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1993

Master's Programs in Child Care, Youth Care, and Family Support 1993-1994 Catalog

Nova University

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NOVA UNIVERSITY

MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE, AND FAMILY SUPPORT

1993-1994 Catalog
Includes Application and Admissions Forms

ABRAHAM S. FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

CALIFORNIA DISCLOSURE

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

Amendment to refund policy:

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

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on
Proprietary Education
302 West Washington Street, Room 201
Indianapolis, IN 46204.

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

MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE, AND FAMILY SUPPORT

1993-1994 Catalog

- **Master's Program for Child and Youth Care Administrators**
- **Master's Program for Child Care Administrators**
- **Master's Program for Elder Care Administrators**
- **Master's Program in Family Support Studies**

President's Message

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

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

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

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

Stephen Feldman, Ph.D.
President
Nova University

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

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

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

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

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

Mission Statement

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

Come to our campus offices or call toll free for program information 8:30 A.M. - 5:00 P.M., Monday-Friday:

Broward County, Florida	475-7457
Dade County, Florida	940-6447, Ext. 7457
United States and Canada	(800) 986-3223, Ext. 7457

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, those 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 in the future of our society. Articles appear on a daily basis in those publications and others that indicate that our society's economic and social survival is based in large part on the expertise of those who work with children, youth, families, and the elderly.

Nova is a recognized leader in programs that cover the life cycle. 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 Care Administrators. In 1982, the Master's Program for Child and Youth Care Administrators was inaugurated. Last year, we added the specialty in Family Support. Our newest program, the Master's Program in Elder Care Administration, is designed for practitioners interested in the management and development of programs for the elderly. The many graduates of the earlier programs occupy leadership positions in programs throughout the United States, Canada, and other countries.

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 master's programs that span the life cycle. Good luck with your career.

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

The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education 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 Abraham S. Fischler Center for the Advancement of Education offers:

At the doctoral level—

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Computing and Information Technology
Ed.D. in Educational Leadership
Ed.D. in Health Care Education
Ed.D. in Higher Education
Ed.D. in Vocational, Technical, Occupational Education

At the master's or educational specialist level—

M.S. in Child Care Administration
M.S. in Child and Youth Care Administration
M.S. in Elder Care Administration
M.S. in Family Support Studies
M.S. in Speech-Language Pathology
The GEM Program, M.S. and Ed.S. for teachers

Director's Message

"We reach backward to our parents and forward to our children to a future we will never see, but about which we need to care."
— Carl Jung

A dramatic change in direction has occurred in the nation. The new leadership, with its advocacy in the behalf of service to people, has rekindled a spirit of caring and hope. For the past decade, little priority has been placed on the problems facing children, youth, and families. Certainly there can be no greater investment by a nation than the one made to support the contributors to its future development and prosperity.

The many problems that confront today's troubled children, youth, and families are complex and devastating. We are all familiar with many of the statistics and the list of social challenges: child victimization, drug abuse, youth suicide, the lack of day care, staff turnover, youth violence, family dysfunction, etc. Historically, the care, education, and services to children, youth, families, and our elderly have not been given sufficient priority by governments or citizens. As a consequence, there has been a lack of innovative and effective programs to educate and develop those who serve and educate our children, youth, and families.

As we observe the status of the education and care of children, youth, families, and elderly, there is little question that change and innovation are in great need. Change will not and cannot occur without competent leadership at all levels. Such leadership must be nurtured, mentored, and developed. Our goal, as a program, is to play a major role in this nurturing, developmental, and mentoring process. As these changes occur, competent management and service approaches must be applied.

The Master's Program for Child Care Administrators began in 1977 and, in 1982, the Master's Program for Child and Youth Care Administrators was inaugurated. The year 1991 marked the start of the Master's Program in Family Support Studies, and this year we have added the specialty in Elder Care Administration. The master's programs have been highly successful in providing graduate education to a population of professionals who, traditionally, have been underserved and overlooked.

To date, there have been more than 400 program graduates. These individuals continue to be successful as leaders in the profession and have a positive impact on the field.

The master's programs have been developed in recognition of several basic assumptions about the field of children, youth, families, and the elderly. One assumption is that the skills and leadership of managers and practitioners provide the primary ingredients for creating and maintaining quality programs and services. Any strategies for improving these programs must
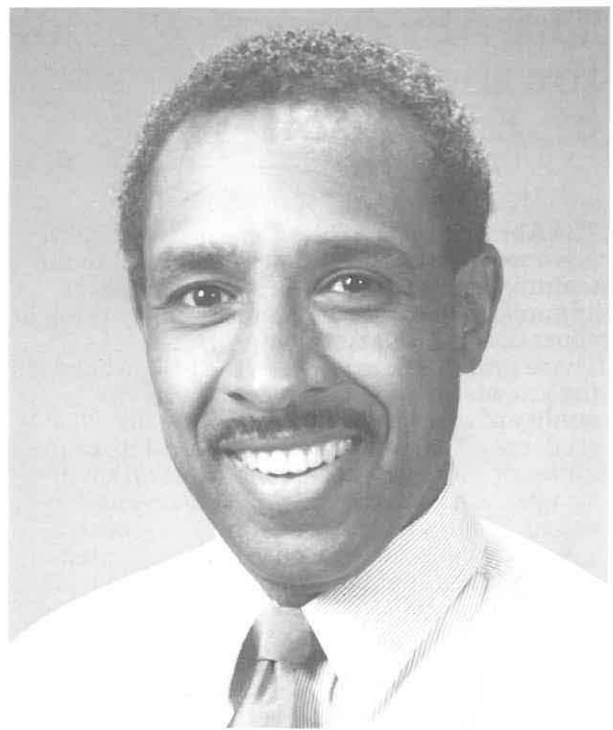
Norman W. Powell, Ed.D.
Director
Master's Programs in Child Care,
Youth Care, and Family Support

include resources and approaches for improving leadership and management skills. Another assumption underlying the development of our master's programs is that these managers and practitioners have few options when they seek advanced training. They must either take an advanced degree in a related field or settle for in-service, nondegree programs. Moreover, the time demands and responsibilities of many of these professionals make it exceedingly difficult for them to attend traditional university degree programs. This unique population requires a specialized curriculum, emphasizing leadership and management skills, but one conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas is essential for bringing about needed changes in the human service field. These professionals also require a degree program that can complement their ongoing administrative and service responsibilities.

Finally, this special population of learners needs a degree program that is flexible in its design, has a proactive orientation, and can be delivered to any location. These programs are consistent with Nova University's mission to serve the underserved and contribute to the invaluable investment that this important professional population can make to the future.

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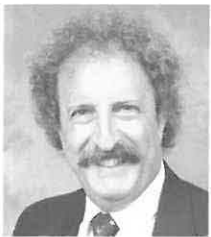
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JUDY WEBLEY
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Contents

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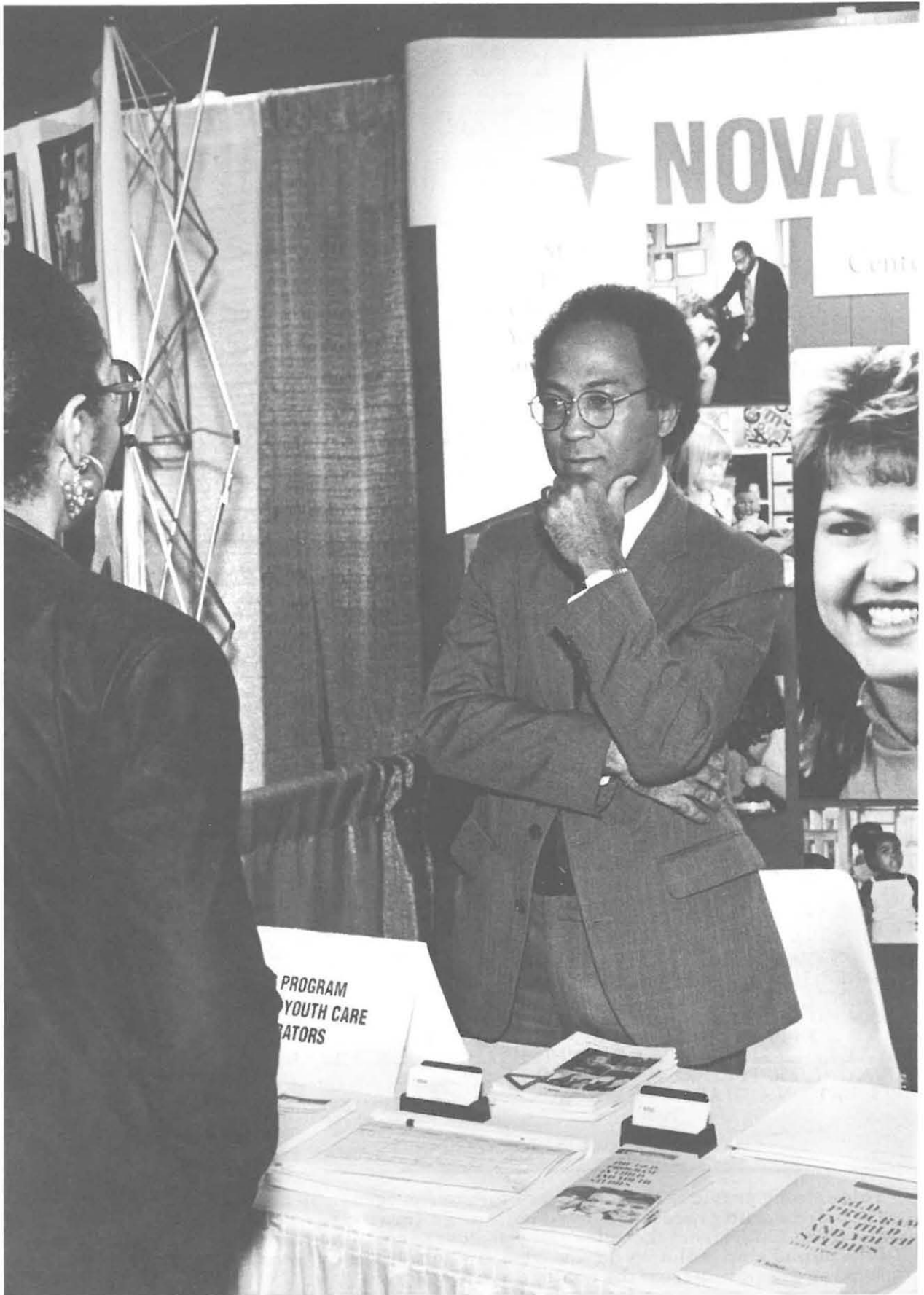
The Master's Programs

Nova University offers four field-based master's programs designed for professionals who work with children, youth, the elderly, and families: the Master's Program for Child and Youth Care Administrators, the Master's Program for Child Care Administrators, the Master's Program for Elder Care Administrators, and the Master's Program in Family Support Studies.

These programs were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of child, youth, and elder care administrators and family support professionals are the central ingredients in creating and maintaining quality programs. The second is that child, youth, and elder 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 in-service, nondegree programs.

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

As the following pages will show, Nova University has recognized an opportunity to make an important contribution to child, youth, elder and family services by providing a unique program, in a distinctive format.

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.

Course work 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.

Course work 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. Students are required to attend the summer institute during their first year in the program. 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, Florida, in July. Students receive detailed information regarding the summer institute in the spring. Students are responsible for travel and lodging costs related to the summer institute.

Transfer of Academic 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 10 years.

Credits earned at Nova University are transferable only at the discretion of the receiving school.

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 and notifies the student of admission.

Attendance/ Student-Instructor Participation Policy

The master's programs utilize the distance education field-based guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of these unique educational programs, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the programs. The following attendance/student-instructor participation policy has been established:

1. Adjuncts and program professors are required to conduct structured biweekly phone conferences with each student.

2. Students are required to be available for all scheduled phone conferences.

3. If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.

4. Instructors are required to reschedule any scheduled calls to students that have been missed.

5. At the end of each module, instructors are required to submit to the program director a summary/report of each scheduled phone conference with students.

6. At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

Grading

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

The evaluation system is as follows:

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, for a total of 33 credits, and a six-credit practicum. In addition, students are required to attend and actively participate in every session of a summer institute during their first year in the program. Students receive one credit for the summer institute and must assume the expenses for travel, lodging, and meals.

Six months prior to the ending date of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, the student must fill it out and return it to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree was officially conferred by the Board of Trustees.

The University holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

Incomplete Course Work

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student is faced with a work-related or personal problem that precludes the timely completion of course requirements, a request for an **incomplete** may be submitted to the program office. Upon approval, this **incomplete** will provide the student with additional time to complete all outstanding course work. The procedures for the incomplete are the following:

1. An "Incomplete Request Form" will be included with books and materials at the beginning of each module.

2. When the student finds it necessary to request an **incomplete**, he or she must first discuss it with the instructor and obtain approval.

3. After receiving the instructor's approval, the student then fills out the "Incomplete Request Form" and mails it to the program office.

4. The request for an **incomplete** is to be made at least **one month prior to the ending date of the module.**

5. Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of **F** will be given for the courses in the module that have not been completed.

6. If the request for an **incomplete** is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the "Incomplete Request Form."

Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a 9-month program **extension**.

The procedures for the program **extension** are as follows:

1. The student is to make the request in writing at least **30 days prior to the cohort ending date**. The letter should include the main reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.

2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.

3. If the request is approved, the student is to forward the extension fee to the program office.

4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: **This is a *one-time* nine-month extension.**

Practicum Process

Registration

Registration materials for the Practicum Proposal course and the Practicum Report course will be sent automatically to each cohort member during the 18th month of studies.

Incomplete Practicum Proposal Course Work

Each student is expected to complete an acceptable practicum proposal according to the due date noted for their cohort. If the student is faced with a work-related or personal problem that precludes timely completion of the proposal, or if the student is unable to complete an acceptable proposal within the time frame of the course, a request for an **incomplete** can be submitted to the program office. The student must follow the procedures indicated in the "Incomplete Course Work" section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have **two months** to complete all proposal work. **The policy of allowing a two-month period for completion of the proposal differs from the policies governing an incomplete in other course work.** At the end of the two months, if the course material has not been completed satisfactorily, an **F** will be given for the course.

Extension Policy for the Practicum Report Course

Students are required to complete all practicum course requirements on or before the cohort ending date. Students may request a nine-month extension to complete their practicum work. The procedures students must follow to obtain an extension are delineated in the "Extension Policy" section of this catalog.

Temporary Withdrawal

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, picking up 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 are in

effect at the time of readmission. **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.

Registration

Registration materials for each module will be sent automatically to each cohort member.

Student Costs

Costs include a $40 one-time nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is $215 per credit with a $230 materials fee for guided study course work. A nine-credit module costs $2,165; a six-credit module, $1,520; the six-credit practicum module, $1,390 (includes a $100 materials fee); and the summer institute, $445 (includes a $230 materials fee). Total cost for the program is $9,850. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study course work.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Tuition Payment:	$215 per credit hour ($9,850 total for program)
Application Fee:	$40 (nonrefundable) payable with all new student applications
Nine-Credit Module:	$1,935 plus a $230 materials fee
Six-Credit Module:	$1,290 plus a $230 materials fee
Practicum: Practicum Proposal Course:	$645 plus a $100 materials fee
Practicum Report Course:	$645

Summer Institute:	$215 plus a $230 materials fee payable upon registration prior to June 30th.

A late fee of $30 will be charged for payment received after the due date.

A fee of $50 must accompany the degree application at the conclusion of the course of study.

A fee of $50 will be charged for reinstatement after withdrawal from the program. A fee of $950 will be charged for a one-time, nine-month extension beyond the cohort ending date.

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 a 100 percent refund, withdrawal in writing prior to the official beginning of the module;

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

- For a 50 percent refund, withdrawal in writing before the fifth week of the cohort's involvement in the module.

Refunds will be based on the postmark date of the written notification. No refund may be made after the fifth week.

In addition, Florida law provides that students have three working days from the date of signing an enrollment contract or financial agreement with the University to request a cancellation of the contract in writing and receive a full refund of any tuition and registration fees paid. Further a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Student Termination Policy

The program reserves the right to terminate any student, at any time, if he or she has failed to maintain a grade point average of 3.0 or above and/or to complete any of the program requirements within the established time limits.

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. The specialization within this major is **administration of residential treatment, group care, 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 residential treatment, group care, and community-based programs for children and youth are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university

2. Two years of full-time experience as a youth or child care worker in a residential, group care, or community care 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 Residential Treatment, Group Care, and Community-Based Programs for Children and Youth

- Foundations for Therapeutic Programs for Children and Youth (9 credits)

- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)

- The Administration of Programs for Children and Youth (9 credits)

- The Profession and Public Policy in Child and Youth Care (6 credits)

- The Practicum (6 credits)

  Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Child and Youth Care Administrators (1 credit)

MODULE DESCRIPTIONS

Residential treatment, group care, and community-based programs specialization

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

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

Courses

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.

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.

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 development in addition to leadership and supervisory skills.

Courses

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 nonfinancial resources for child and youth care programs.

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 for the supervision of staff in programs for children and youth.

MODULE IV 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 care 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.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAR 689 The Practicum Proposal (3 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

PRAR 690 The Practicum Report (3 credits) This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

SUMR 652 Summer Institute: Leadership and Management for Child and Youth Care Administrators (1 credit) This eight-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.

Please note: All students are required to attend the summer institute during their first year in the program.

CEDR 6501 Continuing Education (no credit)

The Master's Program for Child Care Administrators

Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child care programs. The specialization within this major is **administration of day care, preschool, and early education programs**. The program is offered in a guided study format. Guided study students receive specially prepared course materials 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 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 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 are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university

2. Administrative or supervisory responsibility in a program for young children

3. Evidence of ability for successful independent study at the graduate level.

Program Sequence

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

- Foundations of Early Childhood Development (9 credits)

- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)

- The Administration of Programs for Young Children (9 credits)

- The Profession and Public Policy in Early Childhood (6 credits)

- The Practicum (6 credits)

  Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit)

MODULE DESCRIPTIONS

Early Childhood Specialization

MODULE I 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 Development Foundations for Early Childhood This course reviews the theories of early childhood development that 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 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 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.

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.

MODULE III 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 500 The Development and Acquisition of Resources for Early Childhood Programs This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

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.

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.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAE 689 The Practicum Proposal (3 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

PRAE 690 The Practicum Report (3 credits) This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit) This eight-day seminar focuses on the issues of leadership, management, administration, and supervision of child 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.

Please note: All students are required to attend the summer institute during their first year in the program.

CEDE 6501 Continuing Education (no credit)

Summer Institute 1992
MASTER'S PROGRAMS
LEADERSHIP & MANAGEMENT
'For the Closing Decade and the Coming Century'

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The Master's Program for Elder Care Administrators

Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of elder care programs. The specialization within this major is **administration of elder care programs**. The program, offered in a guided study format, emphasizes the practical application of knowledge in elder care and prepares the student for leadership positions in the elder care field. Students will receive the information needed to manage and administer agencies, organizations and facilities that serve the elderly population. 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 the elder care field. 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 Elder 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 requirements.

Admission requirements for administrators of elder care programs are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university

2. Two years of full-time experience as an elder care worker

3. Administrative or supervisory responsibility in a program for the elderly

4. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: Administration of Elder Care Programs

- Foundations for Programs in Elder Care (9 credits)

- Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (9 credits)

- The Administration of Programs for the Elderly (9 credits)

- The Profession and Public Policy in Elder Care (6 credits)

- The Practicum (6 credits)

  Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Elder Care Administrators (1 credit)

The Master's Program in Family Support Studies

Program Overview

The Master's Program in Family Support Studies is designed for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

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. When a family is unable to care for a child and that child is removed from the home, a plan that provides substitute care and strives to achieve family reunification when feasible and possible is needed. Consistent with these premises, the course work is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

The program is offered in a guided study format. Guided study students receive specially prepared course materials in the program of study related directly to the tasks in their job settings. During the period of the program, students attend one summer institue. Summer institutes enable students to interact directly with Nova faculty, other students, and nationally recognized experts in the family-focused and family-based service field. Students also conduct practicums, problem-solving projects in which they design and implement solutions to service delivery, management, or program effectiveness problems within their work.

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.

Admission requirements are the following:

1. A baccalaureate degree from a regionally, provincially or nationally accredited college or university

2. A current full-time position in a program for children and their families

3. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: For Practitioners Interested in Early Intervention, Parental Support, and Education

- Human Growth and Development: A Transactional Perspective (9 credits)

- Family Systems (9 credits)

- Leadership and Family Support Services (9 credits)

- The Profession and Public Policy in Family Support Services (6 credits)

- The Practicum (6 credits)

  Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Program Development in Family Support Services (1 credit)

MODULE DESCRIPTIONS

Family Support Specialization

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

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 affect and are affected by the family, the peer group, and an expanding number of significant others.

MODULE II Family Systems (3 courses, 9 credits)

This module focuses on the role of the family support practitioner as a catalyst for strengthening families.

Courses

SYSF 575 Family Systems This course provides a framework for understanding the dynamics of traditional, nontraditional, 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, in-service training, and evaluation of personnel.

MODULE IV The Profession and Public Policy in Family Support Services (2 courses, 6 credits)

This module is an introduction to family policy and advocacy. An overview of the history of family support programs and policies and the profession is provided. Specific skills and techniques in family advocacy are covered.

Courses

POLF 585 The Profession in the Field of Family Support This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

POLF 586 Public Policy in the Field of Family Support This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

ADDITIONAL PROGRAM ACTIVITY AREAS

**PRAF 689 The Practicum Proposal
(3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

**PRAF 690 The Practicum Report
(3 credits)** This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

SUMF 652 Summer Institute: Leadership and Program Development in Family Support Services (1 credit) This eight-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.

Please note: All students are required to attend the summer institute during their first year in the program.

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

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Policies Governing Student Relations

General

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

Institutional and Academic Information

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

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.
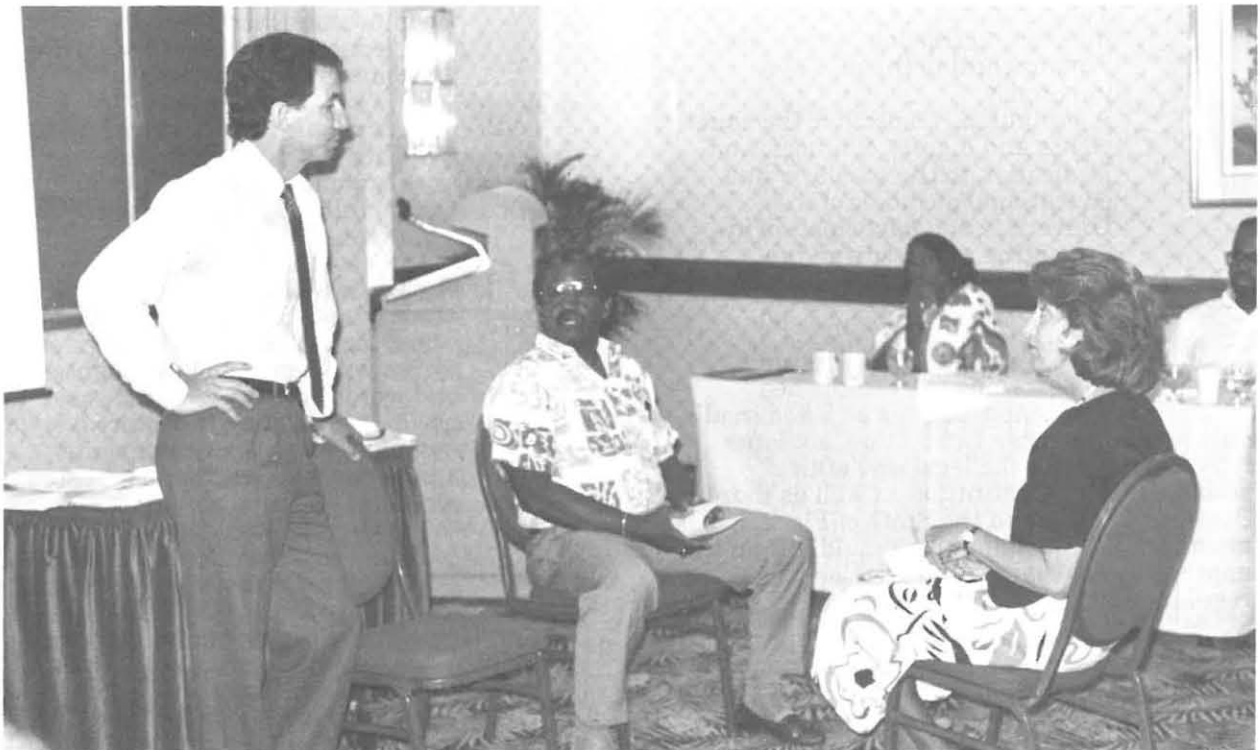
STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

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

Nova University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

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

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

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

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

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

   Violations of academic responsibility include, but are not limited to:
   a. Plagiarism;
   b. Any form of cheating;
   c. Conspiracy to commit academic dishonesty;
   d. Misrepresentation;
   e. Bribery in an attempt to gain an academic advantage;
   f. Forging or altering documents or credentials; and
   g. Knowingly furnishing false information to the institution.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
   a. Theft;
   b. Vandalism;
   c. Disruptive behavior;
   d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
   e. Possession, transfer, sale, or use of illicit drugs;
   f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
   g. Violations of housing regulations;
   h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
   i. Threats of or actual damage to property or physical harm to others;
   j. Nova University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
   k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

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

D. Violations

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

Student Code of Computer Ethics

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

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

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

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

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems

- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- Be in compliance with federal copyright laws and the Nova University Copyright Code.

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

Drug-Free Schools and Campuses

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

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

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances—Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie 475-7070
Lauderhill 486-3663
Coral Springs 753-7020

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*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative
Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than $250 or more than $500 and imprisonment not more than six months. A second conviction results in a fine of not less than $500 or more than $1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a $1,000 fine or more than a $2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

Federal Trafficking Penalties

CSA	PENALTY 2nd Offense	PENALTY 1st Offense	Quantity	DRUG	Quantity	PENALTY 1st Offense	PENALTY 2nd Offense
I and II	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg[1] or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
	Fine of not more than $4 million individual, $10 million other than individual.	Fine of not more than $2 million individual, $5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture	Fine of not more than $4 million individual, $10 million other than individual.	Fine of not more than $8 million individual, $20 million other than individual.
			1-10 gm mixture	LSD	10 gm or more mixture		
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
			10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture		

CSA	Drug	Quantity	First Offense	Second Offense
	Others[2]	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual.	Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than $250,000 individual, $1 million not individual.	Not more than 6 years. Fine not more than $500,000 individual, $2 million not individual.
V	All	Any	Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.	Not more than 2 years. Fine not more than $200,000 individual, $500,000 not individual.

[1] Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.   [2] Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	**Marijuana** Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than $8 million individual, $20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	**Marijuana** Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $2 million individual, $5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than $4 million individual, $10 million other than individual.
50 to 100 kg	**Marijuana**	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million other than individual.
10 to 100 kg	**Hashish**		
1 to 100 kg	**Hashish Oil**		
50-99 plants	**Marijuana**		
Less than 50 kg	**Marijuana**	Not more than 5 years. Fine not more than $250,000, $1 million other than individual.	Not more than 10 years. Fine $500,000 individual, $2 million other than individual.
Less than 10 kg	**Hashish**		
Less than 1 kg	**Hashish Oil**		

Controlled Substances – *Uses & Effects*

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE Physical	DEPENDENCE Psychological	TOLER-ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN-ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin[2]	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine[1]	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydracannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

[1] Designated a narcotic under the CSA   [2] Not designated a narcotic under the CSA

Smoking and Nonsmoking

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences

- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances

- To support those who choose not to drink alcohol or to use other drugs

- To teach those who choose to drink alcohol to do so responsibly

- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.

2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:

   a. Members of the Board of Trustees

   b. Guest lecturers

   c. Vendors

   The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

   The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

   In the event that any employee, administrator, or student has a concern about the potential for the spread

of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.

3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.

4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.

5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.

6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

(a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.

(b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.

(c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.

2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.

3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually- oriented comments or innuendoes or actions that offend others.

4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;

2. Submission to or rejection of such conduct affects academic decisions; or

3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;

4. Unwelcome patting, pinching, or touching;

5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

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

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which

may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

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

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

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

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

Reservation of Power

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

Grievances

The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova University. Students and faculty are encouraged to resolve disputes informally prior to instituting a formal grievance.

A. Any student who has a grievance concerning administrative action or a member of the faculty or staff shall file such a grievance in writing with the director of student affairs.

The written grievance will contain a short and concise statement of all relevant facts and the relief sought on forms available from the Student Affairs Office.

B. Upon receipt of a written grievance, the director of student affairs shall request proof supporting the grievance and request a reply/response with supporting evidence from the party the complaint is against. An administrative review panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed or whether additional action will be taken.

1. If the administrative review panel decides that further inquiry should be made, then the director of student affairs may invoke one of the following procedures:

   a. *Informal Resolution Procedure*: The director of student affairs may meet informally with all parties and try to resolve the issues raised.

   b. *Formal Resolution Procedure*: If the director of student affairs is unable to resolve the issue informally, then a grievance committee will be convened to make a final determination of the issue.

2. The grievance committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center administrator of Nova University. The third member will have no immediate knowledge of the facts of the dispute.

3. The parties will attend the grievance hearing before the panel, at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours. There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure.

The grievance committee hearing shall be subject to the following procedures:

a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.

b. A majority vote of the committee shall be determinative.

c. The committee may not substitute its judgment for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may recommend only to uphold or reverse the center's decision. In the event the committee reverses the center's decision, the program director shall fashion a remedy consistent with sound academic principles, which shall be final. The committee may not address sanctions, which are wholly within the program director's discretion.

d. The committee shall render its decision in writing on forms provided.

e. The committee shall be obliged to render a decision within fourteen (14) calendar days following the close of the hearing.

4. The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee decision by certified mail to their last official address. Any suit filed to challenge a procedure or determination under these proceedings shall be filed in a court of competent jurisdiction in Broward County, Florida, and the laws of the state of Florida shall apply.

FOR ARIZONA STUDENTS ONLY
In compliance with the Arizona State Board for Private Postsecondary Education, the following policy has been reproduced for your information. If you have any questions, please contact:
Director of Student Affairs
F.C.A.E.
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
Phone: (800) 986-3223

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details.

Financial Aid

Nova University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7411.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. The priority deadline (April 1, 1993 for the 1993-94 academic year) is determined by the date the completed Need Analysis Form is received by the processor. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1993-94 is May 1, 1994.

Additional Information - General Eligibility Requirements

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

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;

2. Be accepted for enrollment in an eligible program at Nova University;

3. Be making satisfactory progress in his/her course of study;

4. Not be in default of or owe a refund for any financial aid received previously;

5. Sign a Statement of Educational Certification; and

6. Be registered with Selective Service if required to do so by federal law.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695.

Veterans' Benefits

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

Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 25 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalog.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

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

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682, Ext. 7050, 7508, or 7388.

Nova's Information Retrieval Services (IRS) was recently merged with the OCLS. The entire microfiche collection of ERIC, more than 300,000 documents, will be available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University.

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

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

Center for Media and Technology

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

Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on 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.

Textbooks

The Nova bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova University. Students located throughout the United States and Canada can order their texts via telephone (800) 541-6682, Ext. 4750 (United States); (800) 554-6682, Ext. 4750 (Canada); or FAX (305) 476-4759.

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Ph.D. Nova University

Nova University Board of Trustees

Nova University Administration

Nova University Degree Offerings

Doctoral and Professional Degrees
Doctor of Business Administration in:
    Accounting (D.B.A./Acc.)
    Business Administration (D.B.A.)
    Finance (D.B.A./Fin.)
    Human Resource Management
    (D.B.A./H.R.M.)
    International Management
    (D.B.A./I.M.)
    Marketing (D.B.A./Mkt.)
Doctor of Education (Ed.D.) in:
    Adult Education
    Child and Youth Studies
    Computer and Information Technology
    Computer Education
    Educational Leadership
    Health Care Education
    Higher Education
    Vocational, Technical,
    Occupational Education
Doctor of International Business
  Administration (D.I.B.A.) in:
    International Business Administration
Doctor of Science (Sc.D.) in:
    Computer Science
    Information Science
    Information Systems
    Training and Learning
Doctor of Philosophy (Ph.D.) in:
    Clinical Psychology
    Family Therapy
    Oceanography
Doctor of Psychology (Psy.D.) in:
    Clinical Psychology
Doctor of Public Administration
  (D.P.A.) in:
    Public Administration
Juris Doctor (J.D.) in:
    Law

Specialist Degrees
Educational Specialist (Ed.S.) in:
    Computer Education
    Computer-Based Learning
    Education

Master's Degrees
Executive Master of Business Administration
  in Banking (M.B.A./Ex.) in:
    Business Administration
Executive Master of Business Administration
  in Real Estate Development and Management
  (M.B.A./R.E.) in:
    Business Administration
Master of Accounting (M.Acc.) in:
    Accounting

Master of Business Administration
  (M.B.A.) in:
    Business Administration
    Financial Services Management
    (M.B.A./F.S.M.)
Master of International Business
  Administration (M.I.B.A.) in:
    International Business Administration
Master of Public Administration (M.P.A.) in:
    Public Administration
    Public Administration/Coastal
    Zone Management
    Public Administration/Environmental
    Resources Management
Master of Science (M.S.) in:
    Child and Youth Care
    Administration
    Child Care Administration
    Coastal Zone Management
    Computer-Based Learning
    Computer Information Systems
    Computer Science Education
    Education
    Elder Care Administration
    Family Support Studies
    Family Therapy
    Gerontology
    Health Services Administration
    Human Resource Management
    Human Services
    Information Systems
    Information Technology and Resource
    Management
    Management of Quality and Technology
    Marine Biology
    Mental Health Counseling
    School Guidance and Counseling
    Speech-Language Pathology
    Training and Learning
Master of Arts (M.A.) in:
    Liberal Studies

Bachelor's Degrees
Bachelor of Science (B.S.) in:
    Accounting
    Administrative Studies
    Applied Professional Studies
    Business Administration
    Community Psychology
    Computer Engineering
    Computer Information Systems
    Computer Science
    Computer Systems
    Elementary Education
    Exceptional Education
    General Psychology
    General Studies
    Hospitality Management
    Legal Studies (prelaw)
    Life Sciences (premedical)
    Ocean Studies
    Professional Management
    Secondary Education
Bachelor of Arts (B.A.) in:
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The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

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

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

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

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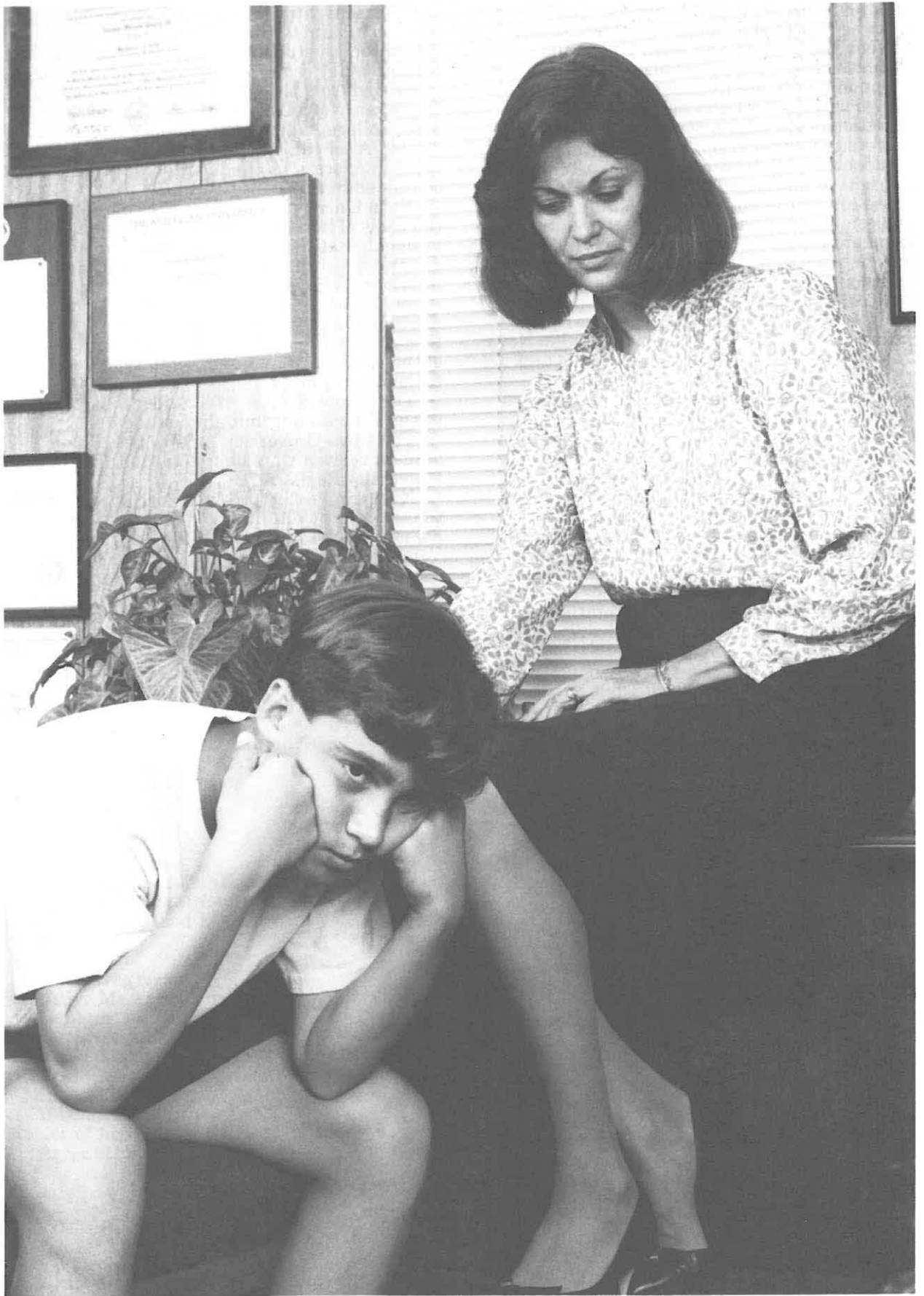
Application and Admissions Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's Programs in Child Care, Youth Care, and Family Support. Included here are:

- A graduate admissions application
- Three admissions recommendation forms
- Two transcript request forms
- Financial aid survery form.

Please list all colleges and universities attended. **An official copy of your bachelor's transcript is required.**
Send it to: Director
                  Master's Programs in Child Care, Youth Care, and Family Support
                  Nova University
                  Abraham S. Fischler Center for the Advancement of Education
                  3301 College Avenue
                  Fort Lauderdale, Florida 33314:

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree AA/BS	G.P.A.

Did you receive your degree from a three- or four-year B.A. or B.S. degree program? _____ Yes _____ No

Citizenship Status:

___U.S. citizen

___Nonresident alien

___Resident alien

International Students:

Do you require an I-20? Yes_____ No _____

If you have a visa, indicate status code _____

Country of citizenship _____

Native language _____

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

Ethnic Origin Data (this information is requested for reporting purposes only):

Check one of the following:

___White (not of Hispanic origin)

___Black (not of Hispanic origin)

___Hispanic origin

___Asian or Pacific Islander

___American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? _____Yes _____No   If no, in what program were you enrolled? _____
                                                          Dates of attendance _____

Financial Aid:

Have you applied for financial aid?_____ Yes ____ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?_____Yes_____No

   If yes, when was the F.A.F. sent to Princeton, New Jersey? _____
                                                                                        Date

Professional Information

1. PRESENT POSITION
    Your title:_____Your starting date: _____
    Number of persons you directly supervise: _____
    Number of children served: _____
    Budget allocation for your area of responsibility: _____
    Immediate supervisor (if applicable): _____

    _____
    Name   Position
    The major assignments and responsibilities in your present position: _____
    _____

    The proudest accomplishments in your present position: _____
    _____
    _____

    Your greatest disappointments: _____
    _____

    Your strengths: _____
    _____

    Your weaknesses: _____
    _____
    _____

2. Previous positions: please list previous employment in chronological order, beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Recommendations:

    Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of
    the three individuals should be your immediate supervisor. Please use the enclosed forms when requesting
    recommendations.

    1._____ (_____) _____
       Name   Title   Telephone

    2._____ (_____) _____
       Name   Title   Telephone

    3._____ (_____) _____
       Name   Title   Telephone

4. List any additional professional and/or career-related experiences you have had (e.g., workshop leader, adjunct faculty,
    conference leader, keynoter, etc.). **Please attach a resume.**

    _____

    _____

    _____

5. List below the titles of any professional writing you may have done in the past. Please include undergraduate
    honors theses, publications, work-related projects, grants, etc.

    _____

    _____

    _____

6. Do you intend to transfer any graduate-level credits toward your master's degree? _____ Yes _____No
    If yes, list course number, title, institution, and dates:

    _____

    _____

    _____

Personal Information

Wife/Husband _____

Children (names and ages): _____

_____

Magazines you regularly read; books you have read recently: _____

_____

_____

Hobbies or recreational interests: _____

_____

_____

Civic or community activities and offices held: _____

_____

_____

Describe an accomplishment, involving a group or organization, of which you are most proud. Describe your role in helping to achieve the positive outcome: _____

_____

_____

What do you regard as the major problems in your field today?

a) _____

b) _____

c) _____

The contribution you are seeking to make to the resolution of one or more of these problems (please identify the problem or problems):

_____

_____

_____

Your expectations for this master's degree program (skills, knowledge, attitudes):

_____

_____

_____

_____

Narrative Section

Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet or sheets of paper. The responses will be assessed for content, organization, critical thinking, and writing skills and for the potential to perform competently in this program.

1. The attached article, "When friction flares: Dealing with staff conflict," by Roger Neugebauer, examines many of the challenges involved in staff conflict. Discuss the ideas presented and apply them to your own work setting.

2. Provide an autobiographical summary. Include details that shed light on your decision to enter and assume a leadership role in your field.

Acknowledgement of Program Requirements:

I understand that the requirements for the master's program include passing each of the course modules, completing the practicum proposal, implementing and writing the final report, and attending all required sessions at the summer institute.

I declare that the above information, to the best of my knowledge, is complete and accurate. I have read and understand the policies and procedures stated in the catalog, and I agree to abide by all rules and regulations of this master's program and Nova University.

Signature_____ Date _____

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

Mail your completed application to:

Director
Master's Programs in Child Care, Youth Care, and Family Support
Nova University
Abraham S. Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

When friction flares: Dealing with staff conflict

By Roger Neugebauer

"Aside from the harm an uncontrolled conflict does to an organization, your inability as manager to control it may lead to your overthrow, either by angry contestants or by impatient bystanders."

-- Theodore Caplow

"Your job in resolving personality conflicts between your subordinates is to make the person involved in the conflict aware how his or her behavior is adversely affecting others, and how it is thereby adversely affecting the operation."

--Thomas L. Quick

"It is not best that we should all think alike; it is difference of opinion which makes horse races."

-- Mark Twain

These are the times that try administrators' souls—when arguments erupt over the cleanup of shared space, when staff meetings turn into acrimonious debates over lousy working conditions, when workers every day find new pretexts to prolong their personal feud.

Wouldn't it be wonderful if you could wave a magic wand and all this disharmony would disappear? Unfortunately, in a demanding, interaction-intensive profession such as child and youth care, where pressures and feelings run high, conflict is inevitable.

There is no way a director can, or even should, drive all conflict out of the life of the program. The challenge is how to manage dissension so that it contributes to the growth, and not the deterioration, of the organization. The following are some guidelines for accomplishing this.

Encourage healthy conflict

Asking a program administrator to foster conflict is like asking a yuppie to shop at K-Mart. However, in a creative organization, the clash of ideas and opinions keeps the organization growing and improving.

As a leader in your organization, there are a number of steps you can take to promote healthy conflict:

Don't let your ego run amuck— At a recent meeting of agency board members there was a lively debate about the provision of new services within the agency. After much discussion, the director took the floor and stated that she thought it inappropriate to provide the new services at this time. After her statement, the discussion sort of petered out until finally a motion was made and passed to table the recommendations indefinitely.

This director had no intention of throwing a wet blanket on the debate—she assumed she simply was expressing her views as one member of the board. What she failed to take into account was that the opinion of the leader of any organization is packed with positional power. As a leader, unless you work hard to undermine your authority by behaving like a fool, your opinions may exert an overwhelming influence on discussions.

If you want your staff to express their opinions, be it in meetings or in one-to-one discussions, you must exercise discretion in expressing your own opinions. This is not easy.

Most administrators I have met over the years tend to be take charge people. They care deeply about the success of their programs and take it personally when things go wrong. Their egos are heavily invested in their work, and they like to have things done their way.

Take charge administrators often do unintentionally put a damper on the clash of ideas in their program by jumping in with a position on every issue. Particularly if an administrator has strong verbal skills he or she can easily dominate any discussion.

If you value the expertise and insights of your staff members, you need to keep your ego in check. Resist that very natural urge to voice your opinion on anything and everything—at least until everyone else has had their say.

Beware the peacemaker—Often within families there is an unspoken rule that one should not express angry feelings. On the surface this creates a placid appearance. But the result is that anger continues and festers, potentially causing long-term emotional difficulties for family members.

The same scenario can play itself out in organizations. When emotions erupt at the agency, a peacemaker (maybe the director, maybe not) will rush in and urge everyone to calm down and keep their angry feelings in check. Once again, this may still the waters, but it often leaves conflicts unresolved. Suppressed anger can eat away at staff morale and, if allowed to intensify, can result in an even greater explosion later on.

A wiser, though often less pleasant, course for an administrator to take is to foster an environment where the true expression of emotions is tolerated. In the long run this results in a better working climate because conflict can be brought out in the open where it can be dealt with and resolved.

On the other hand, you don't want to create a haven for hotheads and chronic complainers. You need to follow three basic rules in dealing with expressions of anger.

First, don't answer anger with anger. If you respond to anger in kind, emotions can quickly escalate out of control.

Second, listen. When a staff member is letting off steam, don't interrupt, argue or explain. Let them get the feelings out of their system as much as possible before you intervene.

Third, ask questions. To move a discussion toward a constructive stage, ask specific questions to clarify the cause of the problem and then start the exploration of solutions.

Don't take it personally—You want to create an atmosphere in your program where all staff members feel free to voice questions, concerns and objections—where healthy conflict flourishes. You want your staff members to be confident that they can confront you openly over organizational issues and not worry that you will hold this against them.

You can, of course, tell people that you welcome their critical comments, and write them memos assuring them that this is true. But the bottom line is that people won't believe this until you demonstrate your tolerance in real life.

In part, this requires a significant sell job on yourself. You must believe that you and your agency will benefit from the clash of ideas and opinions. When a debate flares, you must truly view this debate as an opportunity to improve the program. If you are not comfortable with conflict and criticism, your body language will surely send out warning signals to staff members that their comments are not being well received.

You can also demonstrate that you welcome open discussions by rewarding people who take risks by saying what they think. At the end of a heated, maybe even emotional debate in a staff meeting, acknowledge that the discussion may have put many participants under stress, that you appreciate everyone's honesty and openness, and that you believe that the program will be better for having dealt with the issues at hand.

If individual staff members appear to be particularly upset by a confrontation, take pains to reassure them in private that you bear no grudge toward those who disagree with you. Thank them for expressing their views. Smile and behave normally toward them.

Discourage unhealthy conflict

Not all conflict is positive. A dispute over an organizational issue which is ignored by the director can deteriorate into acrimony and bring down staff morale. A personal fraud which erupts between two or more staff members can distract participants from doing their jobs.

One important challenge for any director is to distinguish between healthy and unhealthy conflict.

Don't allow conflicts to escalate—Often it is tempting to ignore a minor flare-up among staff members and hope it will fade away. Sometimes this may work, but more often than not the "hands off" approach backfires.

An outbreak of hostility can eat away at staff morale and productivity. The longer you allow it to rage out of control, the more likely your credibility as a leader will be undermined as well. You must act quickly to contain damaging conflict. It is especially helpful to intervene before a private feud has boiled over into a public feud. Once positions have been taken in public, it will be harder to get disputants to back down for fear of losing face.

Be a mediator, not a judge— When faced with a conflict among staff members, you may quickly develop an opinion about who is right and who is wrong. Your temptation will be to end the dispute immediately by playing the role of the judge and declaring a winner. More often than not, you end up being the loser in this case, no matter how wise your decision. The winners believe they were right all along, and therefore owe you no thanks, and the losers end up bitter because you made a stupid or biased decision.

You are better off in the long run to play the role of an impartial mediator working with both parties to hammer out a compromise that

all can support. In this case, both parties feel they had a hand in shaping the outcome and will be more committed to making it work.

Match your response to the severity of the conflict—In the case of a minor squabble between two or more staff members, you may find it sufficient to communicate to the individuals involved that you recognize that a problem exists and that you expect them to work out a resolution themselves. Give them a deadline; check back to make sure they followed through.

If the individuals can't work out their own problem, you may need to bring them together in your office and force them to confront the issues causing the conflict. Ask each individual to state their perception of the problem and then their suggestions for a solution. Your role is to lead them to agree on a solution.

In some cases such a face-to-face thrashing out of the issues may work. When emotions are running high, however, a confrontation may actually escalate the conflict. When one angry staff member confronts another in your presence, this may cause both parties to intensify their feelings. In order to save face, they may harden their positions.

In this case, you may need to play more of the role of a third party intermediary. Interview each party to the conflict in private and ask them to explain the facts of the dispute as they see them. Then present to each disputant, in as objective a manner as possible, a description of the other party's perception of the problem. Take the opportunity to point out inconsistencies in either party's positions—they are much more likely to agree to a "clarification of the facts" with you than with the other party. In some cases, this clarification process may be enough to end the dispute.

If not, ask each party to propose potential solutions. Find commonalities among the solutions and see if you can gain agreement on those points by proposing them to each disputant separately. If necessary, suggest solutions of your own. In any case, work step by step to an acceptable compromise.

Focus on behavior, not personalities—Your job as a leader is to make the organization succeed. Your concern in any personal feud, therefore, should not be on trying to bring harmony to a relationship gone sour, but on preventing the conflict from interfering with the functioning of the organization.

As a caring person your natural inclination will be to want everyone on your staff to be on friendly terms at all times. However, unless you are a trained psychologist, you are not likely to be successful in changing people's attitudes toward each other.

But in focusing on behavior patterns you are more likely to have success. Point out to disputants how their behavior is hurting their own performance as well as interfering with the performance of others. Don't allow yourself to get caught up with their personal issues. Focus your and their attention on changing their detrimental behavior.
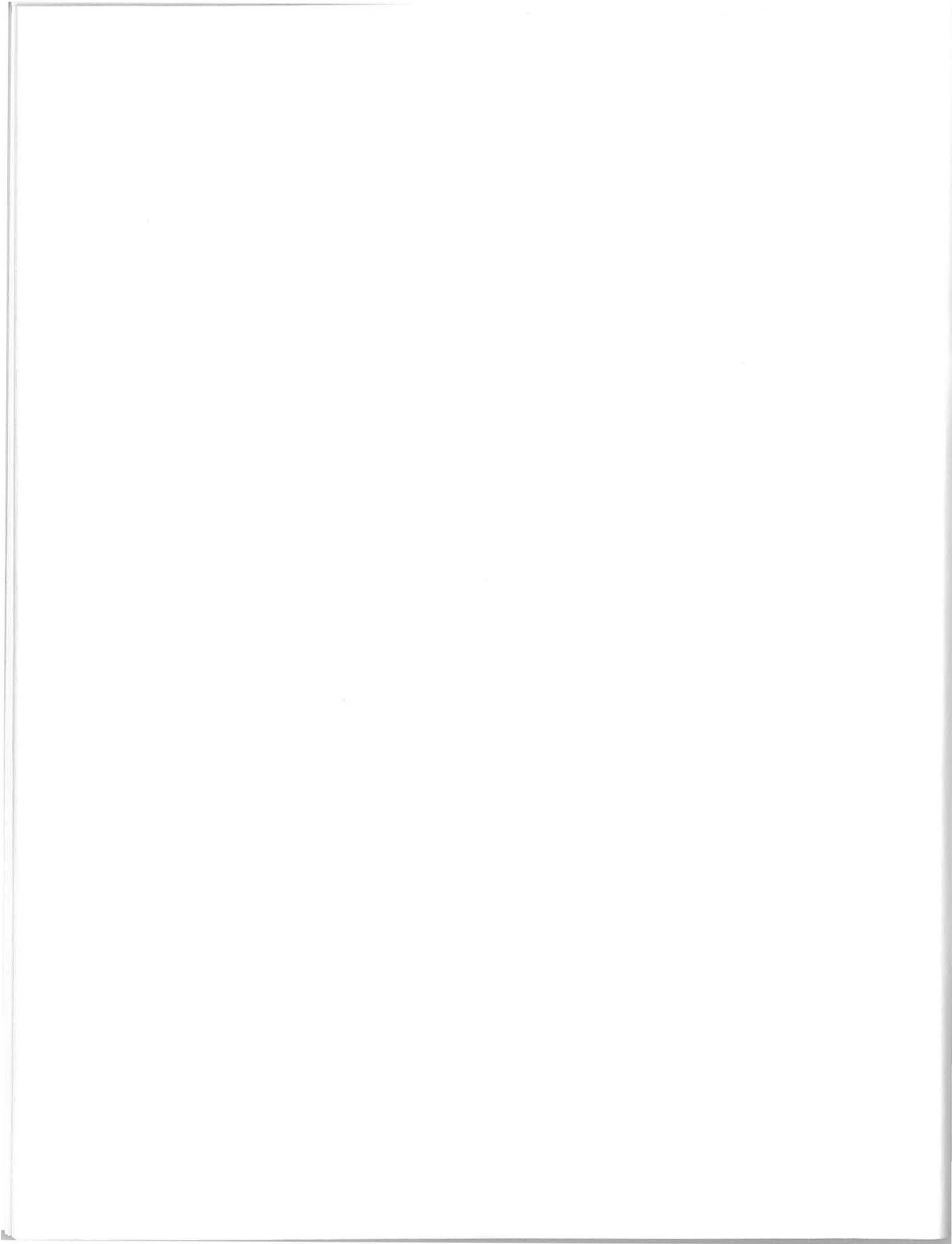
Conflict is as normal a part of the life of a child care center as Legos and finger jello. By being out front in dealing with conflict as it occurs, a director can create a positive force out of the daily clash of ideas, opinions, and personalities.

The initial version of this article appeared in the Feb. 1989 issue of Child Care Information Exchange. *For further information write: Exchange, P.O. Box 2890, Redmond, WA 98073-2890.*

Reference

Caplow, T. (1983). *Managing an organization.* New York: Holt, Rinehart and Winston.

Quick, T.L. (1977). *Person to person managing.* New York: St. Martin's Press.

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Master's Programs in Child Care, Youth Care, and Family Support
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457 or (800) 986-3223, Ext. 7457 (U.S. and Canada)

Recommendation Form
Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program for Elder Care Administrators
Master's Program in Family Support Studies

Name of applicant: _____

Address of applicant: _____
Street and number

_____
City   State   Zip

Telephone number of applicant: (   ) _____

Information waiver to be completed by applicant *before* giving it to source of reference.
Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted December 31, 1974,
I DO_____ I DO NOT_____ waive the right to inspect and review this completed recommendation.

_____   _____
Social Security number   Applicant's signature

(The above is to be filled in by the applicant.)

The above-named individual is seeking admission to a field-based graduate program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the field; (2) potential for providing leadership in the field; and (3) ability to succeed in a program requiring a good deal of independent study (high motivation and tenacity are required). Finally, please say a word or two about the applicant's success in meeting the challenges of his or her present position. Thank you for your assistance.
(*Continue statement on reverse, if necessary.*)

Please send to:

Director
Master's Programs in Child Care, Youth Care,
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Nova University
Abraham S. Fischler Center
for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457

Signature _____

Name (*type or print*) _____

Position _____

Address _____
Street and number

_____
City   State   Zip

Phone (   ) _____

Date _____

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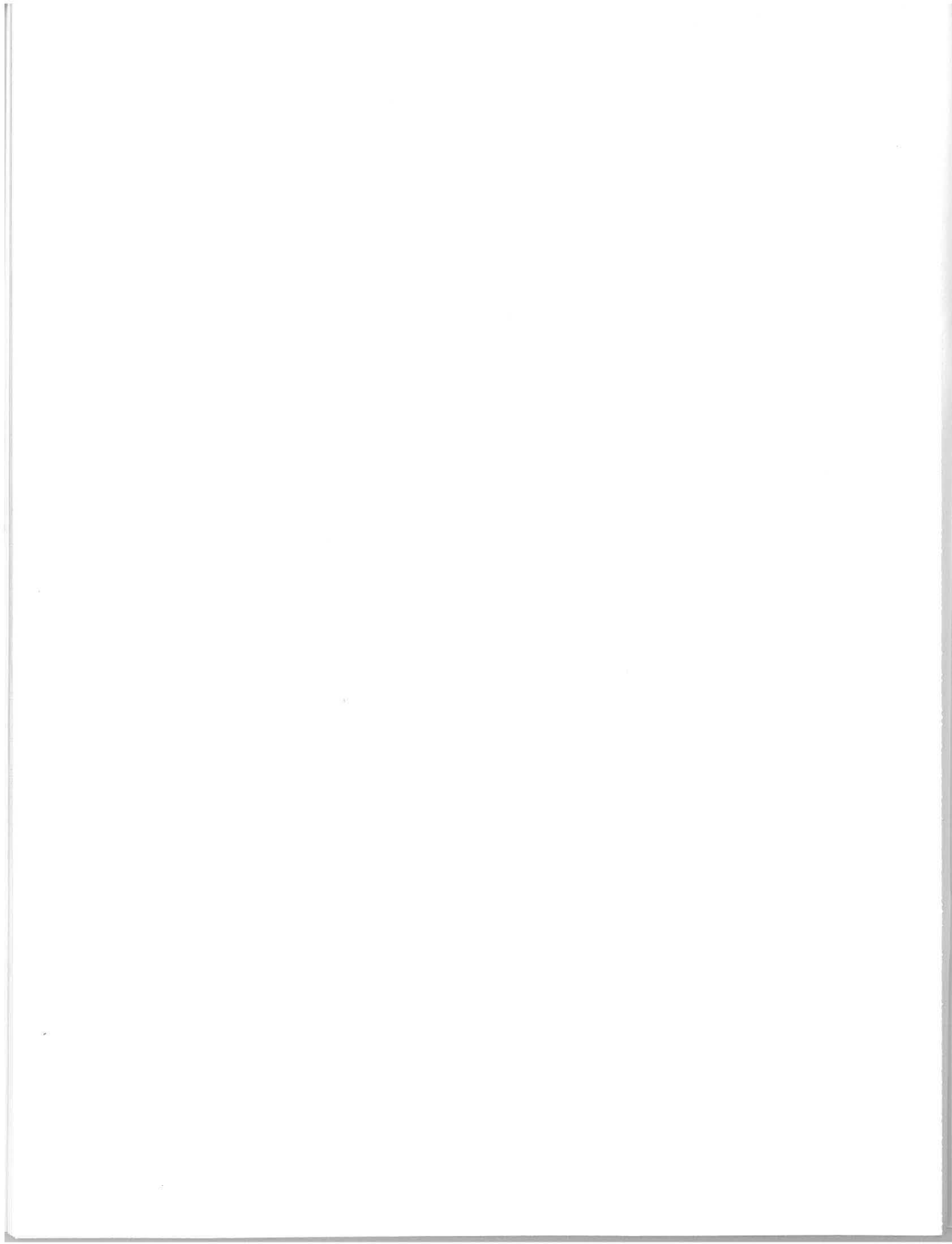Address _____
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Date _____

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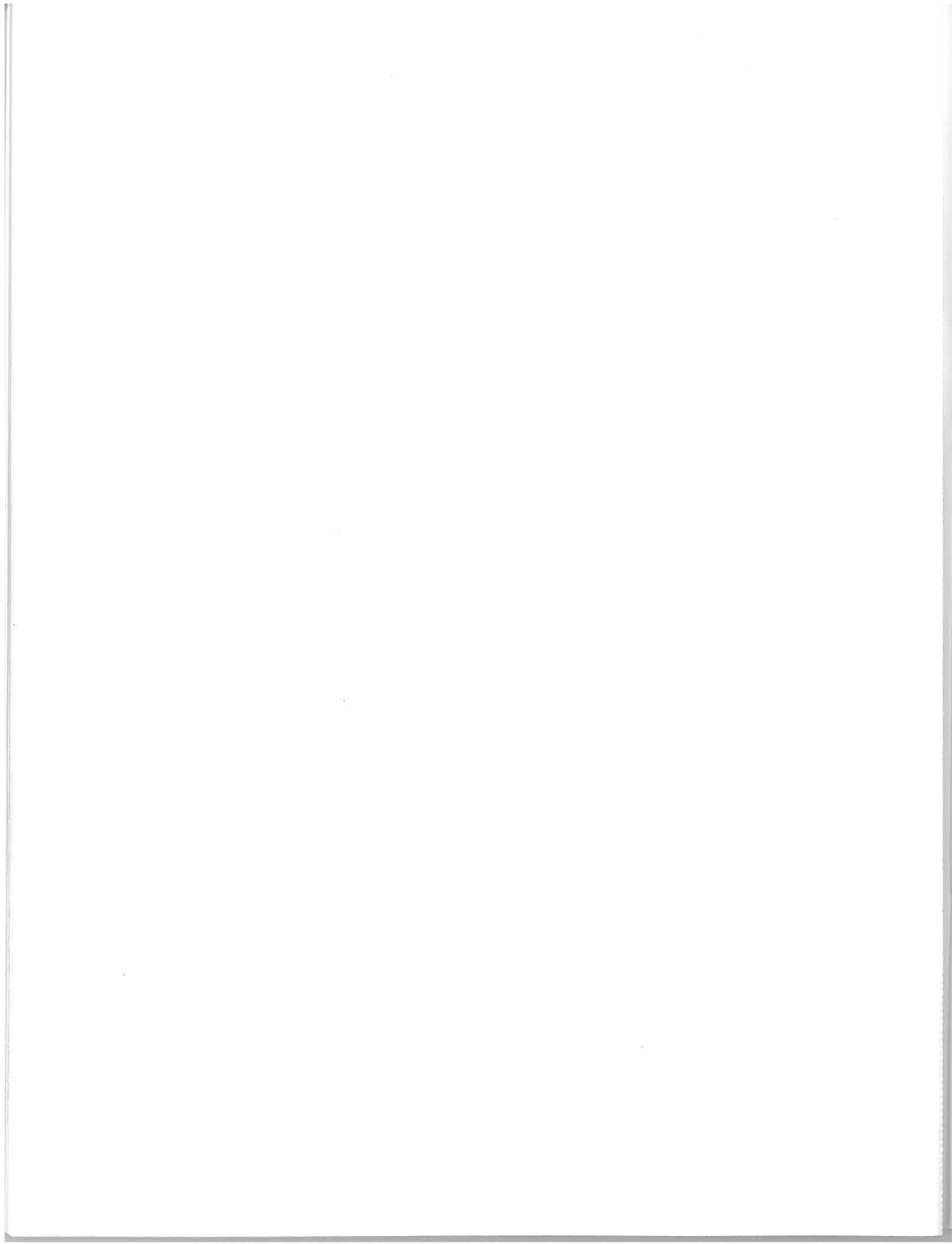(The above is to be filled in by the applicant.)

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Bachelor's Degree Transcript Request and Transmittal Form
Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program for Elder Care Administrators
Master's Program in Family Support Studies

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in *both* sections of this form.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution.
Please return the transmittal form along with my **official** transcripts.

A. I attended your school from _____ to _____ .

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

_____ .
Last   First   Middle/Maiden

C. My student identification number was _____ .

Thank you for your assistance.

Student: _____

Address: _____

_____

Sincerely,

_____
Signature

- -

Bachelor's Degree Transcript Transmittal Form

DEAR ALMA MATER: Please return this form with transcript to

Director
Master's Programs in Child Care, Youth Care, and Family Support
Nova University
Abraham S. Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Name _____
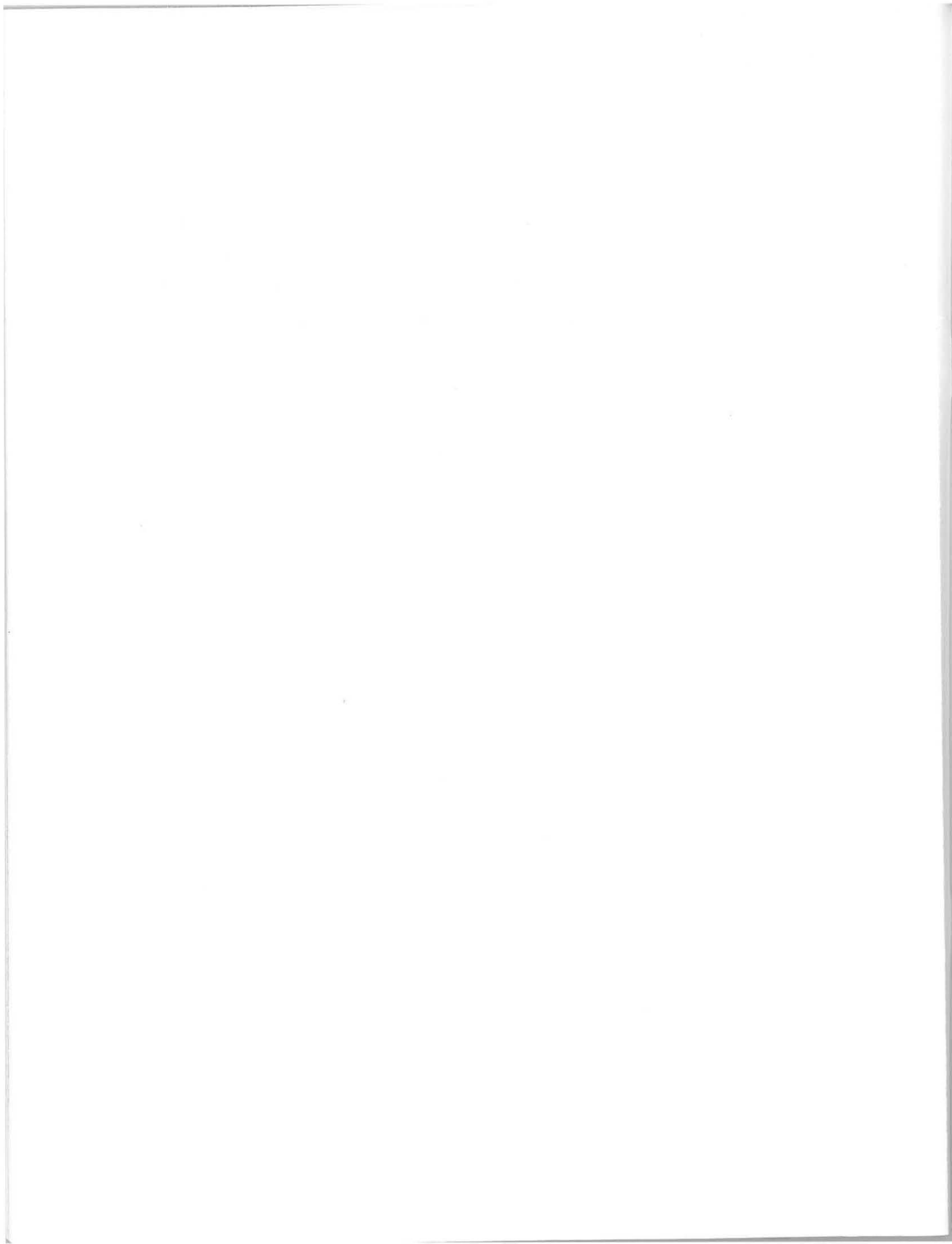Last   First   Middle/Maiden

Address _____
Street and number

_____
City   State   Zip

Social Security Number _____ / _____ / _____ Date _____

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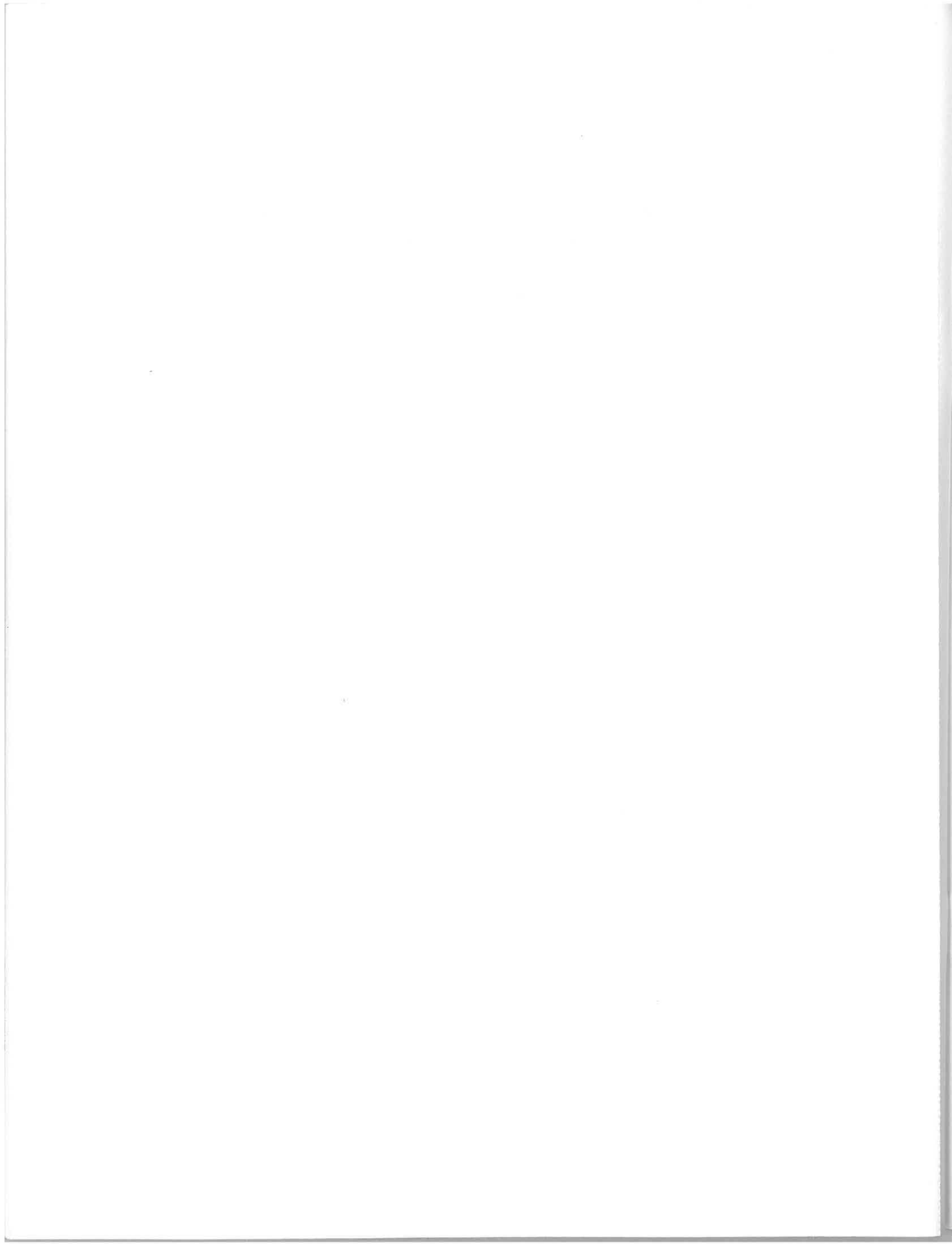
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Name _____
        Last   First   Middle/Maiden

Address _____
        Street and number

_____
        City   State   Zip

Social Security Number _____ / _____ / _____ Date _____

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Financial Aid Survey Form
Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program for Elder Care Administrators
Master's Program in Family Support Studies

Name _____
          Last   First   Middle/Maiden

Address _____
          Street and Number

_____
          City   State   Zip

Social Security number_____/_____/_____

Phone number (_____)_____ (_____) _____
          Day   Evening

Please answer the following and return with the application form:

1.   Do you plan to apply for financial aid?

       _____ Yes   _____No

2.   Have you ever received a student loan?

       _____Yes   _____No