth within society -- family, community, and culture. Major emphasis is given to a study of the changes that are taking place in American families and within the society, and the impact of these changes on children, youth, and adolescents.

HUD 8444 ISSUES IN EXCEPTIONAL CHILD DEVELOPMENT AND EDUCATION
3 credits

Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children and youth. A sociobiological emphasis in determining the etiology of handicapping conditions is a particular focus of this course. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment and discrepancies among developmental capabilities of special needs children and adolescents.

Research and Evaluation Study Area

RES 8431 RESEARCH AND EVALUATION I
3 credits

This course provides education and social service professionals with the skills required to interpret research and assess evaluation procedures. An application orientation is offered to the understanding and use of statistical tools and research, and to evaluation paradigms. Essential for today's practitioners, the goal of the course is to equip students to analyze, comprehend, synthesize, and evaluate the research literature.

RES 8432 TESTS AND MEASUREMENTS
1 credit

Measurement is a critical ingredient in research and evaluation, as well as in the areas of education, management, and the social services. This course is devoted to an understanding of major problems encountered in establishing the validity and reliability of procedures in research, evaluation and educational assessment. The focus is upon the selection and interpretation of educational tests.

RES 8433 RESEARCH AND EVALUATION II
3 credits

This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasi-experimental, (3) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 PRACTICUM RESEARCH FOR PROFESSIONALS
2 credits

Researchers and evaluators have developed the interest and skills to engage in qualitative methods which have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.

Political Processes and Social Issues Study Area

PSI 8451 THE POLITICS OF CHILDREN'S ISSUES
1 credit

An historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children and youth.

PSI 8452 POLITICAL DIMENSIONS OF PROGRAMS FOR CHILDREN AND YOUTH
3 credits

This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

Areas of Specialization

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods for working with specific audiences, program development and evaluation, legal and ethical issues concerned with the area of specialization, and the personal and political impact of professionals on the children, youth, and families with whom they work. Preparation for the instructional sessions begins two to three months preceding instruction. Students complete readings, activities, and assignments prior to summer instruction. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate areas of professional activity and interest.

Specializations

School Management and Instructional Leadership

Students select from one of the following:

SML 8480 **EARLY CHILDHOOD
CURRICULUM/
PROGRAM DESIGN AND
EVALUATION**
3 credits

Students will explore curriculum development and design as background for the creation of early childhood level (ages birth to five years) instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8481 **PRIMARY CURRICULUM/
PROGRAM DESIGN
AND EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of primary level instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8482 **ELEMENTARY
CURRICULUM/PROGRAM
DESIGN AND EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of elementary level instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8483 **SECONDARY ENGLISH
CURRICULUM/
PROGRAM DESIGN AND
EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary English/Communications instructional units from objectives through evaluation and revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8484 **MATH CURRICULUM/
PROGRAM DESIGN
AND EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of math instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8485 **SECONDARY SOCIAL
STUDIES CURRICULUM/
PROGRAM DESIGN AND
EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary social studies instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8486 **SECONDARY PHYSICAL
SCIENCE CURRICULUM/
PROGRAM DESIGN
AND EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary physical science instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8487 **SECONDARY BIOLOGICAL
SCIENCE CURRICULUM/
PROGRAM DESIGN AND
EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary biological science instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8488 **SECONDARY ART
CURRICULUM/PROGRAM
DESIGN AND EVALUATION**
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary art instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8489 SECONDARY MUSIC CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary music instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8490 SECONDARY PHYSICAL EDUCATION CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits

Students will explore curriculum development and curriculum design as background for the creation of secondary physical education instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8497 CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits

Students will explore curriculum development and curriculum design as background for the creation of instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8498 CURRICULUM/PROGRAM DESIGN AND EVALUATION FOR TEACHERS OF READING
3 credits

Students will explore curriculum development and curriculum design as background for the creation of units of reading instruction from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8499 CURRICULUM/PROGRAM DESIGN AND EVALUATION FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
3 credits

Students will explore curriculum development and curriculum design as background for the creation of instructional units for speakers of English as a second language in TESOL and/or bilingual programs. Instruction will include the development of objectives, evaluation systems and program revision techniques.

Students in this specialization are required to complete SML 8495, CED 8494, and CED 8495:

SML 8495 SCHOOL-BASED MANAGEMENT: PRACTICES AND POLICY DEVELOPMENT
3 credits

The principles for the operation of a school using local control practices and policies are examined. Students then analyze and plan for the operation of a school using school-based management techniques. Funding sources will be explored and a formal grant application will be developed in the area of the student's expertise.

CED 8494 COMPUTER LITERACY FOR TEACHERS AND ADMINISTRATORS
3 credits

An introduction to current technology and its impact on instruction and administration and administrative functions. Computer assisted instruction and telecommunications are introduced. Students communicate electronically with fellow students and faculty.

CED 8495 COMPUTER EDUCATION: TECHNOLOGY FOR TEACHERS AND ADMINISTRATORS
3 credits

Students will examine the role of technology in the instruction of children and youth. Computer hardware and software will be demonstrated and assessed for their instructional and cost effectiveness. Hands-on experience is provided.

Special Services for Children and Youth/Exceptional Education

Students in this specialization are required to complete the following courses:

SPS 8471 INDIVIDUAL DIFFERENCES: ASSESSMENT PRACTICES AND CURRICULUM DEVELOPMENT
3 credits

Following an in-depth examination of the research on individual differences, the tools and "best practices" strategies for the identification of developmental discrepancies are reviewed. Techniques designed to improve academic and social competence as well as functional abilities are demonstrated. Model programs and behavior change techniques are examined from individual and collaborative team approaches.

SPS 8472 INTERVENTION STRATEGIES AND REMEDIAL SERVICES FOR EXCEPTIONAL CHILDREN AND YOUTH
3 credits

The focus of this course is on the development of intervention strategies and remedial services required by children and youth with exceptionalities. Students assess the educational needs of exceptional populations from a case management perspective. Curriculum models are analyzed and new curriculum, appropriate for specific exceptional populations, is designed, implemented and evaluated.

SPS 8473 ETHICAL, MORAL, AND LEGAL ISSUES IMPACTING EXCEPTIONAL CHILDREN AND YOUTH
3 credits

This course examines major legislative and judicial decisions affecting the provision of services to exceptional children and youth. Moral development of children with individual needs is traced, and ethical considerations are examined. The impact of legal and social concerns such as labeling, peer group affiliations and parental rights are considered and federal and selected state guidelines are analyzed.

CED 8475 COMPUTER LITERACY IN EXCEPTIONAL EDUCATION
3 credits

An introduction to the use of technology and its impact on exceptional education programs. Students are familiarized with computer assisted instruction and telecommunications. Students will conduct online information searches with commercial databases and will communicate with fellow students and faculty.

Management of Programs for Children and Youth

Students in this specialization are required to complete the following courses:

MCY 8461 DEVELOPMENT AND MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH
3 credits

This course will focus on the analysis and assessment of programs for children and youth from the manager/leader's perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations

necessary to provide an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis, and strategies that enhance the effectiveness of the managerial/leadership role will be emphasized.

MCY 8462 SUPERVISION, EVALUATION, AND HUMAN RELATIONS SKILLS IN THE WORKPLACE
3 credits

This course will provide in-depth study of the human relations skills and interpersonal competencies required for successful management of programs for children and youth. Dimensions necessary for the selection, supervision, and evaluation of personnel, and for human relations development and team building will be considered. Questions concerning sexism, racism, and conflict resolution, as well as legal and cross cultural issues, will be addressed.

MCY 8463 BUDGETING AND FUNDING PROCESSES
3 credits

This course provides an overview of the basic concepts and procedures of budgeting, funding processes and grant writing. Major focus will be on budgeting models and techniques appropriate to various private and public education and social service programs. The relationship between budgeting, goal setting, and planning is also emphasized. Students will develop grants appropriate to their professional positions.

CED 8464 COMPUTER TECHNOLOGY: APPLICATIONS IN THE MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH
3 credits

This course investigates current technology and innovative applications to the management of programs for children and youth. Students will seek ways to apply these technological developments to the improvement of administrative processes. Special attention will be given to the requirements of the leader/program manager. Participants will communicate electronically with fellow students and faculty and will conduct online information searches of commercial databases.

Practicums

PCY 8491 PRACTICUM I ORIENTATION
6 credits

This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process.

These skills include problem identification and documentation, causal analysis, literature review, goal and objective writing, evaluation, and selection of solution strategies. Students select a problem within their specialty area and appropriate for their instructional level or professional role. Completion of this course requires attendance and participation at the orientation and gaining approval for the Practicum I proposal.

PCY 8492 PRACTICUM I REPORT
3 credits

The practicum involves the exposure to a sequence of experiences designed to insure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and in diagnosing problems in actual child and youth settings. Students assume a leadership role in solving the identified problem by implementing a solution and evaluating its effectiveness. The proposal approved in PCY 8491 is implemented and a written report prepared.

PCY 8493 PRACTICUM II ORIENTATION
6 credits

Skills related to problem-solving are reviewed in light of experiences encountered during the first practicum. Students select major practicum problems within their specialty areas and appropriate for their instructional levels or professional roles. Completion of this course requires an approved proposal for Practicum II..

PCY 8494 PRACTICUM II REPORT
6 credits

A problem of major significance in child and youth studies is identified and documented within the student's area of specialization and appropriate to the instructional level or professional role of the student. After approval of a written proposal by practicum faculty, the student implements a solution and evaluates its effectiveness. A written report documents the entire procedure.

Summer Institute

SED 7522 LEADERSHIP AND MANAGEMENT
1 credit

This weeklong seminar, held in Fort Lauderdale, Florida, focuses on issues in leadership, management, administration and supervision of programs for children and youth. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and management.

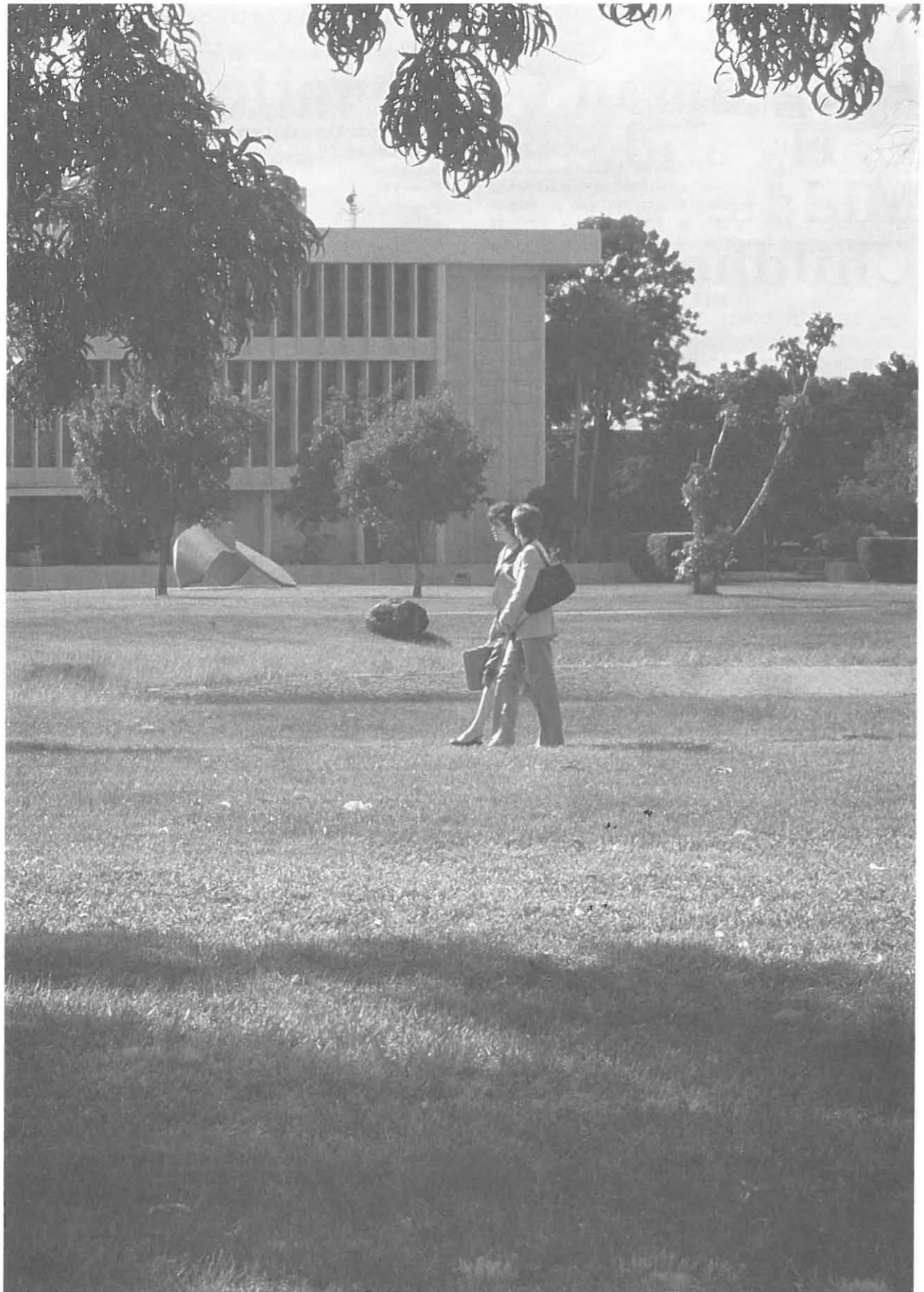
SED 7523 THE PROFESSIONAL AS CHILD ADVOCATE
1 credit

This weeklong institute, held in Washington, D. C., provides direct experience in developing and practicing advocacy skills. Students meet with legislators and representatives of advocacy groups for children and youth, visit embassies, and take field trips to model programs. Students make a commitment to advocacy projects in their communities.

CONTINUING SERVICES

EDU 8501 FOURTH YEAR

EDU 8502 SIX MONTH EXTENSION
(Beyond Fourth Year)



The Ed.D. Program in Early and Middle Childhood

Program Overview

The Ed.D. Program in Early Childhood was created in 1972 to provide leadership for the growing need in this field. The program was designed to foster increased academic and leadership competencies for persons who made a genuine commitment to the field of early childhood and who demonstrated exceptional capabilities within the field. In January, 1984, the program was extended to include study in the middle as well as the early childhood years. Employed professionals whose work impacts the quality of life for children from birth to age 14 are best suited for this program.

During the three year program students receive instruction through a variety of mechanisms. The major program components, however, are the study areas, the practicums, and the summer institutes.

STUDY AREAS - There are five areas of study in the program, each representing a core of knowledge and including a series of related academic experiences essential for the development of childhood professionals.

Each study area is designed to involve students in five to eight months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; for evaluation procedures; for the coordination of national guest lecturers' presentations; and for providing commentary on the student's performance. Study guides and books of readings interrelate the study area material. Students meet one Saturday per month for seven hours of instruction. Attendance is required at all meetings.

When a cluster completes the five study areas, a culminating activity is scheduled. The cluster, with the guidance of the coordinator, determines and designs the experience.

Credits and Certification

Credits are awarded for work as it is completed.

Child Growth and Development	12	credits
Practicum Orientation		
Workshop	3	credits
Research and Evaluation	9	credits
Program Development	10	credits
Practicum I	6	credits
Management and Leadership	11	credits
Political Processes and		
Social Issues	9	credits
Practicum II	12	credits
TOTAL	72	CREDITS

Because the Nova program differs in so many fundamental ways from traditional programs, there is no equivalent course work for which credit could be transferred. Transfer and life work experience credits are, therefore, not accepted in fulfillment of the Ed.D. requirements.

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Grading System

Students in the Ed.D. Program in Early and Middle Childhood must achieve a Pass grade in each study area and in each practicum to remain in the program. A Pass is equal to a grade of B or better. Specific study area and practicum expectations are outlined in respective study guides and handbooks. Evaluative commentary on the student's performance is provided by each faculty member. A final examination is required in each study area.

Incomplete grades may be fulfilled by a request for time. Only one request for time is permitted during the three year program. Readmission following academic dismissal is not possible.

Tuition Payment

Tuition for the Ed.D. Program in Early and Middle Childhood is paid at the rate of \$4900 per year. Tuition payments are based on \$288 per credit for 51 credits of coursework due upon registration. Although each student will take a total of 72 credits, tuition payments are not required for the two practicums (9 and 12 credits). A fee of \$200 will be charged for each summer institute

Tuition and fees are subject to change without notice.

Course Descriptions

The Study Areas

Child Growth and Development

EC 606 THE CHILD AND THE FAMILY
3 credits

This course focuses on the child within his total life space--his family, community, society, and culture. Major emphasis is given to a study of the changes that are taking place in the American society and the impact of these changes on the family.

EC 625 SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDREN
3 credits

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

EC 630 OBSERVING AND ASSESSING THE YOUNG CHILD
3 credits

This course familiarizes students with the characteristics and capabilities of young children and with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Students are required to participate in settings in which they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the student is expected to have developed skills in the use of a variety of formal and informal instruments and to recognize the usefulness and limitations of testing.

EC 635 TRENDS AND ISSUES IN EXCEPTIONAL CHILD EDUCATION
3 credits

Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment, definition of specific learning disability, labeling practices, and parental involvement.

Research and Evaluation

RS 610 DESCRIPTIVE AND INFERENCEAL STATISTICS
3 credits

This course provides for development of understanding of the basic analytic tools of quantitative inquiry. Focus is on development of sound understanding of probability theory and inferential techniques. Considerable attention is given to the demonstration of interpretive skills.

RS 712 RESEARCH METHODOLOGY AND DESIGN
3 credits

A skill building course in the selection and utilization of appropriate research design and analysis. Student experiences include understanding of basic design concepts, conducting critiques of actual research designs, and utilization of research methodologies to attack student-generated problems.

AS 655 EVALUATION FOR ADMINISTRATORS: EARLY AND MIDDLE CHILDHOOD
3 credits

This course is designed to prepare administrators of early and middle childhood programs to evaluate the full range of activities for which they are responsible. Techniques will range from informal, in house methods to those for more sophisticated research.

Program Development

CU 605 MODERN CURRICULUM DESIGN: EARLY AND MIDDLE CHILDHOOD
3 credits

This course considers curriculum and materials design based on performance criteria required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

EDU 644 GRANTSMANSHIP
1 credit

Participants become familiar with grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals on problems concerning early and middle childhood.

CU 665 THEORIES OF LEARNING AND EFFECTIVE TEACHING
3 credits

This course examines both modern and traditional theories and their relationship to effective teaching behaviors. Also included are brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

CU 666 CURRICULUM: THEORY AND PRACTICE
3 credits

Students examine the historical antecedents to early and middle childhood curricula. They track the effect of numerous persons (e.g., Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Montessori, Piaget) on current curriculum practices. A culminating activity involves the students in observing numerous early and middle childhood environments. From those observations and interviews with staff, the students infer relationships between the ideas of the historical leaders and current practices in early and middle childhood.

Management and Leadership Study Area

AS 525 HUMAN RELATIONS IN EDUCATIONAL CHANGE
3 credits

This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

EC 516 BUDGET AS A MANAGEMENT TOOL
2 credits

This course introduces students to the basic concepts and procedures of budgeting. It is a skill building course in which program budgets are actually designed, critiqued, and modified to achieve given objectives. The course introduces budgeting techniques appropriate to small and large scale operations and to private and public programs.

AS 551 OVERVIEW OF EDUCATIONAL ADMINISTRATION
3 credits

This is a course designed to provide the essential understanding of administration in America's public education on federal, state, intermediate, local, and individual levels. Concepts, processes, and organization; decision making; and roles of administrators and teachers are explored.

SU 605 SUPERVISION IN EDUCATIONAL SETTINGS
3 credits

This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

Political Policies and Social Issues

AS 651 POLICY AND POLITICAL PROCESSES IN THE AMERICAN SYSTEM
3 credits

This is a graduate course in the dynamics of the American political system. Students are expected to gain familiarity with basic concepts of government and policy making as they are revealed in ongoing political systems. The development of policy related to human services provides a focal point for study of national, state, and local political systems.

EC 567 POLICY ANALYSIS IN EARLY AND MIDDLE CHILDHOOD
3 credits

In this course students are required to gain and demonstrate skill in analysis of specific policies related to early and middle childhood. Classical as well as contemporary analytic models are introduced as tools for policy analysis, and study of the strengths and limitations of each model is required.

EC 612 SOCIO-POLITICAL SETTING IN EARLY AND MIDDLE CHILDHOOD
3 credits

This course provides a historical and sociological perspective about the development of programs in early and middle childhood. While the focus is on the development of such programs in significant historical periods in the United States, cross-national experiences are studied as well. Specific attention is paid to the historical shifts in basic conceptions of the child and family.

Practicums

**EC 700 PRACTICUM
ORIENTATION WORKSHOP
3 credits**

This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification, analysis and documentation; literature review; goal setting and assessment, and selection of solution strategies. Completion of this course requires an approved Practicum I Proposal.

**EC 701 PRACTICUM I
6 credits**

This practicum involves the exposure to a sequential series of experiences designed to insure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and in analyzing problems in actual childhood settings. Students assume a leadership role in solving the identified problem; they implement a solution and evaluate its effectiveness. The proposal approved in EC 700 is implemented and a written report prepared.

**EC 702 PRACTICUM II
12 credits**

A problem of major significance to the early and middle childhood student is identified and documented and an appropriate solution is designed. After approval of a written proposal by practicum faculty, the student implements a solution and evaluates its effectiveness. A written report documents the entire procedure.

Summer Institutes

**ED 751 SUMMER INSTITUTE:
LEADERSHIP AND
MANAGEMENT
NC**

This weeklong seminar, held in Fort Lauderdale, Florida, focuses on issues in leadership, management, administration and supervision of programs for children and youth. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and management.

**ED 752 SUMMER INSTITUTE: THE
PROFESSIONAL AS CHILD
ADVOCATE
NC**

This weeklong institute, held in Washington, D.C., provides direct experience in developing and practicing advocacy skills. Students meet with legislators and representatives of advocacy groups for children and youth, visit embassies, and take field trips to model programs. Students make a commitment to advocacy projects in their communities

Continuing services

EDU 8501 FOURTH YEAR

EDU 8502 SIX MONTH EXTENSION

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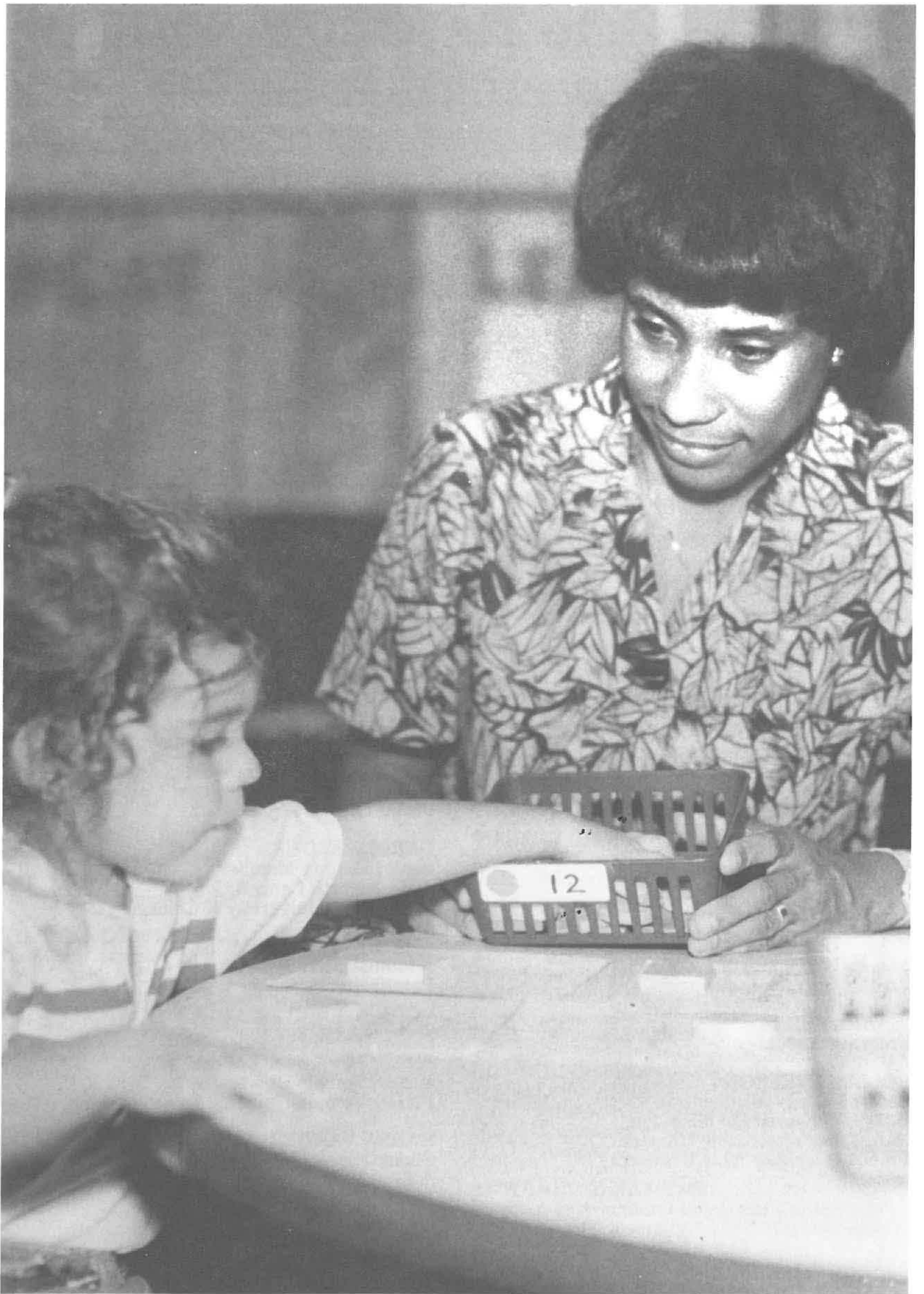
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The Master's Programs

Nova University offers two field-based master's programs designed for professionals who work with children and families: The Master's Program for Child and Youth Care Administrators and The Master's Program in Family Support Studies.

These programs were developed in recognition of two generalizations about the fields of child and youth care and family support studies. The first generalization is that the skill and leadership abilities of child and youth care administrators and family support professionals are the central ingredients in creating and maintaining quality programs for children and families.

The second generalization is that child and youth care administrators and family support professionals have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for inservice, non-degree programs.

Child and youth care administrators and family support professionals require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, human dynamics, etc. They also require an academic program that is complementary to their ongoing work responsibilities.

Nova University has recognized an opportunity to make an important contribution to child and family services by providing a unique program, in a distinctive format, for a critical group: child and youth care administrators and family support professionals.

Summary

Students in the master's programs enter at specified times and form a "cohort." They follow the same schedule and meet at the required summer institute session during the program. Members of a cohort may be widely distributed geographically but will have opportunities to interact and share assignments through the summer institute.

Coursework for the program is grouped into six-credit modules and nine-credit modules. Modules are units of two or three related courses under the supervision of the same faculty member. Each cohort will have its own schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Coursework will require approximately 20 months. An additional period may be taken by students to finish the practicum. A total of 26 months may be taken for completing the program. During the students' time in the program they must attend one summer institute. The summer institute is a required, one-credit experience at which students meet with members of their cohort, Nova faculty, and other experts in their fields.

The summer institute is held in Fort Lauderdale in July. Students receive detailed information regarding the summer institute in the spring. Students are responsible for their travel and lodging costs related to the summer institute.

Transfer of Credit

Forty credits of graduate work must be completed for the master of science degree. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past ten years.

Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 or higher grade-point average, the student is eligible for admission as a candidate for the master's degree. During the first module the student must submit three letters of recommendation from colleagues or other persons who know his or her work and an official transcript, sent directly to Nova University, from the previous degree granting institution. The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade-point average was earned in the initial module, and notifies the student of admission to degree candidacy.

Grading

Because students are expected to produce quality, graduate-level work, a grade-point average of at least 3.0 (B) must be maintained for retention in the program. Incomplete grades must be made up within four months of the ending date of the module. Failure to do so within the four-month limit will result in a change of grade from I to F.

The evaluation system include:

A	=	Excellent achievement
B	=	Good achievement
C	=	Below expectations for a graduate student
F	=	Failure
I	=	Incomplete
P	=	Pass

Degree Completion Requirements

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, a total of 33 credits, and a six-credit practicum. In addition, students are required to attend and participate actively in every session of one summer institute during the twenty-six month program. Students receive one credit for the summer institute.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to reenter the program and resume their course

of study at the point following the last module for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cohort they join.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a five-year period from the beginning of the original cohort. No extension is possible beyond this point.

At the conclusion of study and upon verification of completion of all requirements, the student's name is submitted by the faculty to the Board of Trustees. The Board of Trustees officially confers the degree of master of science. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in University commencement exercises held annually in June.

Registration

Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy. Students may register for the practicum at any time after admission to degree candidacy.

Student Costs

Costs include a \$30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is \$185.00 per credit with a \$225.00 materials fee for guided study coursework. A nine-credit module costs \$1,890.00; a six-credit module, \$1,335.00; the practicum module, \$1,185.00 (includes a \$75 materials fee); the summer institute, \$385.00 (one credit plus \$200 fee). Total cost for the program is \$8,575.00. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study coursework.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Students may receive an extension of nine months beyond the 26-month limitation by submitting a written request to the director. The director will make a determination based on the amount of work outstanding and the probability of completion within nine months. The director will respond to the student's request in writing. A fee of \$750 will be charged for the nine-month extension. No extension beyond this point is possible.

Tuition Payment

Application Fee:	-- \$30.00 payable with all new student applications
Nine-Credit Module:	-- \$1,665.00 plus \$225.00 materials fee
Six-Credit Module:	-- \$1,110.00 plus \$225.00 materials fee
Practicum:	-- \$1,110.00 plus \$75.00 materials fee
Summer Institute:	-- \$185.00 plus \$200.00 fee payable upon registration prior to the week of the institute

A late fee of \$25.00 will be charged for payment received after the due date.

A fee of \$30.00 must accompany the degree application at the conclusion of the course study.

A fee of \$250.00 will be charged for reinstatement after withdrawal from the program.

Tuition Refund Policy

Any student who wishes to withdraw from the program must notify the program director in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:

For 100% refund, withdrawal in writing prior to the official beginning of the module;

For 75% refund, withdrawal in writing before the third week of the cohort's involvement with the module;

For 50% refund, withdrawal in writing before the fifth week of the cohort's involvement in the module;

No refund after the fifth week.

Refunds will be based on the postmark date of the written notification.

The Master's Program for Child and Youth Care Administrators

Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. There are two specializations within this major: administration of day care and preschool programs for young children; administration of residential treatment, group-living, and community-based programs for children and youth. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do readings and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

Because the Master's Program for Child and Youth Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children:

1. A baccalaureate degree from a regionally accredited institution
2. Administrative or supervisory responsibility in a program for young children
3. Evidence of ability for successful independent study at the graduate level

Admission requirements for administrators of residential treatment, group-living, and community-based programs for child and youth:

1. A baccalaureate degree from a regionally accredited institution
2. Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting
3. Administrative or supervisory responsibility in a youth or child care setting
4. Evidence of ability for successful independent study at the graduate level

Program Sequence

Specialization: Administration of Day Care, Preschool, and Early Education Programs

- * The Administration of Programs for Young Children (9 credits)
- * Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- * Foundations of Early Childhood Development (9 credits)
- * The Profession and Public Policy in Early Childhood (6 credits)
- * The Practicum (6 credits)

The Practicum may be initiated at any time after the student successfully completes the first 9-credit module. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- * The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)

Specialization: Administration of Residential Treatment, Group-Living, and Community-Based Programs for Children and Youth

- * Foundations for Therapeutic Programs for Children and Youth (9 credits)
- * The Profession and Public Policy in Child and Youth Care (6 credits)
- * The Administration of Programs for Children and Youth (9 credits)
- * Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)
- * The Practicum (6 credits)

The practicum may be initiated at any time after the student successfully completes the

first 9-credit module. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- * The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)

MCCA MODULE DESCRIPTIONS

Early Childhood Specialization

MODULE I The Administration of Programs for Young Children (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

Courses

ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators

This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

ADME 500 The Development and Acquisition of Resources for Early Childhood Programs

This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for early childhood programs.

MODULE II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

Courses

MGTE 525 Legal Aspects of the Management of Early Childhood Programs

This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among some of the topics addressed.

MGTE 545 Financial Aspects of the Management of Programs for Young Children

This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

MGTE 505 Program Evaluation for Early Childhood Administrators

This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MODULE III Foundations of Early Childhood Development (3 courses, 9 credits)

This module covers theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

Courses

DEVE 511 Developmental Foundations for Early Childhood

This course reviews the theories of early childhood development which form the foundation for educational programs for young children.

DEVE 512 Approaches to Individualized Instruction in Early Childhood Education

This course explores early childhood program models along with various in-depth studies of curriculum including self-concept development, social studies activities, and mathematics experiences.

DEVE 513 Curriculum Design

This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

MODULE IV The Profession and Public Policy in Early Childhood Education (2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.

Courses

POLE 510 The Profession for Early Childhood Administrators

This course reviews historical highlights and contemporary issues in the field of early childhood education.

POLE 565 Public Policy and The Field for Early Childhood Administrators

This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

PROGRAM ACTIVITY AREAS IN ADDITION TO ABOVE MODULES

PRAE 600 The Field-Based Practicum Project (6 credits)

The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including

problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty advisor during this component of the program.

SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit)

This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

CEDE 6501 Continuing Education (no credit)

Residential Specialization

MODULE I Foundations for Therapeutic Programs for Children and Youth (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.

Courses

THER 501 Developmental Foundations for Child and Youth Care Practice

This course reviews the various theories of human development which form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth

This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youth

This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

MODULE II The Profession and Public Policy in Child and Youth Care (2 courses, 6 credits)

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented.

Courses

POLR 510 The Profession for Child and Youth Care Administrators

This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrators

This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

MODULE III The Administration of Programs for Children and Youth (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

Courses

ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators

This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators

This course provides a survey of specific approaches and aspects of the supervision of staff in programs for children and youth.

ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs

This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for child and youth care programs.

MODULE IV Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

Courses

MGTR 525 Legal Aspects of the Management of Programs for Children and Youth

This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse and liability are among some of the topics addressed.

MGTR 545 Financial Aspects of the Management of Programs for Children and Youth

This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

MGTR 505 Program Evaluation for Child and Youth Care Administrators

This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

**PROGRAM ACTIVITY AREAS IN
ADDITION TO ABOVE MODULES**

**PRAR 688 The Field-Based Practicum
Project (6 credits)**

The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty advisor during this component of the program.

**SUMR 652 Summer Institute: Leadership
and Management in Child and Youth Care
(1 credit)**

This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

**CEDR 6501 Continuing Education
(no credit)**

The Master's Program in Family Support Studies

Program Overview

The Master's Program in Family Support Studies is designed for early intervention practitioners interested in developing expertise in parent support and education. The program is built on the premise that the members of all families are interdependent and that the interests of the child are best served by an optimally functioning family. Consistent with this premise, the coursework is designed to provide the practitioner with the perspective and proficiency to serve as a catalyst for mobilizing family strengths.

Admission Requirements

Because the Master's Program in Family Support Studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admissions requirements:

1. A baccalaureate degree from a regionally accredited institution
2. Presently working in a program for young children and their families
3. Evidence of ability for successful independent study at the graduate level

Program Sequence

- * Human Growth and Development: A Transactional Perspective (9 credits)
- * Family Systems (9 credits)
- * Leadership and Family Support Services (9 credits)
- * Politics and Policy in Child Care (9 credits)

* The Practicum (6 credits)

The practicum may be initiated at any time after the student successfully completes the first 9-credit module. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

* The Summer Institute: Leadership and Management of Programs for Children and Families (1 credit)

MODULE DESCRIPTIONS

MODULE I Human Growth and Development: A Transactional Perspective (3 courses, 9 credits)

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

Courses

DEVF 572 Growth and Development of the Young Child

This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

DEVF 573 Middle Childhood and Adolescence

This course describes ways in which growth and development in the transitional years impact and are impacted upon by the family, the peer group, and an expanding number of significant others.

DEVF 571 Adult Development

This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

MODULE II Family Systems (3 course, 9 credits)

This module focuses on the role of the interventionist as a catalyst for strengthening families.

Courses

SYSF 575 Family Systems

This course provides a framework for understanding the dynamics of traditional, non-traditional, and culturally diverse families.

SYSF 576 Program Models

This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education

This course examines the acquisition of knowledge and technical skills for practitioners working with families.

MODULE III Leadership and Family Support Services (3 courses, 9 credits)

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

Courses

LEDF 580 Assessment and Evaluation of Family Support Programs

This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 581 Administration and Organizational Leadership

This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 582 Supervision of Family Support Programs

This course provides an orientation to a range of supervision issues, including staff motivation, inservice training, and evaluation of personnel.

MODULE IV Politics and Policy in Child Care (2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.

Courses

POLF 585 Profession

This course provides an historical review of child and youth care and sociopolitical analysis of its status as an occupation and as a human service.

POLF 586 Policy

This course examines the policy-making process as it relates to children and families. A review of current agencies and organizations involved in developing and implementing child and family policy programs. Principles of child advocacy are covered.

Courses

PRAF 688 The Field Based Practicum Project (6 credits)

The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty advisor during this component of the program.

SUMF 653 Summer Institute: Leadership and Program Development in Family Support Services (1 credit)

This six-day seminar focuses on the issues of leadership, management, program development, administration, and supervision of family support services. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and program development.

CEDF 6501 Continuing Education (no credit)

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The Conference Series for Child and Youth Care Administrators

The Programs in Child and Youth Studies sponsor a series of annual conferences in locations across North America. Previous conferences have been held in Los Angeles, California; Fort Lauderdale and Miami, Florida; Toronto, Ontario; and Washington, D.C. Although themes of the individual conferences vary from year to year, each conference focuses on the improvement of services to children and youth by emphasizing the central role of the administrator.

For information about upcoming conferences, phone 305/475-7031 or 800/541-NOVA, Ext. 7031.

The Child and Youth Care Administrator

The Child and Youth Care Administrator is an innovative publication sponsored by the Programs in Child and Youth Studies and by the Master's Program for Child and Youth Care Administrators.

Editorial Mission

Children and families in today's society need care and support. *The Child and Youth Care Administrator* promotes and enhances the managerial and leadership abilities of professionals responsible for developing, coordinating, and delivering services to children and their families. It publishes practical and challenging information useful to child and youth care administrators.

The Child and Youth Care Administrator is published twice annually, Spring and Fall.

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Nova University Policies Governing 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 defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the 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.

Educational Records and Privacy

Nova maintains a system of student records that 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:

1. for purpose of audit and evaluation of federal and state programs;
2. to authorized representatives of:
 - a. the Comptroller General of the United States,
 - b. the Secretary of the U.S. Department of Education and Commissioner of Education or their deputies;
3. to Nova personnel deemed to have a legitimate educational interest;
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid;
5. to accrediting organizations in carrying out their functions;
6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;
7. to persons in compliance with a judicial order or lawfully issued subpoena;
8. to 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 that it may deem as directory information for currently enrolled students provided--

1. the student is notified of the categories designated as directory information;
2. the student is given the opportunity to refuse disclosure of any or all of the categories;
3. 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 that 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.

Student Rights and Responsibilities

Academic Rights and Responsibilities

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including--

1. the rights of personal and intellectual freedom that are fundamental to the idea of a university;
2. a scrupulous respect for the equal rights of others;
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

The University expects its students to manifest a commitment to academic integrity and, to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

Student Conduct

Students are expected to comply with the legal and ethical standards of the institution. Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

Original Work at Nova University

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

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is

the case, those ideas or words must be indicated in a manner consistent with a University recognized form and style manual. Violation of the requirement of original work constitutes plagiarism at Nova University and may result in disciplinary action up to and including termination from the institution.

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

Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314. Telephone (305) 475-7410.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1990-91 academic year are April 1, 1990 and May 1, 1991.

Veteran's Benefits

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

Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 ("B" Grade) each evaluation period (e.g., term, semester, quarter). He/she also must meet any skill or technical requirements of his/her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the Bureau of State Approval for Veteran's Training, State of Florida Department of Veteran's Affairs. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g. term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript which shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Reservation of Power

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

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

Privacy of Records

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

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

Students or parents not wishing to have this information disclosed should notify the Office of the Registrar in writing prior to September 1 of the school year.

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

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

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

Grievance

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Nova University Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

This facility contains individual study carrels and microfilm readers and a printer. The Einstein Library is open for research over 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER, for pre-kindergarten through middle school students, is located in The University School building, and for high school students, is located in the Sonken Building. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed at the Port Everglades site of the Oceanographic Center, contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at (305) 920-1909.

The LAW LIBRARY is housed in the Leo Goodwin, Sr., Law Building at 3100 S.W. 9th Avenue, Fort Lauderdale. The library collection, now over 250,000 volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and loose-leaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. The Law Center also houses a majority of the United States Government documents that are deposited with Nova University.

Learning Technology Laboratory

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

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

Computing Facilities

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

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

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers about 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September, 1976, the IRS has distributed over 90,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 350 databases, including many social and behavioral science databases, such as Psychinfo, Sociological Abstracts, Federal Index, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 200 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.

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Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

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

Doctor of Education (Ed.D.) in:

Adult Education
Child and Youth Studies
Computer Education
Early and Middle Childhood
Educational Leadership
Higher Education
Vocational, Technical,
Occupational Education

Doctor of Science (Sc.D.) in:

Computer Science
Information Science
Information Systems
Training and Learning

Juris Doctor (J.D.) in:

Law

Doctor of Philosophy (Ph.D.) in:

Clinical Psychology
Family Therapy
Oceanography

Doctor of Psychology (Psy.D.) in:

Clinical Psychology

Doctor of Public Administration

(D.P.A.) in:

Public Administration

Specialist Degrees

Educational Specialist (Ed.S.) in:

Education (20 majors)

Master's Degrees

Master of Accounting (M.Ac.) in:

Accounting

Executive Master of Business Administration

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

Business Administration

Master of Business Administration

(M.B.A.) in:

Business Administration

Master of International Business

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

International Business Administration

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

Public Administration

Master of Science (M.S.) in:

Child and Youth Care

Administration

Coastal Zone Management

Computer-Based Learning

Computer Science

Counseling Psychology

Criminal Justice

Education (20 majors)

Family Therapy

Family Support Studies

Gerontology

Health Services Administration

Human Resource Management

Human Services

Marine Biology

School Guidance

Speech-Language Pathology

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting

Administrative Studies

Business Administration

Community Psychology

Computer Engineering

Computer Information Systems

Computer Science

Computer Systems

Elementary Education

Exceptional Education

General Psychology

General Studies

International Studies

Legal Studies

Ocean Studies

Professional Management

Secondary Education

Bachelor of Arts (B.A.) in:

Liberal Arts

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

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

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

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

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

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

The school is authorized under Federal Law to enroll nonimmigrant alien students.

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

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



PROGRAMS IN CHILD AND YOUTH STUDIES

3301 College Avenue

Fort Lauderdale, Florida 33314