MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE AND FAMILY SUPPORT 1991-1992

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
CALIFORNIA DISCLOSURE

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

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

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on Proprietary Education
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Indianapolis, Indiana 46204."

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

MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE AND FAMILY SUPPORT 1991-1992

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

Policies and programs set forth in this catalog are effective through June 30, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

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

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

Nova University is a member of the American Association of Colleges for Teacher Education.
President's Message

Since Nova University was chartered in 1964, it has distinguished itself by its innovative outlook, its diverse educational programs that provide both traditional and nontraditional choices, its research in numerous fields, and its service to the community. Throughout the years, Nova has been responsive to the needs of society—adding and changing programs, offering greater accessibility to students, and incorporating the latest in modern technology. Our presence is visible throughout the country and beyond, as our alumni "make their mark" in education and in numerous other fields. The University continues to grow, with a current enrollment of more than 10,000 students. Committed to the idea that education should not be timebound or placebound, Nova University is truly positioned as a major institution for the 21st century.

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-495, 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 the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

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

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

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
All other areas (800) 541-6682, 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, persons employed in these fields will finally be recognized as important professionals in society. The Wall Street Journal, Time, and The New York Times recognize the importance of your role 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 and youth.

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child and Youth Care Administrators. Our newest program, the Master's Program in Family Support Studies is designed for practitioners interested in early intervention, parental support, and education. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada.

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

Good luck with your career.

Richard Goldman, Ph.D.
Dean

The Center for the Advancement of Education

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

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and make 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 need of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Center for the Advancement of Education offers:

At the doctoral level--
Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Educational Leadership
Ed.D. in Higher Education
Ed.D. in Vocational, Technical, Occupational Education

At the master's or educational specialist level--
M.S. in Child and Youth Care Administration
M.S. in Child Care Administration
M.S. in Family Support Studies
M.S. in Speech-Language Pathology
The GEM Programs, M.S. and Ed.S. in 20 majors
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

It has been several months since the allied forces brought the war in the Persian Gulf to a decisive end. The swiftness of the victory and the abundance of the financial and human resources deployed were both incredible and impressive. One is greatly struck by the irony that the same level of rapid response and deployment of resources cannot be generated to confront the multitude of problems that face the children, youth, and families in our society and the world in general.

We are all familiar with many of the statistics and the list of societal 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, and families have not been given sufficient priority by governments or the citizens in our communities. As a consequence, there continues to be a great lack in the number and quality of innovative and effective programs that educate and develop those who have the responsibility for serving and educating our children, youth and families.

As we observe the status of the education and care of children, youth, and families in our world, there is little question that change and innovation are in great need. Change will not and cannot occur without competent leadership. Such leadership must be nurtured, mentored, and developed. Our goal 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 1971 and, in 1982, the Master's Program for Child and Youth Care Administrators began. The year 1991 marked the start of yet another program specialty—the Master's Program in Family Support Studies—and, thus, the rationale for the changing of the name of our program from the Master's Program for Child and Youth Care Administrators to the Master's Programs in Child Care, Youth Care and Family Support. 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 300 program graduates. These individuals have continued to be successful as leaders in the profession and to make 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, and families.

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 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 inservice, 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 a curriculum that has been conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas of knowledge is essential for bringing about the 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 and has a proactive orientation and a delivery that is not restricted by location. These Master's Programs are consistent with Nova University's mission to serve the underserved and to contribute to the invaluable investment that this important professional population can make to the future of our world society.

Program Administration

Norman W. Powell, Ed.D.
Director

Mary Ellen Sapp
Director of Practicums

Ralph Hoggins
Program Professor

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Assistant to the Director

Christine Stenback
Administrative Assistant, Practicum Department

Robert K. Greene
Practicum Associate

Camille Vernon
Program Secretary

Vicky Pearson
Program Secretary
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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.
The Master's Programs

Nova University offers three field-based master's programs designed for professionals who work with children, youth, and families: the Master's Program for Child and Youth Care Administrators, the Master's Program for Child Care Administrators, and the Master's Program in Family Support Studies. These programs were developed in recognition of two generalizations about the fields of child and youth care and family support studies.

The first generalization is that the skill and leadership abilities of child and youth care administrators and family support professionals are the central ingredients in creating and maintaining quality programs for children and families.

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

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

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

Summary

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

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. During the students' time in the program, they must attend one summer institute. The summer institute is 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 their 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.
Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 (B) 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 him 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 to degree candidacy.

Grading

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

The evaluation system includes:

- 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 one summer institute, during the 26-month program. Students receive one credit for the summer institute and must assume 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, it is to be filled out and returned 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. 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 becomes faced with some work-related or personal problems that preclude the timely completion of course requirements, a request for an incomplete can 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 your books and materials at the beginning of each module.
2. When you find it necessary to request an incomplete, you are to first discuss it with your instructor and obtain his or her approval.
3. After receiving the instructor's approval, you then are to fill out and mail the "Incomplete Request Form" to the program office.
4. The request for an incomplete is to be made one month prior to the ending date of the module.
5. Upon approval, you will have 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 the responsibility for requesting the incomplete and mailing in the "Incomplete Request Form" is that of the student.

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 nine-month program time extension.

The procedures for the program extension are as follows:

1. The student is to make the request in writing 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 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.

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 re-enter the program. However, a grade will be given for the courses in the module for which they received a grade. Students who re-enter 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 re-enter 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. Registration materials for the practicum will be sent automatically to students admitted to candidacy. Students may register for the practicum at any time after admission to degree candidacy.

Student Costs

Tuition and fees are subject to change without notice.

Tuition and fees are due at time of registration.
Tuition Payment

Application Fee: $30 payable with all new student applications

Nine-Credit Module: $1,800 plus $225 materials fee

Six-Credit Module: $1,200 plus $225 materials fee

Practicum: $1,200 plus $75 materials fee

Summer Institute: $200 plus $200 materials fee payable upon registration prior to the week of the institute

A late fee of $25 will be charged for payment received after the due date.

A fee of $30 must accompany the degree application at the conclusion of the course of study.

A fee of $300 will be charged for reinstatement after withdrawal from the program.

Tuition Refund Policy

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

- For 100 percent refund, withdrawal in writing prior to the official beginning of the module
- For 75 percent refund, withdrawal in writing before the third week of the cohort's involvement with the module
- For 50 percent refund, withdrawal in writing before the fifth week of the cohort's involvement in the module
- No refund after the fifth week.

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

The Master's Program for Child and Youth Care Administrators

Program Overview

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

Admission Requirements

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

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

1. A baccalaureate degree from a regionally accredited institution
2. Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting
MODULE DESCRIPTIONS

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

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

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

Courses
THER 501 Developmental Foundations for Child and Youth Care Practice This course reviews the various theories of human development 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 basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

Courses
MGTR 525 Legal Aspects of the Management of Programs for Children and Youth This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among some of the topics addressed.
MGTR 545 Financial Aspects of the Management of Programs for Children and Youth This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.
MGTR 505 Program Evaluation for Child and Youth Care Administrators This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

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
ADM 520 The Elements and Styles of Leadership for Child and Youth Care Programs This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.
ADM 505 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.
ADM 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.

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
POLL 510 The Profession for Child and Youth Care Administrators This course reviews historical highlights and contemporary issues in the child and youth field.
POLL 505 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 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.
SUMR 652 Summer Institute: Leadership and Management in Child and Youth Care (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.
CEDR 6501 Continuing Education (no credit)
The Master's Program 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 and preschool programs for young children. 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 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.

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

- **MODULE I Foundations of Early Childhood Development (3 courses, 9 credits)**
  - Development Foundations for Early Childhood
  - 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)
  - The 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 in Programs for Children and Youth (1 credit)**
  - The Summer Institute: Leadership and Management in Programs for Children and Youth

- **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 555 Legal Aspects of the Management of Early Childhood Programs
    - MGTE 545 Financial Aspects of the Management of Programs for Young Children

- **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 520 The Elements and Styles of Leadership for Early Childhood Administrators
    - ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

- **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**
    - MGTE 550 The Development and Acquisition of Resources for Early Childhood Programs

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:

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

Module

- **Program 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.

- **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.
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 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students’ knowledge and ability in the area of leadership and management.

CEDE 6501 Continuing Education (no credit)

The Master’s Program in Family Support Studies

Program Overview

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

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)

The 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.

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:

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

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:

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

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:

1. A baccalaureate degree from a regionally accredited institution
2. A current full-time position in a program for young children and their families
3. Evidence of ability for successful independent study at the graduate level.
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 interventionist as a catalyst for strengthening families.

Courses
SYSF 577 Parent Support and Education This course examines the acquisition of knowledge and technical skills for practitioners working with families.
SYSF 577 Parent Support and Education
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 child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.

Courses
POLF 585 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 as 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 child advocacy are covered.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAF 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.
SUMF 653 Summer Institute: Leadership and Program Development in Family Support Services (1 credit) This six-day seminar focuses on the issues of leadership, management, program development, administration, and supervision of family support services. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and program development.
CEDF 6501 Continuing Education (no credit)
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Nova University 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 religion, sex, handicap, color, 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.

I. 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 programs and activities which promote the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center standards and 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, and theses, 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 and submitted to 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. Referring to 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 acknowledgment must 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 IA (1) or IA (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
• Knowingly furnishing false information to the institution.

5. Additional Matters of Ethical Consideration. 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 federal laws. Violations of conduct standards include, but are not limited to:

a. Theft;
b. Bribery;
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 substances;
g. Violations of housing regulations;
h. Any act or conspiracy to commit an act which is harassing, 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; and
j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University data files, 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 shall be subject to disciplinary action, including expulsion from the University.

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
(904) 488-0900

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

Community:
Florida Department of Education
Educational Prevention Center
Knoett 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) 488-0800

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 776 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 §316.1956, 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 §316.195, 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 or 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.

*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.
## Controlled Substances – Uses & Effects

### DRUGS/ CSA SCHEDULES

<table>
<thead>
<tr>
<th>DRUG</th>
<th>MEDICAL USES</th>
<th>DEPENDENCE</th>
<th>TOXICITY</th>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL</th>
<th>USUAL METHODS OF ADMINISTRATION</th>
<th>POSSIBLE EFFECTS</th>
<th>EFFECTS OF OVERDOSE</th>
<th>WITHDRAWAL SYNDROME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORPHINE</strong></td>
<td>Analgesic, antitussive</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Codeine</strong></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Heroin</strong></td>
<td>Analgesic, antitussive</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hydromorphone</strong></td>
<td>Analgesic</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meperidine (Pethidine)</strong></td>
<td>Analgesic</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Methadone</strong></td>
<td>Analgesic, antitussive</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Narcotics</strong></td>
<td>Analgesic, antitussive</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
<td>High</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DEPRESSANTS

| CHLORAL HYDROXYL | Napotherol | Hydrochloride | Sodium | Hydrobromide | | | |
|-------------------|------------|---------------|--------|--------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| **Barbiturates** | Narkocol, Perocol, Metadox, Seconal, Nembutal, Methyprylon | **Benzodiazepines** | Alurate, Valium, Librium, Restoril, Dalmane, Xanax, Xanid, Soma, Tranxene, Xemid, Valium, | | | | | | | |
| **Diazepam** | Sedative, hypnotic | **Methaqualone** | Hypnotic, Sedative, **Oxazepam** | | | | | | | |
| **Other Depressants** | **Sedative, hypnotic** | | | | | | | | | | |
| **Cocaine** | CAH, Delore, Crack | | | | | | | | | | |
| **Amphetamines** | Stimulant, Delorease, Dexamphetamine, **Dextroamphetamine, Dextroamphetamine** | | | | | | | | | | |
| **Phencyclidine** | **Phencyclidine, PCP, Angel Dust, Hog** | | | | | | | | | | |
| **Methadone** | Sedative, hypnotic | | | | | | | | | | |
| **Other Depressants** | **Sedative, hypnotic** | | | | | | | | | | |

### STIMULANTS

| **Caffeine** | Coke, Cola, Snook, Crack | Local anesthetic | | | | | | | | | |
| **Amphetamines** | Stimulant, Delorease, Deravon, Deravon, Deravon, Dextroamphetamine | | | | | | | | | | |
| **Phencyclidine** | **Phencyclidine, PCP, Angel Dust, Hog** | | | | | | | | | | |
| **Methadone** | Sedative, hypnotic | | | | | | | | | | |
| **Other Stimulants** | | | | | | | | | | | | |

### HALLUCINOGENS

| **LSD** | None | | | | | | | | | | |
| **Mescaline and Peyote** | None | | | | | | | | | | |
| **Amphetamine Variants** | 2,3-DMA, IPMA, STP, MIDA, MIMA, TMA, DIM, DOM, DIB | | | | | | | | | | |
| **Phencyclidine** | None | | | | | | | | | | |
| **Phencyclidine Analogs** | None | | | | | | | | | | |
| **Other Hallucinogens** | None | | | | | | | | | | |

### CANNABIS

| Marijuana | None | | | | | | | | | | |
| **THC** | None | | | | | | | | | | |
| **Hashish** | None | | | | | | | | | | |
| **Hash Oil** | None | | | | | | | | | | |

* Designated as a narcotic under the CSA

** Not designated as a narcotic under the CSA

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**Federal Trafficking Penalties – Marijuana**

<table>
<thead>
<tr>
<th><strong>First Offense</strong></th>
<th><strong>Second Offense</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No more than 30 grams</td>
<td>No more than 60 grams</td>
</tr>
<tr>
<td>1 year in prison</td>
<td>2-4 years in prison</td>
</tr>
<tr>
<td>$1,000 fine</td>
<td>$10,000 fine</td>
</tr>
</tbody>
</table>

**Federal Trafficking Penalties – Methamphetamine**

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<tr>
<th><strong>First Offense</strong></th>
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</tr>
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<tbody>
<tr>
<td>No more than 5 grams</td>
<td>No more than 10 grams</td>
</tr>
<tr>
<td>1 year in prison</td>
<td>2-4 years in prison</td>
</tr>
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**Withdrawal symptoms reported**

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Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below must be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas—if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

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, and staff. 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 avoid drinking and driving.

The University is committed to the prevention and education programs. The specific goals of the program are the following:

- To educate all members of the University 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 updated its programs and activities in the following:

1. Alcohol and Drug Resource Center. The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practitioners, and/or student volunteers.

2. Advisory Committee. This is a group of administrators, faculty, and student leaders who are designated 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.

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 coordinates the various activities at that time to promote awareness of substance abuse.

4. Academic Courses. Several academic centers have put identifiable units on alcohol and drugs into appropriate curricula. These workshops provide the information they receive. Students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

5. Workshops. Workshops are for student leaders and are 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.

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 students of communicable diseases, 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 in 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 concern, 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 all 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 health of others is not threatened. 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 other leaves of absence.

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 person, whenever possible, to ensure continuity employment 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 his or her job with an infected person who has not been deemed to pose a 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 will 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-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct that is 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 or suggestive comments, gestures, or physical contact or sexual advances. This includes 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 employment, 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.

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 supervisory student activities for which academic credit is given) may appear to be coercive and are discouraged. Even in the absence of coercion, 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.

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.

The University makes every effort to ensure that its policies and procedures are consistent with state and federal laws. The statements contained in this policy are intended to be a guide for the overall University community. The University reserves the right at any time to change, modify, or discontinue its policy at its discretion.
Privacy of Records
Nova University maintains a system of records that includes application forms, letters of recommendation, 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;
- dates of attendance;
- degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse to release 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 appeal to the local or state agency responsible for the records.

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

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

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1991-92 academic year are April 1, 1991, and May 1, 1992.

International Students
International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 541-6682, Ext. 5695. All others, call (305) 370-5685.

Veterans' Benefits
All programs described in this catalog are approved for the training of veterans and other eligible training 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, or telephone (305) 370-5685.

Veterans' Benefits for Off-Campus Graduate Programs
The Veterans Administration considers all programs that meet off-campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes.

The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

Standards of Progress for VA Students
A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 (or grade of B) each evaluation period (e.g., term, semester, quarter). He or she also must maintain satisfactory academic standards that meet off-campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

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

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

A VA student who, at the end of any evaluation period (e.g., term, semester, quarter), does not maintain satisfactory academic standards (3.0 GPA or better) will face a possible reduction in educational benefits. A VA student who, at the end of any evaluation period (e.g., term, semester, quarter), does not maintain satisfactory academic standards (3.0 GPA or better) will face a possible reduction in educational benefits.
Nova University
Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Leo Goodwin, Jr. Law Building at 3100 SW 9th Avenue, Fort Lauderdale. The library houses a growing library of instructional materials such as 16 mm films, videotapes, filmstrips, slide/tape presentations, audio tapes, and kits for student use. Full AV equipment services are also available through the department.

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 laboratory 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.

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

Computing Facilities

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

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 250,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova’s Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed more than 100,000 documents on microfiche.

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

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Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration (D.B.A.)
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 (20 majors)

Master's Degrees

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

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 (pre-law)
Life Sciences (pre-med)
Ocean Studies
Professional Management
Secondary Education
Bachelor of Arts (B.A.) in:
Liberal Arts

Master of Business Administration (M.B.A.) in:
Business Administration
Master of International Business Administration (M.I.B.A.) in:
International Business Administration
Master of Public Administration (M.P.A.) in:
Public Administration
Master of Science (M.S.) in:
Child and Youth Care Administration
Coastal Zone Management
Computer-Based Learning
Computer Education
Computer Information Systems
Computer Science
Education (20 majors)
Family Support Studies
Family Therapy
Gerontology
Health Services Administration
Human Resource Management
Human Services
Information Systems
Information Technology and Resource Management
Marine Biology
Mental Health Counseling
School Guidance
Speech-Language Pathology
Training and Learning
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
- Supplementary application
- Three admissions recommendation forms
- Two transcript request forms
- Financial aid survey form.
Graduate Admissions Application

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

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

Please send this completed form and your $30.00 check (application fee) payable to Nova University.

NOTE: All application material must be mailed directly to:
Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Expected starting date: __/__/____

Soc. Sec. #: __/__/____ Sex: ( ) Male ( ) Female Date of birth: __/__/____

Last Name ____________________________ M.I. ____________________________
First Name ____________________________ Maiden Name ____________________________
Legal/Permanent Address: Street and Number ____________________________
City ____________________________ State __________ Zip __________

Mailing Address While Attending Nova (local if applicable): City ____________________________
Street ____________________________ State __________ Zip __________

Emergency Contact:
Name ____________________________ Street and Number ____________________________
City ____________________________ State __________ Zip __________

Academic Goal: Check appropriate master's program

☐ Administration of Day Care, Preschool, and Early Education Programs
☐ Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth
☐ Family Support Studies
2. Previous positions. Please list previous employment in chronological order beginning with your present position.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer Name and Address</th>
<th>Brief Description of Responsibilities</th>
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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, keynote, etc.). Please attach 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:

Supplementary Application

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

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
Master's Programs in Child Care, Youth Care and Family Support
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457 or (800) 541-6682, Ext. 7457

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: __________________________________________________________
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
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314:

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<tr>
<th>Name of College/University</th>
<th>State</th>
<th>Date Started (Mo/Yr)</th>
<th>Date Ended (Mo/Yr)</th>
<th>Major Field</th>
<th>Degree</th>
<th>G.P.A.</th>
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Citizenship Status:

- U.S. citizen
- Non resident alien
- Resident alien

Do you require an I-20? Yes ______ No ______
If you have a visa, indicate status code ______
Country of citizenship ______
Native language ______

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

Check one of the following:

- Hispanic origin
- White (not of Hispanic origin)
- Asian or Pacific Islander
- Black (not of Hispanic origin)
- American Indian or Native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? Yes ______ No ______ If NO, in what program were you enrolled? ______

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? ______

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(s)):

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

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

Applicant's Signature ______

Due ______
As administrators, we somehow stand in the middle between service needs and accountability needs. There’s an old saying that when you stand in the middle of a highway you get hit by traffic going both ways. That is one of the issues we need to talk about.

The pressures on administrators and the middle management are tremendous. They’re real and they’re growing. As a result, we’re seeing more and more administrators bum out. We’re seeing more administrators begin to feel overwhelmed, begin to say, “I’ve put all my energy into trying to become an administrator, and now that I am one, let me tell you, it is not as rewarding and enjoyable as I thought it was going to be.”

In order to avoid the overwhelming and chronic stress that is part of our daily operation, administrators have developed their own ways of dealing with stress.

This reminds me of the story of the young youth care supervisor who stormed into the director’s office one day and said to the director, “Listen, when you hired me you told me that this was going to be a supportive system. I want to tell you, the leadership around here stinks. Nobody makes decisions.” The administrator says, “Calm down, you can handle this, George.” The staff around here is supposed to be supportive, but they’re rigid, righteous, and rejecting. There’s not much control in this setting.” The administrator says, “Calm down, you can handle this, George.” The supervisor again says, “We’re supposed to be taking care of eighty kids only, but we have

**For the administrators in our field, this process is filled with potential danger and much opportunity.**

The Child and Youth Care Administrator, FALL 1988
Conflict in Human Interaction

something like one hundred kids. We're not helping them, the problem is that it is really what our skills and efforts are all about.

I've been an administrator for 56 years at hospitals and private mental health facilities, and for the last 10 years, in a public mental health facility in Washington, DC. When I was trained during the 1950s, the theory for administration consisted of five basic skills. If you mastered those concepts, you could become an effective administrator. Almost magically you would be in charge, in control. You would be in the driver's seat. You'd be at the center of power. For nostalgia reasons, I'd like to review the five concepts that we were taught in the 1950s.

1. Authority — You had to be aware of your authority as a legitimate authority. Attributed authority is the role that you have in the organization. Authority is power to make a decision, power to implement and use the power and responsibility that's been assigned to you. We know that when we talk about authority, we want to find out who really has it in a system. Who does powerful authority? Who can walk on water. Getting your feet wet means you will be crucified. It was interesting to see the number of people who resisted, saying, "It's not my problem." I don't care here. Why should I clean other people's slops?

2. Accept the idea that your staff is important to you. You'll have to begin to assess what you're doing, or do you simply try to deny the whole idea of accountability?

3. The most important skill, and the one I'd like you to underline, is the idea that most systems have given rise to injuries that need to be healed. When you come into a system and want a leader who can calm troubled waters. Actually, they prefer a leader who can walk on water. Getting your feet wet means you will be crucified. In other words, when you come into a system, staff want to feel close to you. They want you to talk to them. They want you to network and then make example. In our society we want a leader who can calm troubled waters.
Conflict in Human Interaction — continued

Many of us administrators are people who like to help, like to nurture, like to care, like to enrich. We have compassion and believe that systems can be effective. Therefore, we'd like to do the other.

We also now have to look at our own realities. We all have more to do than we can possibly deliver. To step into this vacuum to give the staff the hope that we'll be able to deliver what they want is all about. They want to find a super rescuer to say “I can do it.”

But if there are forces beyond your control and you cannot deliver, then what happens? You become the fall…en, you become the one who let them down. Once again, however, time we talk about teachers behavior and the impact on child abuse. The data are clear. It has been documented over and over again that during stressful times a child can create feelings. Furthermore, if you are not trained, he can also create his behavior in you. You will end up managing his behavior even though your personality is not like that of the child.

Let me show you what I mean, and then let me translate it so that we can look at the child in terms of stress. Basically, what we're saying is that we each have expectations. We have certain ways of looking at ourselves that help us make sense out of the world. We make certain assumptions, then worry. We marry, we deal with our parents. All are stressful. Life is stressful. It's no different. Regardless of race, color, or creed. It doesn't matter, we still have to go through it. Furthermore, we have normal developmental issues that we have to struggle with.

Instead of accepting that we have experienced psychological stress. This reality has to do with being systematically reared. In other words, as we grow, we become an emotional being, not a rational being. Remember, feelings are more basic than our rational brain. It is only the frontal brain that has developed recently. Man is an emotional being, not rational.
Conflict in Human Interaction — continued

Suppose we have decided to take the first option, and that a staff member is in a stressful situation. Feelings are overwhelming and the staff member is behaving in such a way that it causes some difficulty. You should take this behavior and decode it. Work backward to that person's feelings. Show them that their feelings are causing their behavior. Show them that they are being had by their feelings. Be emotionally supportive and develop the ability to decode. Say I hear how angry you are, I realize how difficult it is, and what you are being asked to do. Support them.

"Until you know the pain of confronting your staff in a benign way, your staff is not going to learn."

As an administrator I feel the staff should have the option of using us as a sort of confessor. It is not unethical to say "I'd like to kill that kid! He is driving me crazy." Psychotherapy says if you can't do it in real life, do it in fantasy. Staff members need to be able to verbalize and drain off their frustrations.

One of the things that we have come across in the field is the concept of incontrollable behavior. This is something you need to read and learn about if you haven't already. It comes out of a cognitive, pre-social behavior model, that says instead of trying to stop a behavior, try to build behavior. Actually, when you look at intervention you are either spending your time reducing symptoms, reducing pathological states, or you are increasing skill. This is reflected by our language. We have to learn how to talk again. When verbalizing, describe what you want to eliminate. It is a different way of talking. Along with this is the whole idea of the psychology of praise. The field has been dominated by behaviorists over the last several years, and for very good reasons. They have offered us some very good skills that have proved effective. One of the things that behaviorists talk about is the importance of praise. Positive behavior is more effective than negative behavior. The complexity of praise is still not fully understood. Apparently, praise is what is left over once you describe behavior.

The next part I want to mention is benign confrontation. As an administrator and one who acknowledges crises in every little part of your system, you must have the ability to talk about painful things with the staff. Until you know the pain of confronting your staff in a benign way, your staff is not going to learn. Rather than have long administrative conferences with an individual staff member (unless it's a real crisis), I use a 2 minute benign eye message with the staff. Almost always, with this benign confrontation, people shut up. You give them the eye message and back off without creating more difficulties.

In dealing with staff problems, I have found that however you confront them, almost always you will get resistance. Then in a couple of days they come back with a response. Adults don't respond as quickly as children.

Conflict is inevitable. It is a daily constant that we must learn to manage. There are many people in our field who have the right attitude but do not have the right skills. How do you motivate and acknowledge these people? Finally, there are a few people in our system who love to upset the system through other people. They set other people up to act out their anger and frustrations on you. You need to recognize when this is happening. Helping others work through their problems is an exciting, complex, lifetime process.

For the administrators in our field, this process is filled with potential danger and much opportunity.
Recommendation Form

Master's Program for Child and Youth Care Administrators
Master's Program for Child 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: ________________________________
(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 to 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 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:
Signature __________________________________________________
Name (type or print) __________________________________________
Position ____________________________________________________
Address _____________________________________________________
street and number ____________________________________________
city __________ state __________ zip __________
Phone (_____) ______________________________________________
Date _________________________________________________________

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 on December 31, 1974, I DO_____ I DO NOT_____ waive the right to inspect and review this completed recommendation.

Social Security number ________________________________________
Applicant's signature _________________________________________
Recommendation Form

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

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Address of applicant: ________________________________________________
Street and Number
City State Zip

Telephone number of applicant: ( ____ ) ____________

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Please send to:

Name (type or print) ________________________________
Position ________________________________
Address street and number
City State Zip
Phone ( ____ ) ________________________________

Signature ________________________________
Date ________________________________

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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 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 on 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  
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 No. _ Date

PLEASE SEND _ COPIES TO NOVA UNIVERSITY

Indicate program applied for
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 in Family Support Studies

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C. My student identification number was ______

Thank you for your assistance.

Student: ____________________________ Sincerely,

Address: ____________________________

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Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
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 No. ___________ ___________ ___________ Date ___________

PLEASE SEND ___________ COPIES TO NOVA UNIVERSITY Indicate program applied for
Financial Aid Survey Form

Master's Program for Child and Youth Care Administrators
Master's Program for Child 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