1-1-1978

1978-1979 Nova University Bulletin for the Academic Year

Nova Southeastern University

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University Bulletin
for the Academic Year
1978-1979
Chartered by the State of Florida and accredited by the Southern Association of Colleges and Schools.

The Nova University Bulletin, 1978, Vol. 12, No. 1, December 1977. Published by Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Policies and programs set forth herein become effective January 1, 1978. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.
The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure
Chancellor
As participants in the education process, people are demanding more from their educational experience. They want theory—but related to practice; they want models—but relevant to their tasks. Both theory and practice are important. All of Nova's programs combine these elements—the acquisition of knowledge and its application to research and practice. With this orientation, the University is striving to improve the society in which we live.

The accelerated rate of change within the society is reflected in our universities as well as other institutions. For example, by the time this bulletin appears in print, some information may no longer be applicable—new courses will have been added, programs may have been added and some faculty and staff members may have changed.

Abraham S. Fischler
President
Degrees Offered

BACHELOR OF SCIENCE

Accounting
Community Services with specialties in
  Aging Studies
  Community Mental Health
Computer Technology
Criminal Justice
Early Childhood Education
Elementary Education
Finance
Management
Marketing
Political Science
Psychology
Public Affairs
Public Communications
Secondary Education
Sociology

MASTER OF ARTS IN TEACHING

Elementary Education
Elementary Education with specialty in
  Early Childhood Education
Reading
Specific Learning Disabilities
Secondary Education

MASTER OF SCIENCE

Administration and Supervision
Cell Biology with specialties in
  Biochemistry
  Experimental Oncology
  Microbiology
Child Care Administration
Counseling
Counseling with specialty in Gerontology
Computer Science

MASTER OF BUSINESS ADMINISTRATION

MASTER OF PUBLIC ADMINISTRATION

EDUCATIONAL SPECIALIST

Administration and Supervision
  School Psychology

DOCTOR OF BUSINESS ADMINISTRATION

DOCTOR OF EDUCATION

for Community College Faculty
  for Educational Leaders
  in Early Childhood Education
  in Vocational, Technical and Occupational Education

DOCTOR OF PHILOSOPHY

Behavioral Science with specialties in
  Developmental Psychology
  Educational Psychology
  Psychology of Behavioral Change
  Biological Science
  Ocean Sciences

DOCTOR OF PUBLIC ADMINISTRATION

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

1978

March 24
May 29
Tuesday
September 4
November 23, 24
December 22 noon
December 25 Monday
December 29 noon
January 1 Monday

Good Friday
Memorial Day
4th of July
Labor Day
Thanksgiving
Christmas
New Year's

1979

April 13
May 28
Wednesday
September 3
November 22, 23
December 24 noon
December 25 Tuesday
December 31 noon
January 1 Tuesday

Good Friday
Memorial Day
4th of July
Labor Day
Thanksgiving
Christmas
New Year's
Nova University is an institution of higher learning with programs leading to the Doctor of Philosophy in the behavioral, life, and ocean sciences. The Juris Doctor is offered in law. The Education Specialist degree is offered in education, both on-campus and in an off-campus format. The Master of Science degree is conferred in administration and supervision of educational systems, biochemistry, counseling and guidance, computer science, elementary education, exceptional child education, experimental oncology, gifted child education, learning technology, microbiology, reading, visiting teacher education. The Master of Arts degree is offered in elementary education, exceptional child education, early childhood education, reading, and secondary education. A number of degrees are offered in an off-campus format: the Doctor of Education in elementary and secondary school administration; in community college education; and in vocational, technical and occupational education, as well as the Doctor of Public Administration and the Doctor of Education in early childhood education. At the Masters level the University also offers in an off-campus format, degrees in public administration, child care administration, human resource management, and business administration. Both Masters and Bachelors degrees are offered in criminal justice in off-campus programs.

Through Nova College, the Center for Undergraduate Studies, the University offers the following baccalaureate degrees: the Bachelor of Science in community services, criminal justice, psychology, sociology, political science, public affairs, accounting, finance, management, marketing, early childhood education, elementary education, secondary education, public communications, and computer technology.

Research is directed toward the solution of problems that are of immediate concern to mankind. Because these problems are generally interdisciplinary in nature, the University is organized into research and study centers, each of which contains a group of closely related academic disciplines.

The University comprises the Behavioral Sciences Center, the Life Sciences Center, the Ocean Sciences Center, the Center for Higher Education, the National Center for School Leadership
Development, the Center for Public Affairs and Administration, the Law Center, and Nova College/The Center for Undergraduate Studies, and The School Center of Nova University. Each center represents a group of related disciplines: the Behavioral Sciences Center for the study of man and his systems of education and self-fulfillment; the Life Sciences Center where research is conducted in biological science; the Ocean Sciences Center for the study of physical, biological and chemical processes in the ocean; the Law Center to examine the problem-solving functions performed by law in the personal, business, and governmental areas; and the off-campus doctoral and masters degree programs which offer, in a cluster format, non-traditional graduate programs in education, public administration, business management and criminal justice for working executives and professionals throughout the country; Nova College which offers baccalaureate degrees in a unique on-campus format to facilitate the continuing education of working individuals; The School Center of Nova University which serves as a demonstration and training center for prospective and in-service teachers. As new programs become established they will either develop as independent centers or be assigned to existing centers.

The Nova University faculty is a community of scholars with diverse educational and research backgrounds. Faculty members, postdoctoral fellows and students work together in conducting research projects designed to meet professional responsibilities in a constantly changing society.

It is the philosophy of Nova University that, given basic information, the learning process achieves its greatest fruition in the dialogue between the student and the professor concomitantly engaged in research projects. All research and teaching activities are oriented to the self-directed student who is capable of translating his academic accomplishments into professional performance.

An exceptionally high degree of student-teacher interaction is effected in both the academic and research programs. Considerable emphasis is placed on individualized programs of study for doctoral students at Nova University. In conjunction with his faculty committee, each student designs a personalized program which will offer him the greatest opportunity for development in his specialty.

Nova University is independent, nonsectarian, nonprofit and racially nondiscriminatory. It was chartered in 1964 as an institution for graduate study and research in science and technology. Three years later, the first group of students was accepted into the doctoral programs in oceanography and science education.

The University was accredited in 1971 by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states.

In 1970 Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and Old Westbury, Long Island.

University Campus Nova University is located on a 200-acre site west of Fort Lauderdale and Hollywood, two of the principal coastal cities in South Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways including the Sunshine State Parkway. The climate is subtropical and the average year-round temperature is 75 degrees.

Nova University is situated in close proximity to Broward Community College and to the Nova complex of elementary, middle and high schools.

Administrative offices, the Center for Public Affairs and Administration and the Behavioral Sciences Center are located in the Mailman-Hollywood Building. This three-story structure houses the Behavioral Sciences Library, a 200-seat auditorium, a computer center, seminar rooms, classrooms, self-study rooms, administrative offices, the Behavioral Science Clinic and the Institute of Child-Centered Education. The Learning Technology Laboratory, including radio and television studios for producing audiotapes, videotapes and films is also located in the Mailman-Hollywood Building. The Louis W. Parker Physical Sciences Building houses the Life Sciences Center and the Leo Goodwin Institute for Cancer Research as well as the Life Sciences Library, additional administrative offices and the Nova University printing facilities. Temporarily the Law Center is in the Parker Building. At present the Rosenthal Building houses the administrative offices of The Center for Higher Education, the National Center for School Leadership Development and Nova College/The Center for Undergraduate Studies. The Ocean Sciences Center is located on the Intracoastal Waterway at Port Everglades approximately ten miles from the main campus. The Dr. Charles and Hamilton Forman Building, on this eight-acre site contains machine shops, laboratories, computer rooms, library and offices. Temporary facilities provide additional laboratory and office space. A boat basin accommodates research vessels and a houseboat containing offices and meeting rooms.
The University School is located on 17 acres of university land. The main building is a single story structure of 20,370 square feet with a library and media resources center, classrooms, offices and a large combination auditorium, gymnasium, cafeteria. The University School complex includes four tennis courts, three swimming pools and several playing fields that are shared by university students, faculty and staff.

Campus Housing Nova University's Davie Living Complex for students is located on the main campus. The housing complex consists of three 3-story buildings of 30 apartment units each. The apartments are serviced by a central air conditioning and heating system with individual temperature controls.

Ample parking space is available. A coin-operated laundry is located in each apartment building. There is also an outdoor patio with barbecue facilities and a fenced and equipped children's play area. Descriptive brochures are available upon request from the Director of Housing, Room 301, Mailman-Hollywood Building.

Media Resources Each research center on the Nova University campus has a library designed to serve the students and faculty in that center. The Behavioral Sciences Library is located in the Mailman-Hollywood Building on the main campus. A collection of books and periodicals in the disciplines of education and the social sciences is housed in a modern facility that includes individual study carrels and a media room.

The Life Sciences Library is located in the Parker Physical Sciences Building on the main campus. This collection of books and journals reflects the teaching and research efforts of the Life Sciences Center. It emphasizes chemistry, biology and the physical sciences.

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

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

The Law Library is housed in the Parker Building. It consists of highly specialized law-related reference materials providing complete coverage of all federal and state appellate court reports, statutes, digests, indexes, federal administrative agencies reports, legal encyclopedias, dictionaries, periodicals and treatises that constitute a substantial research collection for the faculty and student body of the Law Center.

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

All university libraries provide learning materials in media formats as well as in print. The Learning Technology Laboratory, located in the Mailman-Hollywood Building, provides complete media equipment acquisition and maintenance and is responsible for production of learning materials in all media formats.

Computing Facilities The Computing Center provides data processing facilities and services for meeting the instructional, research and administrative needs of the University. The central site facility is located on the main campus in the Mailman-Hollywood Building. Access to the facilities of the Center is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.
The Behavioral Sciences Center is an interdisciplinary center concerned with the study of man and his behavior. The Center, which opened in 1967, is located in the Mailman-Hollywood Building. The degree of Doctor of Philosophy in Behavioral Science is offered with specialties in Developmental Psychology, Educational Psychology and the Psychology of Behavioral Change. Within the Behavioral Sciences Center are various institutes and programs that function independently of the Ph.D. Programs.

Behavioral Sciences Clinic The Behavioral Sciences Clinic is the division of Nova University that integrates training and research activities for students in an applied setting. These activities occur in conjunction with providing service to the community thru an out-patient mental health setting located on the Nova campus. The Behavioral Sciences Clinic comprises three components: The Children’s Assessment and Treatment Program, The Developmental Outreach Program, and the Nova Psychological and Learning Disability Clinic. Each of these components interacts and cooperates to provide unified mental health services for the full spectrum of age ranges within the community. The type of psychological services being offered by the Clinic to persons with learning or adjustment problems includes individual and group psychotherapy, marriage and family counseling, psychological and learning disability assessment, training in parenting skills and biofeedback treatment for psychosomatic disorders.

Living and Learning Center The Living and Learning Center is oriented toward the youth with behavioral problems including delinquency and emotional disturbance. The Center is primarily concerned with research oriented toward methods of dealing with such youth, particularly in the area of finding more effective and efficient treatment models. Also, the Center provides a site for training and for practicum experiences and offers consultative services to agencies.
Principal current efforts include the development of a foster parent training model and the operation of the Children's Assessment and Treatment Program.

Institute of Child-Centered Education The Institute of Child-Centered Education is a consortium of all Nova University programs which focus on Early Childhood. Its membership includes representatives from many different programs within and outside of the Behavioral Sciences Center. The purpose of the Institute is threefold:

1. To assess needs and initiate programs and investigations relating to Early Childhood.
2. To coordinate the activities of centers and programs within the university that relate to Early Childhood.
3. To develop and disseminate publications and materials relating to Early Childhood.

Additional Study Facilities The School Center of Nova University comprises The University School, Laurel School for learning disabilities and the Reading Clinic which provide graduate students with sites for research studies, internships and practicums.

Management and Public Service The Behavioral Sciences Center and the Center for Public Affairs and Administration are jointly offering the Master of Science degree in Management and Public Service. The degree program is designed in a cluster format for participants employed by local, state, federal, and other government and community service agencies. The program combines the skills and tools of the behavioral scientist with those of the management expert to provide career development training to participants in community and public services, whose career goals are either in direct services or in management. Current specialities are General Management, Social Services, Manpower and Employment Security, and Health Services.

During the first year a common core of 18 credit hours is offered. Subsequent specialization is accomplished through 18 credit hours of workshops and a major paper providing a clinical analysis of aspects of the participant's job.

Complete details of the Master's Degree in Management and Public Service are contained in the Public Affairs and Administration section of the Bulletin.
## Behavioral Sciences Center
### Academic Calendar 1978-1979

### SPRING 1978

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<td>Mon. Jan. 23</td>
<td>Registration for MASTERS and Ph.D. PROGRAMS.</td>
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<td>Mon. Feb. 6</td>
<td>Classes begin for Spring Semester. Last day for completing regular</td>
</tr>
<tr>
<td></td>
<td>registration and payment of fees. Fee for late registration is $30.00</td>
</tr>
<tr>
<td>Fri. Feb. 10</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri. Feb. 17</td>
<td>Last day for adding courses.</td>
</tr>
<tr>
<td>Mon. Feb. 20</td>
<td>End of 80% refund period.</td>
</tr>
<tr>
<td>Mon. Feb. 27</td>
<td>End of 60% refund period.</td>
</tr>
<tr>
<td>Mon. Mar. 6</td>
<td>End of 40% refund period.</td>
</tr>
<tr>
<td>Mon. Mar. 6</td>
<td>End of 20% refund period.</td>
</tr>
<tr>
<td>Mon. Apr. 3</td>
<td>Classes resume after spring recess.</td>
</tr>
<tr>
<td>Fri. May 26</td>
<td>Spring Semester ends.</td>
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<tr>
<td>Mon. May 29</td>
<td>Memorial Day holiday. University offices closed.</td>
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<td>Tues. May 30</td>
<td>Registration for MASTERS PROGRAMS.</td>
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<tr>
<td>Mon. June 12</td>
<td>Classes begin for Summer Session, MASTERS PROGRAM. Last day for</td>
</tr>
<tr>
<td></td>
<td>completing regular registration and payment of fees. Fee for late</td>
</tr>
<tr>
<td></td>
<td>registration is $30.00 after this date.</td>
</tr>
<tr>
<td>Fri. June 22</td>
<td>Last day for changing courses.</td>
</tr>
<tr>
<td>Fri. June 23</td>
<td>End of 50% refund period.</td>
</tr>
<tr>
<td>Fri. June 30</td>
<td>End of 25% refund period.</td>
</tr>
<tr>
<td>Fri. July 21</td>
<td>Summer Session ends for MASTERS PROGRAM.</td>
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<td>Mon. Aug. 14</td>
<td>Registration for MASTERS and Ph.D. PROGRAMS.</td>
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<td>Mon. Aug. 28</td>
<td>Classes begin, Fall Semester. Last day for completing regular</td>
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<td></td>
<td>registration and payment of fees. Fee for late registration is $30.00</td>
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<tr>
<td>Tues. Sept. 5</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri. Sept. 8</td>
<td>Last day for adding courses.</td>
</tr>
<tr>
<td>Mon. Sept. 11</td>
<td>End of 80% refund period.</td>
</tr>
<tr>
<td>Mon. Sept. 18</td>
<td>End of 60% refund period.</td>
</tr>
<tr>
<td>Mon. Sept. 25</td>
<td>End of 40% refund period.</td>
</tr>
<tr>
<td>Mon. Oct. 2</td>
<td>End of 20% refund period.</td>
</tr>
<tr>
<td>Thurs. Nov. 23</td>
<td>Thanksgiving Holiday. University offices closed.</td>
</tr>
<tr>
<td>Fri. Nov. 24</td>
<td></td>
</tr>
<tr>
<td>Fri. Dec. 15</td>
<td>Fall Semester ends for MASTERS PROGRAM.</td>
</tr>
<tr>
<td>Fri. noon Dec. 22</td>
<td>Christmas Holiday. University offices closed.</td>
</tr>
<tr>
<td>Mon. Dec. 25</td>
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### SPRING 1979

<table>
<thead>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Mon. Dec. 11</td>
<td>Registration for MASTERS and Ph.D. PROGRAMS.</td>
</tr>
<tr>
<td>Tues. Jan. 2</td>
<td>Classes begin for Spring Semester. Last day for completing regular</td>
</tr>
<tr>
<td></td>
<td>registration and payment of fees. Fee for late registration is $30.00</td>
</tr>
<tr>
<td>Tues. Jan. 9</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri. Jan. 12</td>
<td>Last day for adding courses.</td>
</tr>
<tr>
<td>Tues. Jan. 16</td>
<td>End of 80% refund period.</td>
</tr>
<tr>
<td>Tues. Jan. 23</td>
<td>End of 60% refund period.</td>
</tr>
<tr>
<td>Tues. Jan. 30</td>
<td>End of 40% refund period.</td>
</tr>
<tr>
<td>Tues. Feb. 6</td>
<td>End of 20% refund period.</td>
</tr>
<tr>
<td>Fri. Apr. 13</td>
<td>Good Friday holiday. University offices closed. Spring recess begins.</td>
</tr>
<tr>
<td>Mon. Apr. 23</td>
<td>Classes resume after spring recess.</td>
</tr>
<tr>
<td>Fri. Apr. 27</td>
<td>Spring Semester ends.</td>
</tr>
<tr>
<td>Mon. May 28</td>
<td>Memorial Day holiday. University offices closed.</td>
</tr>
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MASTER'S PROGRAMS

Master of Science
ADMINISTRATION AND SUPERVISION
COMPUTER SCIENCE
COUNSELING AND GUIDANCE
with majors in:
Counseling—specialty offered in Gerontology
Psychometry
School Guidance
School Psychology
ELEMENTARY EDUCATION
with majors in:
Early Childhood Education
Elementary Education
Exceptional Child Education
The Gifted Child
Reading
Visiting Teacher
EXCEPTIONAL CHILD EDUCATION
with specialties in:
Emotional Disturbance and Social Maladjustment
Mental Retardation
Motor Disabilities
Specific Learning Disabilities
Varying Exceptionalities
LEARNING TECHNOLOGY

Master of Arts in Teaching
ELEMENTARY LEVEL
with specialties in:
Early Childhood
Elementary Education
Reading
Specific Learning Disabilities
SECONDARY LEVEL

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

1. A baccalaureate degree, granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. General aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Scores must be mailed directly to Nova University from the Educational Testing Service.

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

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

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

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

Fee Schedule For 1978-79
Application fee (nonrefundable) $15
Registration fee (per semester) $15
Tuition fee (per credit hour) ........................................... $80
Credit by proficiency examination
(per credit hour) .................................................... $15
Thesis cost (varies with method of binding
and type of thesis) ................................................ $60
Graduation fee (includes diploma) ......................... $15

The cost of books, lab fees and other materials ranges from $10 to $45 per course.

The cost of books and materials and lab fees are variable. Additional information is available from the Program Director.

Master's Degree Requirements A student must complete all required courses for the degree chosen. Master's degree programs require a minimum of 36 hours of graduate credit. After completion of four courses at Nova University with a 3.25 grade point average or better, the student becomes eligible for admission as a candidate for the master's degree. His application is then reviewed by a faculty committee. Following admission, the student must file a master's matriculation form with the Registrar's Office. This form lists the entire program for the student and is to be completed by the student's advisor.

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

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

SUMMARY OF PROCEDURE FOR A MASTER'S DEGREE CANDIDATE:
1. Completion of the master's matriculation form. Filing of graduation form with the Registrar's Office at the time of registration for the student's final semester of course work.
2. Clearance with the library.
3. Clearance with the Comptroller's Office.
4. Clearance with the Registrar's Office.

A candidate is expected to complete course work and the thesis or practicum in four years. The University reserves the right to withdraw the matriculation status of a student who does not fulfill this time requirement, and it also reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 3.25.

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

Grading System for Master's Program Grades in all course work are assigned to the following system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ACHIEVEMENT RATING</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>I-F</td>
<td>Incomplete-Failure</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Needs to Repeat Course</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass (thesis, practicum and selected courses)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Grades "T", "W", "P", and "NR" are not used in computing the grade point average.

Tuition Payment Policy The following is the University policy on tuition payment and tuition refund:
1. All students must pay a registration fee of $15.00 each semester.
2. All graduating students must pay a graduation fee of $15.00.

3. Students are expected to pay tuition in full at the time of registration. In unusual circumstances and for compelling reasons tuition may be temporarily deferred. Such deferral may not extend beyond the end of the term for which tuition was originally deferred. A promissory note is executed on all deferred tuition by the assistant comptroller for accounts receivable.

4. A student may not re-register for additional courses if there is an outstanding balance against previous tuition.

Tuition Refund Policy Any student in good standing wishing to withdraw because of illness or some other satisfactory reason must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which the written notice is received at the Registrar's Office.

1. No part of the application fee or the registration fee will be refunded upon withdrawal.

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

3. The semester is deemed to begin on the day classes begin.

4. The refundable percentage of total tuition for the summer session (paid or due) will be computed in accordance with the following schedule:
   - Prior to the first class meeting: 100%
   - First week of summer session: 75%
   - Second week of summer session: 50%
   - Third week of summer session: 25%
   - No refund will be granted after the third week of the summer session.

Master of Science in Administration and Supervision of Educational Systems

This program is designed to produce administrators with special competencies in the mobilization of fiscal and nonfiscal resources, and in the development, planning, establishment and operation of educational systems.

REQUIRED COURSES

At least three of the following Administration Courses:
- AS 500 Educational Resource Development
- AS 505 Evaluation for Administrators
- AS 510 Diffusion and Adoption of Educational Innovations
- AS 515 Administration and Supervision of Educational Systems
- AS 516 School Administration and the Law
- AS 520 Professional Seminar in Administration and Supervision of Educational Systems
- AS 525 Human Relations in Educational Change
- AS 560 Negotiations in Education for Today's Schools
- AS 561 School and Community Relations

At least two of the following Supervision Courses:
- AS 508 Supervision and Labor Relations
- AS 509 Clinical Supervision of Teachers
- AS 550 Supervision of School Personnel

At least four of the following Curriculum Courses:
- CU 500 Modern Curriculum Design
- CU 510 Survey of Educational Innovation
- CU 515 Design of Learning Materials
- CU 518 Selection and Evaluation of Learning Materials
- CU 520 Computers in Education
- CU 530 Measurement and Evaluation of Educational Systems
- CU 540 Research in Educational Systems
- CU 545 Educational Theory into Practice

Other courses may be substituted for the above with the approval of the faculty advisor.

Three or six credits of the following:
- AS 588 Practicum in Educational Administration and Supervision
- AS 700 Administrative Internship

...
All of the following:
RS 501* Quantitative Methods I
RS 502* Quantitative Methods II

Sufficient electives to total 36 credits.

Master of Science in Computer Science

By the choice of suitable electives this program will prepare students to enter one or more of four principal applications areas of: business data processing, scientific computing, computer vendor services, and computer center administration.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 610</td>
<td>Advanced Fortran and Introduction to Numerical Analysis</td>
</tr>
<tr>
<td>CS 612</td>
<td>Information Structures</td>
</tr>
<tr>
<td>CS 614</td>
<td>Systems Analysis Design I</td>
</tr>
<tr>
<td>CS 620</td>
<td>Systems Analysis Design II</td>
</tr>
<tr>
<td>or CS 621</td>
<td>Introduction to Operations Research**</td>
</tr>
<tr>
<td>CS 622</td>
<td>Data Management Systems</td>
</tr>
<tr>
<td>CS 624</td>
<td>Assembly Language Programming</td>
</tr>
<tr>
<td>CS 626</td>
<td>PL/1 and Other Higher-level Languages</td>
</tr>
<tr>
<td>CS 628</td>
<td>Introduction to Operating Systems Design</td>
</tr>
</tbody>
</table>

At least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 630</td>
<td>Programming with APL</td>
</tr>
<tr>
<td>CS 632</td>
<td>Data Acquisition Systems and Real-time</td>
</tr>
<tr>
<td>CS 634</td>
<td>Applications Programming Practicum</td>
</tr>
<tr>
<td>CS 636</td>
<td>Research Topics</td>
</tr>
<tr>
<td>CS 638</td>
<td>CAI Practicum</td>
</tr>
</tbody>
</table>

The balance of the student's program may be selected from approved electives.

* Applicants for this program may take an examination to test out of these courses. Those courses that are not accomplished by an examination must be taken concurrently with other courses in the program.

** If not taken in lieu of CS 620, this course will be an elective.

Master of Science Programs in Counseling and Guidance

Major in Counseling This program is designed for those who wish to improve their interpersonal counseling skills, but who do not plan to work in a school situation.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS 501</td>
<td>Quantitative Methods I</td>
</tr>
<tr>
<td>RS 502</td>
<td>Quantitative Methods II</td>
</tr>
<tr>
<td>RS 520</td>
<td>Group Testing in Guidance</td>
</tr>
<tr>
<td>CG 501</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>HB 510</td>
<td>The Learning Process</td>
</tr>
<tr>
<td>HB 530</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>HB 550</td>
<td>Group Processes</td>
</tr>
<tr>
<td>HB 560</td>
<td>Personality and Psychotherapy</td>
</tr>
<tr>
<td>HB 570</td>
<td>Behavior Modification</td>
</tr>
</tbody>
</table>

The balance may be selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 501</td>
<td>Child Development</td>
</tr>
<tr>
<td>HB 502</td>
<td>Adolescence and Beyond</td>
</tr>
<tr>
<td>HB 521</td>
<td>Motivation</td>
</tr>
<tr>
<td>HB 587</td>
<td>Sociology of Deviant Behavior</td>
</tr>
<tr>
<td>CG 510</td>
<td>Career Development</td>
</tr>
<tr>
<td>CG 520</td>
<td>Marriage and Family Counseling</td>
</tr>
<tr>
<td>CG 525</td>
<td>Individual Intelligence Testing</td>
</tr>
<tr>
<td>CG 530</td>
<td>Introduction to Projective Techniques</td>
</tr>
<tr>
<td>CG 550</td>
<td>Advanced Topics in Counseling and Guidance</td>
</tr>
<tr>
<td>EP 560</td>
<td>Disadvantagement in Children/Survey of Exceptionalities</td>
</tr>
<tr>
<td>EP 571</td>
<td>Etiology of Learning Disabilities</td>
</tr>
<tr>
<td>EP 573</td>
<td>Programming in Learning Disabilities</td>
</tr>
<tr>
<td>CG 588</td>
<td>Counseling Practicum</td>
</tr>
</tbody>
</table>

* Applicants for this program may take an examination to test out of these courses. Those courses that are not accomplished by an examination must be taken concurrently with other courses in the program.

** If not taken in lieu of CS 620, this course will be an elective.
Specialty in Gerontology This program is designed for those who wish to improve their interpersonal counseling skills and who plan to work with the aged.

REQUIRED COURSES
RS 501  Quantitative Methods I  
RS 502  Quantitative Methods II  
HB 550  Group Processes  
HB 560  Personality and Psychotherapy  
HB 570  Behavior Modification  
HB 540  Aging I  
HB 541  Aging II  
HB 510  The Learning Process  
HB 586  Social and Cultural Factors in Aging  
CG 501  Counseling Psychology  
CG 588  Practicum  
CG 589  Practicum  

Major in Psychometry The program in psychometry prepares one to administer, score and interpret individual and group educational and psychological tests.

REQUIRED COURSES
RS 501  Quantitative Methods I  
RS 502  Quantitative Methods II  
RS 520  Group Testing in Guidance  
CG 501  Counseling Psychology  
CG 525  Individual Intelligence Testing  
CG 530  Introduction of Projective Techniques  
HB 530  Abnormal Psychology  
EC 554  Assessment in Reading  
EC 556  Educational Assessment for Exceptional Children  
HB 560  Personality and Psychotherapy  
HB 570  Behavior Modification  

The balance of student's program may be selected from the following courses:
RS 545  Advanced Topics  
EP 560  Disadvantagement in Children/Survey of Exceptionalities  
EP 571  Etiology of Learning Disabilities  

Major in School Guidance Those who desire to obtain certification to work as a school guidance counselor should take the following course of studies:

REQUIRED COURSES
RS 501  Quantitative Methods I  
RS 502  Quantitative Methods II  
RS 520  Group Testing in Guidance  
CG 501  Counseling Psychology  
CG 510  Career Development  
CG 515  Principles of Counseling and Guidance  
HB 530  Abnormal Psychology  
HB 550  Group Processes  
HB 560  Personality and Psychotherapy  
HB 570  Behavior Modification  
CG 588  Counseling Practicum*  

The balance of the student's program may be selected from the following courses:
HB 501  Child Development  
HB 502  Adolescence and Beyond  
HB 510  The Learning Process  
HB 521  Motivation  
HB 587  Sociology of Deviant Behavior  
EP 560  Disadvantagement in Children/Survey of Exceptionalities  
EP 571  Etiology of Learning Disabilities  
EP 573  Programming in Learning Disabilities  
CG 520  Marriage and Family Counseling  
CG 525  Individual Intelligence Testing  
CG 530  Introduction to Projective Techniques  
CG 550  Advanced Topics in Counseling and Guidance  
CG 589  Counseling Practicum  

*An additional 3-hour practicum may be required of those students who do not hold a current teaching certificate.
Major in School Psychology  This specialty prepares one to obtain certification as a school psychologist within the State of Florida. This is a 60 semester-hour program.

REQUIRED COURSES
RS 501  Quantitative Methods I
RS 502  Quantitative Methods II
RS 520  Group Testing in Guidance
HB 510  The Learning Process
HB 530  Abnormal Psychology
HB 550  Group Processes
HB 560  Personality and Psychotherapy
HB 570  Behavior Modification
CG 501  Counseling Psychology
CG 525  Individual Intelligence Testing
CG 530  Introduction to Projective Techniques
EC 556  Educational Assessment for Exceptional Children
SP 588  School Psychology Practicum

The balance of the student's program may be selected from the following courses:
RS 545  Advanced Topics
HB 501  Child Development
HB 502  Adolescence and Beyond
HB 587  Sociology of Deviant Behavior
CG 520  Marriage and Family Counseling
EP 560  Disadvantagement in Children/Survey of Exceptionalities
ELE 570  The Reading Process
ELE 572  Reading Methods
CU 500  Modern Curriculum Design
CU 510  Survey of Educational Innovation
CU 551  Classroom Organization and Management
AS 515  Administration and Supervision of Educational Systems
AS 525  Human Relations in Educational Change

Master of Science in Elementary Education

The Master of Science Degree in Elementary Education is designed for teachers with a Rank III certificate in elementary education who would like to specialize in early childhood, gifted, reading, or visiting teacher. The minimum requirement for any elementary education major is thirty-six hours. Students with a bachelor's degree from an accredited college or university who do not hold a Rank III certificate in education may complete a major in elementary education with 36 hours of course work and 6 hours of practice teaching, or may be eligible for a specialization upon taking additional courses as specified.

Major in Early Childhood Education  The Master's Degree in Early Childhood Education is designed for students with a Rank III certificate or certified elementary teachers who plan to specialize in pre-primary education or work as specialists in the area of early childhood. Graduates will be able to assume positions as supervisors, directors, teachers or team members in early childhood programs and will be eligible for a Rank II certificate in early childhood.

REQUIRED COURSES
HB 501  Child Development
RS 501  Quantitative Methods
ELE 570  The Reading Process
EC 552  Assessment in Early Childhood
EC 580  Speech and Language Development in Early Childhood
EC 528B  Workshop in Early Childhood
EP 560  Disadvantagement in Children/Survey of Exceptionalities
EC 588E  Practicum in Early Childhood
EC 589E  Practicum in Early Childhood
ELE 575  Children's Literature
The balance of the student's program may be selected from the following courses:

ELE 572 Reading Methods
CU 514 Utilization of Multi-Sensory Materials
CU 515 Design of Learning Materials
EP 571 Etiology of Learning Disabilities
HB 570 Behavior Modification
HB 510 Learning Process
CU 551 Classroom Organization and Management

PRACTICUM FOR EARLY CHILDHOOD (6 sem. hours)
The practicum in Early Childhood is developed in accordance with the special needs of the student. A student who enters the program without certification on the early childhood or elementary level must be involved in a practicum which includes a minimum of 60 hours in the classroom under direct supervision of a certified teacher. In addition, the student must conduct an investigation or develop a product which will make a contribution in the early childhood field. The student who is already certified in early childhood or in elementary education and has had classroom experience with the very young child must develop and test an original and utilitarian product. This product could be related to personnel training, pupil or problem diagnosis, teacher-student or institutional evaluation, or curriculum. A written proposal for the practicum and final report on the practicum must be submitted to and approved by the student's advisor and must be placed on file in the Registrar's Office.

Major in Elementary Education
The Master of Science in Elementary Education is open to all students with a Bachelor's or higher degree from an accredited college or university.

REQUIRED COURSES
ELE 575 Children's Literature
ELE 528A Workshop in Individualized Instruction/Elementary Level
ELE 509 Medical Basics for Educators
ELE 541 Creativity in Elementary School Curriculum
ELE 570 Reading Process
CU 515 Design of Learning Materials
EP 571 Etiology of Learning Disabilities
HB 501 Child Development

Major in Exceptional Child Education
Open to all students holding a Bachelors Degree from an accredited college or university. The State of Florida does not offer teacher certification in this major.

REQUIRED COURSES
HB 535 Foundations of Education from a Sociological Point of View
EP 560 Disadvantage in Children/Survey of Exceptionalities
EC 580 Speech and Language Development in Early Childhood
HB 501 Child Development
ELE 570 The Reading Process
ELE 572 Reading Methods
ELE 528A Workshop in Individualized Instruction/Elementary Level
ELE 575 Children's Literature
EC 552 Assessment in Early Childhood
ELE 541 Creativity in Elementary School Curriculum
RS 501 Quantitative Methods
EP 590 Practicum in Exceptional Child Education (6 hrs.)

Student is required to spend a minimum of 120 hours as an intern in an Exceptional Child Setting. In addition, he or she must develop a product or conduct an investigation relating to the Exceptional Child.

Major in The Gifted Child
Open to all students holding a Bachelors Degree from an accredited college or university. The State of Florida does not offer teacher certification in this major.

REQUIRED COURSES
HB 501 Child Development
HB 502 Adolescence and Beyond
The balance of the student's program may be selected from the following courses:

EC 580  Speech and Language Development  
ELE 575  Children's Literature  
AS 509  Clinical Supervision of Teachers  
CU 515  Design of Learning Materials  
CU 514  Utilization of Multi-Sensory Materials  
EP 573  Programming in Learning Disabilities  
CU 551  Classroom Organization and Management

Major in Visiting Teacher  This program is designed for teachers with Rank III certification who wish to specialize as a Visiting Teacher and meet requirements for Rank II certification.

REQUIRED COURSES  
AS 561  School and Community Relations  
CG 501  Counseling Psychology  
EC 556  Assessment in Early Childhood  
HB 501  Child Development  
HB 502  Adolescence and Beyond  
HB 510  Learning Process  
HB 570  Behavior Modification  
RS 501  Quantitative Analysis I  
VT 588  Practicum in Social Welfare or Child Care

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

CU 515  Design of Learning Materials  
CU 518  Selection and Evaluation of Learning Materials  
ELE 541  Creativity in Elementary School Curriculum  
EP 560  Disadvantagement in Children/Survey of Exceptionalities  
HB 521  Motivation  
HB 530  Abnormal Psychology
Master of Science in Exceptional Child Education

The Master of Science Degree Program in Exceptional Child Education is designed for teachers with a valid Florida Rank III Certificate in Elementary Education who wish to specialize in:

1. Specific Learning Disabilities
2. Varying Exceptionalities
3. Emotional Disturbance
4. Mental Retardation
5. Motor Disabilities

Students satisfying the program requirements within the area of specialization will be eligible for Florida Rank II certification in that area.

In some of the specialty areas the program requirements exceed the thirty-six (36) credit hours normally required for a Master of Science degree. These requirements are an indication of the competency the student is expected to demonstrate in his area of specialization. Based upon professional experience and/or prior academic training most students will have satisfied some of the course requirements indicated. In these instances an individualized thirty-six (36) credit hour program will be developed.

Those students who hold a bachelor's degree from an accredited college or university but do not have valid Florida certification may be accepted into the program. Such applicants will be required to undertake additional courses in the area of professional educational preparation to meet minimum certification requirements. Students in this category will require special guidance as to those additional courses to be undertaken. Contact the Office of the Registrar, Teacher Certification Section.

Persons holding valid Florida certification in fields other than exceptional child education who wish to gain certification in those specialities may enroll as non-degree seeking special students. Applicants in this category should consult with the Teacher Certification Section, Office of the Registrar.

Specialty in Emotional Disturbance and Social Maladjustment

The specialty in Emotional Disturbance and Social Maladjustment is designed for students with a Rank III Certificate in this or another field who plan to work with the emotionally disturbed or socially maladjusted child.

REQUIRED COURSES

CU 518 Selection and Evaluation of Learning Materials  
ELE 575 Children's Literature  
EC 580 Speech and Language Development in Early Childhood  
ELE 528A Workshop in Individualized Instruction/Elementary Level  
ELE 570 The Reading Process  
ELE 572 Reading Methods  
EP 529 Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child  
EP 530 Workshop in Classroom Management Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child  
EP 556 Educational Assessment for Exceptional Children  
EP 560 Disadvantaged in Children/Survey of Exceptionalities  
EP 588C Practicum in Emotional Disturbance  
EP 589C Practicum in Emotional Disturbance  
HB 501 Child Development  
HB 502 Adolescence and Beyond  
HB 570 Behavior Modification  
RS 501 Quantitative Methods I

Specialty in Mental Retardation

The specialty in Mental Retardation is designed for students with a Rank III Certificate in this or another field who plan to work with the educable mentally retarded or the trainable mentally retarded.

REQUIRED COURSES

EC 580 Speech and Language Development in Early Childhood  
ELE 528A Workshop in Individualized Instruction/Elementary Level
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 580</td>
<td>Speech and Language Development in Early Childhood</td>
</tr>
<tr>
<td>ELE 528A</td>
<td>Workshop in Individualized Instruction/Elementary Level</td>
</tr>
<tr>
<td>ELE 541</td>
<td>Creativity in Elementary School Curriculum</td>
</tr>
<tr>
<td>EP 501</td>
<td>Biological, Psychological and Sociological Foundations of Mental Retardation</td>
</tr>
<tr>
<td>EP 502</td>
<td>Biological, Psychological and Social Foundations of Motor Disabilities</td>
</tr>
<tr>
<td>EP 504</td>
<td>Workshop in Intellectual Disabilities</td>
</tr>
<tr>
<td>EP 505</td>
<td>Biological and Medical Aspects of Motor and Physical Health Disabilities</td>
</tr>
<tr>
<td>EP 506</td>
<td>Educational Management of Children with Cerebral Palsy and other Motor Disabilities</td>
</tr>
<tr>
<td>EP 556</td>
<td>Educational Assessment for Exceptional Children</td>
</tr>
<tr>
<td>EP 560</td>
<td>Disadvantagement in Children/Survey of Exceptionalities</td>
</tr>
<tr>
<td>HB 501</td>
<td>Child Development</td>
</tr>
</tbody>
</table>

Specialty in Motor Disabilities

The specialty in Motor Disabilities is designed for students with a Rank III Certificate in this or another field who plan to work with children with motor disabilities including cerebral palsy.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 541</td>
<td>Creativity in Elementary School Curriculum</td>
</tr>
<tr>
<td>EP 501</td>
<td>Biological, Psychological and Sociological Foundations of Mental Retardation</td>
</tr>
<tr>
<td>EP 504</td>
<td>Workshop in Intellectual Disabilities</td>
</tr>
<tr>
<td>EP 556</td>
<td>Educational Assessment for Exceptional Children</td>
</tr>
<tr>
<td>EP 560</td>
<td>Disadvantagement in Children/Survey of Exceptionalities</td>
</tr>
<tr>
<td>EP 588F</td>
<td>Practicum in Intellectual Disabilities</td>
</tr>
<tr>
<td>HB 501</td>
<td>Child Development</td>
</tr>
<tr>
<td>RS 501</td>
<td>Quantitative Methods I</td>
</tr>
</tbody>
</table>

Specialty in Specific Learning Disabilities

The specialty in Specific Learning Disabilities is designed for students with a Rank III Certificate in this or another field who plan to become specialists in the area of learning disabilities.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 570</td>
<td>The Reading Process</td>
</tr>
<tr>
<td>or</td>
<td>ELE 572 Reading Methods</td>
</tr>
<tr>
<td>EP 526</td>
<td>Workshop in Learning Disabilities</td>
</tr>
<tr>
<td>EP 556</td>
<td>Educational Assessment for Exceptional Children</td>
</tr>
<tr>
<td>EP 560</td>
<td>Disadvantagement in Children/Survey of Exceptionalities</td>
</tr>
<tr>
<td>EP 571</td>
<td>Etiology of Learning Disabilities</td>
</tr>
<tr>
<td>EP 573</td>
<td>Programming in Learning Disabilities</td>
</tr>
<tr>
<td>EP 588</td>
<td>Practicum in Specific Learning Disabilities</td>
</tr>
<tr>
<td>HB 501</td>
<td>Child Development</td>
</tr>
<tr>
<td>or</td>
<td>HB 502 Adolescence and Beyond</td>
</tr>
<tr>
<td>HB 570</td>
<td>Behavior Modification</td>
</tr>
<tr>
<td>RS 501</td>
<td>Quantitative Methods I</td>
</tr>
</tbody>
</table>

Specialty in Varying Exceptionalities

The specialty in Varying Exceptionalities is designed for students with a Rank III Certificate in this or another field who are planning to teach or supervise children with varying exceptionalities.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EC 580</td>
<td>Speech and Language Development in Early Childhood</td>
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<tr>
<td>EP 501</td>
<td>Biological, Psychological and Sociological Foundation of Mental Retardation</td>
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<tr>
<td>EP 502</td>
<td>Biological, Psychological and Sociological Foundation of Motor Disabilities</td>
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<td>EP 503</td>
<td>The Gifted Child</td>
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<td>EP 504</td>
<td>Workshop in Educational Disabilities</td>
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<td>EP 556</td>
<td>Educational Assessment for the Exceptional Child</td>
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<td>EP 560</td>
<td>Disadvantagement in Children/Survey of Exceptionalities</td>
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<td>EP 590</td>
<td>Practicum in Exceptional Child Education</td>
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<td>HB 501</td>
<td>Child Development</td>
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<td>HB 530</td>
<td>Abnormal Psychology</td>
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<td>RS 501</td>
<td>Quantitative Methods I</td>
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Master of Science in Learning Technology

The Master of Science in Learning Technology is a competency-based program designed to prepare educational technologists for roles in institutions of formal education at all levels as well as industry, government and the military.

REQUIRED COURSES

The following courses are required in the program:

- HB 510 The Learning Process
- CU 500 Modern Curriculum Design
- CU 514 Utilization of Multi-sensory Materials
- CU 516 Operation of Media Centers
- CU 517 Bibliographic Methods for Learning Materials
- CU 518 Selection and Evaluation of Learning Materials
- CU 519 Design of Mediated Learning Materials
- LT 590 Practicums in Learning Technology
- LT 600 Individual Study of Selected Topics in Learning Technology

Plus one of the following production courses:

- LT 511 Production of Instructional Television Programs
- LT 512 Production of CAI Programs and Simulations
- LT 513 Production of Instructional Motion Pictures

Plus other selected courses for a total of 36 credit hours.

Master of Arts in Teaching Elementary Level

The Master of Arts in Teaching program (elementary level) is based on the premise that learning is most effective when theory and practice are comingled. The program extends over a minimum period of a calendar year and includes a nine-months internship at the University School. The MAT program is open to students who are certified in Elementary Education. Non-certified may enter the program but must take additional courses on a competency-based plan. MAT students elect a specialty area upon admission. They may specialize in elementary education, early childhood, reading or learning disabilities. Each student's program is planned on an individual basis in accordance with certification requirements within his specialty area.

MAT students are encouraged to begin their program with a summer session. During this summer session students are enrolled in a workshop which provides a practical orientation to the art of teaching within each of the specialty areas. During the school year each MAT student is assigned one level of the University School under the direct supervision of a house director. At the same time he is required to take courses in the theories in the corresponding graduate program.

Twelve hours of course credit out of a minimum of 36 required for the Master's degree are met through integrated courses—that is, courses that are experientially based. An additional 12 hours of credit are received for formal courses taken at the University (2 per semester).

MAT students are accepted by the faculty of the University School as fully contributing members to the instructional team. As such, they share fully in benefits and responsibilities.
For students not holding a teaching certificate the following additional courses are required for state certification.

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<th>Course Code</th>
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<td>CB 540</td>
<td>Background of American Educational Practices</td>
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<tr>
<td>CB 528A</td>
<td>Science/Math in the Elementary School</td>
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<td>CB 528B</td>
<td>Social Studies in the Elementary School</td>
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<tr>
<td>CB 541</td>
<td>Creativity in the Classroom</td>
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**Specialty in Specific Learning Disabilities** Candidates with Elementary Education Certification or Exceptional Child Certification are required to take a 36 hour major. 12 credit hours are received for integrated courses in which the course content is taught within a classroom setting.

**REQUIRED COURSES**

- HB 501  Child Development
- HB 502  Adolescence and Beyond
- RS 501  Quantitative Methods
- EP 571  Etiology of Learning Disabilities
- EP 560  Disadvantage in Children/Survey of Exceptionalities
- EC 580  Speech and Language Development
- EP 556  Educational Assessment for Exceptional Children
- CU 552  Classroom Organization and Management for the L.D. Child
- EP 573  Programming in Learning Disabilities
- ELE 572  Reading Methods
- EP 588B  Practicum in Specific Learning Disabilities

**MAT's who are not certified in Elementary Education or Exceptional Child Education must undertake the following additional courses:**

- CB 528A  Science/Math in the Elementary School
- ELE 591  Advanced Methods in Reading and Writing
- CB 528B  Social Studies in the Elementary School
- CB 541  Creativity in the Classroom

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**Master of Arts in Teaching Secondary Level**

The Master of Arts in Teaching program (secondary level) is based upon the premise that learning is most effective when theory and practice are conjoined. The program extends over a minimum period of a calendar year and includes a ten-month internship at The University School. The MAT Secondary Program is open to students who 1) have an A.B. degree; 2) have an undergraduate subject matter major, and 3) may or may not already have earned credit in Education courses. To some degree, each student's program is planned on an individual basis in accordance with certification requirements within his specialty area.

MAT students are encouraged to begin their programs with a summer session. During the school year each student is assigned to the Upper House of The University School.

Twelve hours of course credit out of a minimum of thirty-six required for the masters degree are met through integrated courses, that is, courses that are experience based. This includes a practicum which is an in-depth individual project. Twenty-four hours credit are received for formal courses taken at the University.

MAT students are accepted by the faculty of The University School as fully contributing members to the instructional teams. As such, they share fully in benefits and responsibilities.

**REQUIRED COURSES for all students**

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<tr>
<td>RS 501</td>
<td>Quantitative Methods I</td>
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<tr>
<td>HB 510</td>
<td>The Learning Process</td>
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<tr>
<td>HB 502</td>
<td>Adolescence and Beyond</td>
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<td>*SE 595</td>
<td>Practical Experience in Teaching</td>
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<td>*SE 588</td>
<td>Practicum in Secondary Education</td>
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<td>*CB</td>
<td>Methods in Special Area</td>
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*Earned through experience at The University School.
REQUIRED COURSES for those with no previous background in education

CB 540  Background of American Educational Practices
CU 500  Modern Curriculum Design
or
CU 510  Survey of Education Innovation
CU 515  Design of Learning Materials
or
CU 519  Design of Mediated Learning Materials
CG 500  Interpersonal Communications
or
CG 510  Career Development

ELECTIVES from AS, CU, EC or HB Courses

REQUIRED COURSES for those with previous certification

CU 514  Utilization of Multi-Sensory Materials
or
CU 518  Selection and Evaluation of Learning Materials
CG 500  Interpersonal Communications
or
HG 521  Motivation
or
CG 510  Career Development

ELECTIVES from AS, CU, EC, or HB Courses

Special Students
Persons holding valid Florida Teaching Certification who do not seek a Master’s degree but who may wish to gain certification in those areas covered by the various Master of Science programs of Nova University may enroll as non-degree-seeking special students.

COURSE DESCRIPTIONS
MASTER'S PROGRAMS

ADMINISTRATION AND SUPERVISION

AS 500  Educational Resource Development/3 sem. hrs.
This course covers major sources of financial and nonfinancial resources for schools. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include school volunteer programs and free, loaned, and reduced-rental equipment and materials. Through this course the student will develop skills in approaching and negotiating with various funding agencies; and he or she will develop techniques for writing proposals.

AS 505  Evaluation for Administrators/3 sem. hrs.
This course will prepare the administrator to evaluate the full range of activities for which he or she is responsible. Techniques will range from informal, in-house methods to the sophisticated consultants.

AS 508  Supervision and Labor Relations/3 sem. hrs.
This course will detail the process of public sector collective bargaining; unfair labor practices; the rights and responsibilities of organizations; and the rights, responsibilities, and duties of administrators and supervisors.

AS 509  Clinical Supervision of Teachers/3 sem. hrs.
This course emphasizes the development of practical competency in classroom supervision. Students observe and participate in supervision, and their supervision skills are analyzed and criticized.

AS 510  Diffusion and Adoption of Educational Innovations/3 sem. hrs.
This course focuses on the evaluation of educational innovations and the assessment of their potential for diffusion and adoption in other settings. Techniques for facilitating diffusion include evaluation, documentation, consultation, and publication. Techniques for ensuring successful adoption include site preparation and anticipation and management of impediments.

AS 515  Administration and Supervision of Educational Systems/3 sem. hrs.
This course examines the strengths and weaknesses of various intra-institutional and inter-institutional organizational structures and entities commonly used for educational systems. It covers various techniques of project and program management such as PERT, MBO, PPBS, and CPM. Supervision of research professionals and legal and moral aspects of educational change are included. Special attention is given to communication and dissemination of results.

AS 516  School Administration and the Law/3 sem. hrs.
This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies include acts of compliance with our laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 520  Professional Seminar in Administration and Supervision of Educational Systems/3 sem. hrs.
This course will explore the professional development of this field, following an agenda that is determined by contemporary problems.

AS 525  Human Relations in Educational Change/3 sem. hrs.
This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

AS 550  Supervision of School Personnel/3 sem. hrs.
This course provides an orientation to school planning, organization, personnel motivation, in-service training, supervision, and evaluation of personnel, and the techniques of successful supervision.

AS 560  Negotiations in Education for Today's Schools/3 sem. hrs.
This course focuses on the Administrative Procedures Act CH 74-310 and the Public Employee Relations Commission as they affect public school employees in Florida.

AS 561  School and Community Relations/3 sem. hrs.
This course will cover the following major topics: parental involvement in the public schools; Florida school law; the political process and how it involves the Florida Legislature and the citizenry of Florida. The course will also cover the new trends of involvement of students and parents in the entire local school program.
COMPETENCY BASED COURSES

Competency based courses are designed for students with B.A. degrees who do not have the basic education courses needed for teacher certification. These courses are offered in a competency based format with the University School serving as an assessment center.

CB 513 Music in the Secondary School/3 sem. hrs.
Investigation and application of fundamentals, content, program and special methods of teaching music and its instruments at the secondary level.

CB 514 Art in the Secondary School/3 sem. hrs.
Investigation and application of fundamentals, contents, methods and materials utilized in the development of projects as applied to the teaching of art at the secondary level.

CB 515 Physical Education in the Secondary Schools/3 sem. hrs.
Investigation and application of effective methods, materials and programs of teaching physical education at the secondary level.

CB 516 Mathematics in the Secondary School/3 sem. hrs.
Investigation and application of contemporary methods, materials and practices for the teaching of, fundamentals, development and expression of foreign languages at the secondary level.

CB 517 Languages other than English in the Secondary Schools/3 sem. hrs.
Investigation, analysis and application of methods, materials and practices for the teaching of English grammar, composition and literature at the secondary level.

CB 518 English in the Secondary School/3 sem. hrs.
Investigation, analysis and application of methods, materials and practices for teaching English grammar, composition and literature at the secondary level.

CB 519 Business Education in the Secondary School/3 sem. hrs.
Investigation, analysis and application of methods, materials and practices in the teaching of business education at the secondary level.

CB 520 Speech in the Secondary School/3 sem. hrs.
Investigation, analysis and application of methods, materials and practices of teaching fundamentals of speech, debate or discussion, dramatics or oral interpretation and phonetics at the secondary level.

CB 528A Science/Math in the Elementary School/3 sem. hrs.
Investigation and application of contemporary methods, materials and practices in the teaching of science and math to elementary school children.

CB 528B Social Studies in the Elementary School/3 sem. hrs.
Investigation, analysis and application of methods, materials and practices in the teaching of the social sciences to young children.

CB 540 Background of American Educational Practices/3 sem. hrs.
American educational practices, values and institutions from their origin to the present day are investigated through readings and seminars.

CB 541 Creativity in the Classroom/3 sem. hrs.
Investigation and application of basic methods of teaching based on the creative and physical needs of young children.

CB 575 The Role of Children's Literature in the Elementary School/3 sem. hrs.
Analysis, selection and use of children's books and storytelling in the elementary school.

Review of algebra, trigonometry and elementary calculus. Introduction to probability. Solution of numerical problems in the BASIC and Fortran languages. Introduction to time-sharing editors and JCL. Prerequisites: a course equivalent to High School Algebra II. (Not required of those who have previously studied Fortran.)

CS 601 Introduction to Computers and Conversational Programming/3 sem. hrs.
After a brief introduction to computers, the student will develop rudimentary skills in the BASIC language. (This course cannot be taken for credit by Computer Science majors.)

CS 610 Advanced Fortran and Introduction to Numerical Analysis/3 sem. hrs.
Advanced features of the Fortran language. Overview of modern techniques for controlling the program development and maintenance cycle. Error propagation in numerical computing. Introduction to techniques of numerical analysis. Prerequisites: CS 500 or one course in Fortran and a knowledge of College Algebra.

CS 612 Information Structures/3 sem. hrs.
Lists, including stacks, queues, and dequeus. Trees, multi-linked structures. Introduction to dynamic storage allocation.

CS 614 Systems Analysis and Design/1 sem. hrs.
The analysis, requirements determination, design, development, implementation and evaluation of large-scale computer-based information systems. Project management, feasibility study, analysis and design, system development, implementation and evaluation. Techniques and standards, including documentation. Corequisites: CS 610 or previous experience in computer programming.

CS 620 Systems Analysis and Design II/3 sem. hrs.
Continuation of Systems Analysis and Design I. Prerequisite: CS 614.

CS 621 Introduction to Operations Research/3 sem. hrs.
This D.R. course introduces the following topics: linear and dynamic programming, decision theory, queuing theory. Prerequisite: CS 610.

CS 622 Data Management Systems/3 sem. hrs.

CS 624 Assembly Language Programming/3 sem. hrs.

CS 626 PL/1 and Other Higher-Level Languages/3 sem. hrs.
PL/1 and other block-structured languages, from the users' point of view. Structured programming. Features of BASIC useful for string processing and information retrieval. Features of ALGOL may be substituted. Prerequisites: CS 610, Corequisites: CS 612.

CS 628 Introduction to Operating Systems Design/3 sem. hrs.

CS 630 Programming with APL/3 sem. hrs.
Introduction to APL. Operations, functions and their syntax and editing. Variable types. Workspace management. Mixed functions and character data. Number systems
CG 500 Interpersonal Communications/3 sem. hrs.
Readings will cover research studies in verbal and nonverbal human communication, plus the affective dimension of communicating attitudes, values, and feelings. Classroom exercises will be utilized to help students develop their inter-personal communication skills.

CG 501 Counseling Psychology/3 sem. hrs.
The course will survey the counseling movement, considering the various definitions and approaches, their philosophical and theoretical backgrounds, the research evidence and current issues.

CG 510 Career Development/3 sem. hrs.
Theories of occupational choice, career development and social mobility will be reviewed in the context of national, state or regional economic development. Occupational information will be considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CG 515 Principles of Counseling and Guidance/3 sem. hrs.
The course will cover the philosophy, functions, management and operation of a counseling and guidance program in elementary and secondary schools.

CG 520 Marriage and Family Counseling/3 sem. hrs.
This course will present several specific intervention procedures for dealing with parents, families and couples. An understanding of a variety of approaches and strategies will be required as well as practical experience in each area. Prerequisite: CG 501.

CG 525 Individual Intelligence Testing/3 sem. hrs.
Readings will cover the history and theories of intelligence testing. Students will receive practical instruction in the administration, scoring and interpretation of commonly used instruments such as the WAIS, WISC, WPPSI and Stanford-Binet. Prerequisite: RS 501 and consent of instructor.

EDUCATION WORKSHOPS
The following four interact courses are given in a six-week summer period. They combine a three-week reading period and three-week full-day on-campus workshops. The workshops provide the students with integrative experiences tying together observational, diagnostic, prescriptive teaching and evaluation skills. During a workshop session each student is responsible for completing an individualized contract which includes an in-depth workshop of one child.

EP 528T Workshop In Learning Disabilities (Theory)/3 sem. hrs.
A practical introductory overview of the field of Learning Disabilities with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading, and techniques for individualization based on evaluation. Must be taken concurrently with EP 528P.

EP 528P Workshop In Learning Disabilities (Practice)/3 sem. hrs.
Application of techniques of individualized instruction for the L.D. child. This course requires the demonstration and application of diagnostic and remediation skills; includes 100 contact hours and 40 hours of supervised work with L.D. children. Must be taken concurrently with EP 528T.

ELE 527T Workshop In Reading Supervision and Curriculum (Theory)/3 sem. hrs.
This workshop is designed for reading majors as a culminating integrated experience. Emphasis is on the development of an individualized reading curriculum. Must be taken concurrently with ELE 527P.

ELE 527P Workshop In Reading Supervision and Curriculum (Practice)/3 sem. hrs.
This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom. Must be taken concurrently with ELE 527T.

ELE 528A Workshop In Individualized Instruction: Elementary Level/3 sem. hrs.
Investigation of contemporary methods, materials and practice in the teaching of science and mathematics to elementary school children. Must be taken concurrently with ELE 528B.

ELE 528B Workshop In Individualized Instruction: Elementary Level/3 sem. hrs.
Study and analysis of methods, materials and practice in the teaching of the social sciences, including conservation, to young children. Must be taken concurrently with ELE 528A.

EC 528T Workshop In Individualized Instruction: Early Childhood (Theory)/3 sem. hrs.
Exploration of different early childhood model programs for young children. In-depth studies of curriculum including self-concept development, social studies, science activities and mathematics for early childhood programs. Must be taken concurrently with EC 528P.

EC 528P Workshop In Individualized Instruction: Early Childhood (Practice)/3 sem. hrs.
Application of techniques of instruction for the pre-school and kindergarten child. Observation and supervised participation in an early childhood setting. Must be taken concurrently with EC 528T.

EARLY CHILDHOOD
EC 528T Workshop In Individualized Instruction: Early Childhood (Theory)/3 sem. hrs.
Exploration of different early childhood model programs for young children. In-depth studies of curriculum including self-concept development, social studies, science activities and mathematics for early childhood programs. Must be taken concurrently with EC 528P.
EC 528P Workshop in Individualized Instruction: Early Childhood (Practice)/3 sem. hrs.
Application of techniques of instruction for the pre-school and kindergarten child. Observation and supervised participation in an early childhood setting. Must be taken concurrently with EC 528T.

EC 552 Assessment in Early Childhood/3 sem. hrs.
This course familiarizes the student with formal and informal pre-school and primary level screening tests— as well as a variety of techniques for assessing learning potential, language development and reading readiness.

EC 580 Speech and Language Development in Early Childhood/3 sem. hrs.
This course provides the student with a basic understanding of the nature of speech and language, developmental progression in language acquisition, problems associated with dialectical and cultural differences, bilingualism, or cerebral dysfunction and techniques for evaluating language development and remediation programs.

EC 580E Practicum in Early Childhood/3 sem. hrs.
EC 580E Practicum in Early Childhood/3 sem. hrs.
The practicum in Early Childhood and Elementary Education is developed in accordance with the special needs of the student. A student who enters the program without certification in the early childhood or elementary level must be involved in a practicum which includes a minimum of 150 hours in the classroom under direct supervision of a certified teacher. In addition, the student must conduct an investigation or develop a product which will make a contribution in education.

EC 599 Independent Study: Early Childhood/6 sem. hrs.
EC 600 Potential of Play in Early Childhood/1 sem. hr.
A mini-course in manipulative play utilizing a Piagetian framework.

EDUCATIONAL PSYCHOLOGY

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation/3 sem. hrs.
This course focuses on the etiology of mental disability and cerebral palsy. It covers the social, emotional and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning and program development.

This course focuses on the biological and medical aspects of motor and health disabilities and the relationship of etiological factors to the social, emotional, and educational characteristics and needs of the physically handicapped child.

EP 503 The Gifted Child/3 sem. hrs.
Definition and characteristics of giftedness and the development of programs and curriculum which meet the challenge of the gifted child.

EP 504 Workshop in Intellectual Disabilities/6 sem. hrs.
Educational management, curriculum development methods and materials for the education and training of the mentally handicapped student including EMI and TMI children and youth. This course includes classroom observation and hands on experiences.

EP 505 Biological and Medical Aspects of Motor and Physical Health Disabilities/3 sem. hrs.
Focuses on anatomy, pathology in central nervous system, covers motor, sensory language and psychological disorders.

This course focuses on management in the classroom, methods of rehabilitation and the accessing of community resources. In addition to classroom, each student must complete a practicum with a C.E. or Motor Disability Population.

This course focuses on educational methods and materials to be used with the E.M.R. student for individual and small group instruction.

A practical introductory overview of the field of Learning Disability with special emphasis on curriculum development of conceptual skills and processes in mathematics and reading and techniques for individualization based on evaluation. Must be taken concurrently with EP 526T.

EP 528P Workshop in Learning Disabilities (Practice)/3 sem. hrs.
Application of techniques of individualized instruction for the L.D. child. This course requires the demonstration and application of diagnostic and remedial techniques, includes 100 contact hours and 40 hours of supervised work with L.D. children. Must be taken concurrently with EP 526T.

EP 529 Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child/3 sem. hrs.
Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child.

EP 530 Workshop in Classroom Management, Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child/3 sem. hrs.
Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

This course focuses on methods and techniques for organizing and managing a Learning Disability classroom and a Learning Disability Resource Center.

EP 556 Educational Assessment for Exceptional Children/3 sem. hrs.
This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities and mental retardation.

This course is an intensive investigation of learning disadvantage in a school setting— including intellectual exceptionality, sensory deficits, health or development problems, emotional disturbance, and language or cultural differences.

EP 571 Etiology of Learning Disability/3 sem. hrs.
This course is an intensive investigation of learning disability from a theoretical point of view.

This course focuses on the development of skills for individualized programming of the learning disabled child.

Development and implementation of an approach to Specific Learning Disabilities involving materials for use with children such as children's literature, audio visual or library materials in a supervised laboratory or clinical setting.

Application of Educational Programming and Precision Teaching of the emotionally disturbed in a supervised setting. Competencies include development of skills in the use of behavior charting techniques which serve as a base in the implementation of personalized teaching programs. The charts provide the teacher of the emotionally disturbed with a direct, standardized format to evaluate goal attainment and program result. Competencies on behavior modification techniques including reinforcement, shaping, chaining, etc. will be developed in conjunction with the precision teaching approach.

Student is responsible for the development and implementation of a mini training unit in intellectual disabilities.

EP 590 Practicum in Exceptional Child Education/3 sem. hrs.
The student is required to spend sixty (60) hours in an Exceptional Child setting under the supervision of a certified teacher. In addition the student must develop a product or conduct an investigation related to Exceptional Child Education.

EP 597 Practicum in the Gifted Child/6 sem. hrs.
Student is required to develop and implement an integrated module designed to spark the creativity of the gifted child.

ELEMENTARY EDUCATION

ELE 500 Methods and Materials of Corrective or Remedial Reading/3 sem. hrs.
This course will include the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction, construction and evaluation of remedial reading techniques and materials.

ELE 509 Medical Basics for Educators/3 sem. hrs.
This course is designed to prepare the educator to identify medical problems which may arise in the classroom, and to manage these problems from a physical, psychological, and legal standpoint. Instruction in Cardiopulmonary Resuscitation (CPR) will provide eligibility for certification by the American Heart Association.

ELE 527T Workshop in Reading Supervision and Curriculum (Theory)/3 sem. hrs.
This workshop is designed for reading majors as a cul-
mining integrated experience. Emphasis is on the development of an individualized reading curriculum. Must be taken concurrently with ELE 527P.

ELE 527P Workshop in Reading Supervision and Curriculum (Practice)/3 sem. hrs. This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom. Must be taken concurrently with ELE 527T.

ELE 528A Workshop in Individualized Instruction: Elementary Level/3 sem. hrs. Investigation of contemporary methods, materials and practice in the teaching of science and mathematics to elementary school children. Must be taken concurrently with ELE 528B.

ELE 528B Workshop in Individualized Instruction: Elementary Level/3 sem. hrs. Study and analysis of methods, materials and practices in the teaching of the social sciences, including conservation, to young children. Must be taken concurrently with ELE 528A.

ELE 541 Creativity in Elementary School Curriculum/3 sem. hrs. The foundation and techniques are art, music and physical education as integrated aspects of the school curriculum.

ELE 554 Assessment in Reading/3 sem. hrs. Study and analysis of methods, materials and practices in the teaching of the social sciences, including conservation, to young children. Must be taken concurrently with ELE 528A.

ELE 554 Assessment in Reading/3 sem. hrs. Study and analysis of methods, materials and practices in the teaching of the social sciences, including conservation, to young children. Must be taken concurrently with ELE 528A.

ELE 591 Advanced Methods in Reading and Writing/6 sem. hrs. The participants will investigate and apply various methods of teaching reading and writing. Reading methods explored will include language experiences, linguistics, phonics, individualized reading and whole-word approaches. Basic elements of teaching are studied and applied.

ELE 592 Advanced Methods in Social Studies/6 sem. hrs. The participants will extend and develop methods of teaching social studies and conservation including the development of units, themes, individualized learning packets, interest centers, and simulated environments.

ELE 593 Advanced Methods in Creative Arts and Movement/6 sem. hrs. Methods and materials in the arts, and physical education curriculum will be explored by the participants. Knowledge of these methods and materials will be demonstrated by each participant through their practical application in the classroom.

ELE 594 Practical Experience in Teaching/6 sem. hrs. Full-time, full-year supervised internship in a University School.

ELE 595 Practicum in Elementary Education/6 sem. hrs. Student must serve as an intern in an elementary school in observation and participation for a total of 60 hours.

EDUCATIONAL SYSTEMS

CU 500 Modern Curriculum Design/3 sem. hrs. This course covers curriculum and materials design based on a predetermination of terminal behavioral objectives and methods of content validation and standardization of behavioral performance criteria for curriculum objectives. This course requires the development of instructional systems for an existing curriculum.

CU 510 Survey of Educational Innovations/3 sem. hrs. This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. Overview includes multimedia approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational process.

CU 515 Design of Learning Materials/3 sem. hrs. The student will design valid learning materials to meet specific instructional objectives. The course emphasizes integration of technology into instructional strategies and curriculum development.

CU 520 Computers in Education/3 sem. hrs. Theories and techniques of computer-based instruction are covered. Emphasis is placed on the application of computer technology in instruction. Research involving the use of computer in educational settings is reviewed. Use of the computer in instruction is explored and evaluated.

CU 530 Measurement and Evaluation of Educational Systems/3 sem. hrs. Criteria for evaluation of instructional systems and techniques for measurement are considered. Topics include analysis of objectives, planning, programming and budgeting systems, performance contracting and accountability.

CU 540 Research in Educational Systems/3 sem. hrs. This course involves the study of systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. Study is based on participation in each type of educational process.

CU 545 Educational Theory into Practice/3 sem. hrs. This course focuses on the relationship between various disciplines and educational practice. Topics for inclusion will be those which, in the past, have been the most useful in changing educational practice. In addition, new lines of research that appear to have promise for improving educational practice will be explored.

CU 551 Classroom Organization and Management/3 sem. hrs. The student will become familiar with principles, techniques and practices in the organization and management of the early childhood and elementary classroom.
HB 535 Foundations of Education from a Sociological Point of View/3 sem. hrs.
History and philosophy of education in America.

HB 540 Aging I/3 sem. hrs.
This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social, and environmental components of aging are examined.

HB 541 Aging II/3 sem. hrs.
Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

HB 550 Group Processes/3 sem. hrs.
The primary focus of this course is the application of group processes. Consideration will be given to organizational change, marriage and family counseling, traditional group therapy, and the encounter group movement. Prerequisite: CS 500 or CS 501.

HB 560 Personality and Psychotherapy/3 sem. hrs.
A survey of the major approaches to understanding personality will be made with emphasis upon practical applications in the form of therapy. Prerequisites: CG 500 or CG 501 and HB 530.

HB 562 Social and Cultural Factors in Aging/3 sem. hrs.
The restoration of life-style systems for the vastly expanding geriatric population is the focus of this course. Rapprochement of the aged with society, advocacy, an improved national outlook, new treatment modes, are studied.

HB 570 Behavior Modification/3 sem. hrs.
This course is an introduction to operation conditioning and behavior therapy with an emphasis upon the application of these approaches. Prerequisite: HB 510.

HB 585 Social Change/3 sem. hrs.
This course will present the role of the consultant as an agent of social change. Specific individual, group and systematic change procedures will be covered.

HB 587 The Sociology of Deviant Behavior/3 sem. hrs.
This course reviews the major contributions of sociology to understanding deviant behavior, and the relation of deviance to society and culture in general.

HB 588 Practicum: Biofeedback/3 sem. hrs.
This course is an opportunity for students to gain experience applying biofeedback techniques to psychosomatic and other body control problems. The student will use previously acquired skills in a clinical situation under supervision.

HB 590 Advanced Topics/3 sem. hrs.
Topics will vary depending upon the current interests of the instructors and students. Prerequisite: Consent of Instructor.

HB 595 Special Topics: Independent Study in Biofeedback/3 sem. hrs.
The specific activities in this independent study will vary from student to student, but the general experience will be to work in the area of biofeedback through both reading, discussing biofeedback techniques and actual experience in the laboratory working with the equipment on either a clinical or experimental basis. The laboratory experience will be closely supervised.

LEARNING TECHNOLOGY

LT 511 Production of Instructional Television Programs/3 sem. hrs.
A workshop in advanced production methods for educational television programs with student prepared productions.

LT 512 Production of CAI Programs and Simulations/3 sem. hrs.
A workshop in the design, development and production of computer assisted instruction programs, simulations and games constitutes this course.

LT 513 Production of Instructional Motion Pictures/3 sem. hrs.
Hands-on experience in designing, planning, and producing educational motion pictures. Individual student productions.

CU 514 Utilization of Multi-Sensory Materials/3 sem. hrs.
Deals with the application of multi-sensory learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

CU 516 Operation of Media Centers/3 sem. hrs.
This course comprises methods of establishing, organizing and operating media facilities for schools, school systems, and training organizations, how to achieve media accountability, and equipment, material and procedural considerations.

CU 517 Bibliographic Methods for Learning Materials/3 sem. hrs.
The student will study the management of media materials into a school library structure and will learn to catalog, process, store and retrieve media materials in media formats.

CU 518 Selection and Evaluation of Learning Materials/3 sem. hrs.
This course provides the student with experience in distinguishing among media, and in selecting, analyzing and valuing various learning materials. Criteria are established for evaluating and validating such materials.

CU 519 Design of Mediated Learning Materials/3 sem. hrs.
Each student is required to design valid mediated learning materials to meet specific learning objectives. The course emphasizes the integration of media technology into instructional strategies.

LT 590 Practicum in Learning Technology/3 sem. hrs.
Student selects a problem in the field of Learning Technology, solves it in a specific context, and prepares a written report on the project.

LT 600 Individual Study of Selected Topics in Learning Technology
Student carries on independent study of topics of particular interest under the supervision of a faculty member. Prerequisite: Consent of Advisor.

RESEARCH SKILLS

RS 501 Quantitative Methods I/3 sem. hrs.
This course covers basic statistical techniques of primary importance in the behavioral sciences. The material covered includes an introduction to measurement scales, frequency distributions, measures of central tendency, variance, correlation and regression. Basic psychometric concepts are also considered including reliability and validity.

RS 502 Quantitative Methods II/3 sem. hrs.
Introductory aspects of inferential statistics and experimental design are covered. The course material includes sampling, probability theory, hypothesis testing, advanced topics in correlation and regression, chi-square and other non-parametric techniques. Stress will be placed on interpreting research which employs these techniques. Prerequisite: RS 501.

RS 520 Group Testing in Guidance/3 sem. hrs.
Content and practicum experience will be combined in surveying the major types of group intelligence, achievement, personality, attitude interest and aptitude tests. Content, purpose, norms, standardization procedures, manuals, validity, reliability, administrative problems and scoring procedures for several tests will be compared and evaluated. Report writing will be emphasized. Prerequisite: RS 501.

SECONDARY EDUCATION

SE 588 Practicum In Secondary Education I/3 sem. hrs.
The practicum in Secondary Education is developed according to the needs of the student. The student will conduct an independent investigation into the special requirements of the subject area to be taught.

SE 589 Practicum In Secondary Education II/3 sem. hrs.
The student will, under supervision, develop in his area of specialization a product which will contribute to the field of education. Prerequisite: SE 588.

SE 595 Practical Experience in Teaching/6 sem. hrs.
Full-time, full-year supervised internship in The University School, secondary level.

SCHOOL PSYCHOLOGY

SP 588 School Psychology Practicum/3 sem. hrs.
Individual assignments will be arranged for students by the instructor. Prerequisite: Consent of Instructor.

VISITING TEACHER

VT 588 Practicum in Social Welfare or Child Care/3 sem. hrs.
The student is required to spend a minimum of 60 hours under the direct supervision of a visiting teacher or home visitor. In addition he or she must develop a product or conduct an investigation related to social welfare or child care.
Educational Specialist in Education Development

The program is designed for teachers who wish to remain in the classroom and who wish to improve their competencies in teaching, classroom management and matters of concern to teachers within the school and local district.

Admission Requirements

1. Current full-time employment as a K-12 teacher.
2. A master's degree with at least a 3.25 cumulative grade point average earned at a regionally accredited institution.
3. Rank II teacher certification.
4. Minimum of three years of K-12 teaching experience.

Specialist's Degree Requirements

A student must complete all required courses with at least a 3.30 grade point average. The University reserves the right to withdraw the privilege of enrollment from a student whose grade point average falls below 2.75.

Transfer Credits

A minimum of 30 credits of graduate work must be completed at Nova University for the Ed.S. degree. Transfer of post-master's credits up to a maximum of six semester hours with a grade of not less than a "B" may be allowed upon approval of the faculty advisor without a fee to the student. These credits will not count toward the student's grade point average.

Required Courses

AS 500 Educational Resource Development
AS 510 Diffusion and Adoption of Educational Innovations
AS 525 Human Relations in Educational Change
AS 650 Education Development and the Political Process
CU 510 Survey of Educational Innovations
CU 530 Measurement and Evaluation of Educational Systems
CU 640 Curriculum Planning and Group Process
CU 660 The Sociology of Educational Movements
CU 690 Educational Future Studies
SU 670 Education Development and the Supervision of Human Performance
SU 689 Practicum: Demonstration Teaching and Observation

Course Descriptions

AS 500 Educational Resource Development/3 sem. hrs.
- This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include school volunteer programs and free, loaned and reduced rental equipment and materials. Through this course the student will develop skills in approaching and negotiating with various funding agencies and he will develop techniques for writing proposals.

AS 510 Diffusion and Adoption of Educational Innovations/3 sem. hrs.
- This course focuses on the evaluation of educational innovations and the assessment of their potential for diffusion and adoption in other settings. Techniques for facilitating diffusion include evaluation, documentation, consulting and publishing. Techniques for ensuring successful adoption include site preparation and anticipation and management of impediments.

AS 525 Human Relations in Educational Change/3 sem. hrs.
- This course focuses on models of organizational health. Special emphasis is given to working within committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

AS 650 Education Development and the Political Process/3 sem. hrs.
- A study of the political process by which educational change occurs in a free society. Emphasis is on individual and group participation within the school, within the country and within the state.

CU 510 Survey of Educational Innovation/3 sem. hrs.
- Course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. Overview includes multi-media approaches, computer-assisted instruction, educational television, mechanical devices and programmed instruction. Study is based on participation in each type of educational process.

CU 640 Curriculum Planning and Group Process/3 sem. hrs.
- This course develops competencies in curriculum design with and through other people recognizing that a good curriculum is the result of many forces, including societal interest, career requirements, legislation, research in the disciplines and tradition. The competency-based approach will be stressed.

CU 660 The Sociology of Educational Movements/3 sem. hrs.
- Educational movements are studied in the general context of social movements. The origin, course and consequences of major educational change efforts are examined as well as the views of their progenitors, protagonists and antagonists.

CU 690 Educational Future Studies/3 sem. hrs.
- Various approaches to future studies are applied to education. The participant will develop competencies in educational forecasting, the anticipation of trends in education and the process of systematically influencing the future of education.

SU 670 Education Development and the Supervision of Human Performance/3 sem. hrs.
- The major emphasis of this course is the improvement of human work performance in educational organizations. The spectrum of methods covered includes those directed at organizational structure, working conditions, performance skills and attitudes.

SU 689 Practicum: Demonstration Teaching and Supervision/6 sem. hrs.
- The demonstration teaching and supervision practicum component of the program is designed to identify deficiencies in each student's teaching repertoire and observational skills and provide an individualized program of remediation and repertoire enlargement. It will also provide a link between teaching practice and concepts validated through research on teaching.
DOCTOR OF PHILOSOPHY PROGRAM

Requirements for Admission

Applicants for the Doctoral Degree in Behavioral Science with a specialty in Psychology of Behavioral Change, Educational Psychology or Developmental Psychology should have an undergraduate major in the behavioral sciences or a related area and must meet the following requirements.

1. A baccalaureate degree, granted by an accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.

2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.

3. Three letters of recommendation from professional associates which indicate potential for research and academic achievement in the chosen area.

4. Aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Scores must be mailed directly to Nova University from the Educational Testing Service.

Applicants for the Doctoral Degree in Behavioral Science should have adequate preparation in psychology, and they must have achieved an approximate score of 600 on the advanced test of the Graduate Record Examination in Psychology.

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

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

It is the responsibility of the applicant to obtain the supporting documents requested and necessary for application. Application files for the Ph.D. Programs must be complete in the Registrar's Office no later than March 1.

There is no formal foreign language requirement for the doctoral degree at Nova University. If an advisory committee recommends that the student read original papers in a foreign language in relation to his area of specialty, the student will then be expected to demonstrate competence in that language.

Estimated Expenses for Ph.D. Program Based on an Academic Year of Two Semesters

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
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<td>Tuition</td>
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<td>Registration Fee</td>
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<tr>
<td>Books and Supplies</td>
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<td>Housing (on campus)</td>
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<td>Living Expenses*</td>
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<td></td>
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</table>

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

Degree Completion Requirements

Each student is expected to spend at least one year in full-time residence while pursuing his doctoral program of study. Three to four years of post-baccalaureate study is the normal time requirement for the doctoral degree. The student must complete the degree program within seven years.

Each student will be guided in his studies by a Faculty Advisory Committee. Insofar as possible, membership of this committee will reflect the student's interests and wishes. Changes in this committee may be made at the end of the first year in response to a request from a student or faculty member, with approval of the director of the Behavioral Sciences Center.

When the Faculty Advisory Committee feels the student is ready to begin his dissertation, a Dissertation Committee is formed to replace the original committee. This committee will consist of a minimum of three professors, one of whom may be on the faculty of another institution.

* This figure is based on the average single student's expenditures for food, household items, clothing, medical bills and recreation.
Either the Faculty Advisory Committee or the Dissertation Committee will meet with the student at least twice during each academic year. The Faculty Advisory Committee may schedule periodic written or oral examinations. Concerns of the committees include the student's general education, development in his area of concentration, evaluation of his schedule, his admission to doctoral research and the progress of his research. The specific program of studies that leads to the dissertation proposal is determined by the individual centers.

The student must submit a comprehensive dissertation to the Dissertation Committee which will decide whether the completed dissertation must be defended by the student.

Core Instructional Sequence

1. STATISTICS AND DATA PROCESSING
   The emphasis of this one-year sequence is on inferential statistics beginning at an introductory level and progressing through multiple linear regression. Guided experiences in data processing, which begin with a two-week workshop in computer programming prior to the beginning of the other instructional programs, are integrated into the instruction in statistics.

2. RESEARCH METHODOLOGY
   This one-year sequence places its major emphasis on research design. The student's time is divided into instruction, practical experience and report writing.

3. THE LEARNING PROCESS
   Consisting of one semester of study, this area is concerned with learning terminology, learning processes, learning theories and research in learning.

4. PSYCHOMETRICS
   This one semester of study covers the theory, statistics and techniques of psychological measurement.

5. MULTIVARIATE STATISTICS
   During the second year, a student receives instruction in multivariate statistics. The emphasis shifts from specific techniques to design and application problems as the year progresses. Topics include matrix algebra, canonical correlation, discriminant function analysis, factor analysis and numerical grouping procedures as well as multivariate analysis of variance.
   Students who demonstrate existing competencies in the core areas will be permitted to substitute more advanced work.

Although the core instructional sequence is structured, the remainder of the student's program is flexible. This part of the program consists of a minimum of twelve areas of study including seminars, independent reading projects, research experiences and specialized practicums. This program is selected by the student and the student's Faculty Advisory Committee. Each area of study is approximately one-half year in length and should require approximately one-fourth of the student's time. While the topics vary with the interests of the faculty and students, some of the seminar and research areas in which students and faculty are currently working are:

- Advanced Research Methods
- Behavior Modification
- Biofeedback Research
- Demographic Studies
- Early Childhood Education
- Group Processes
- Human Performance Research
- Infant Development
- Information Systems Applications
- International Education
- Learning Disabilities
- Motivation
- Operant Conditioning
- Organizational Behavior
- Parent-Child Interaction
- Pediatric Screening Assessment
- Personality Theory and Assessment
- Physiological Psychology
- Special Education

Specialty in Educational Psychology

The specialty in educational psychology is designed to train individuals to teach and research the affective and cognitive aspects of the learner in school. This specialty allows for considerable flexibility in the selection of a sub-specialty area. After the core requirements are satisfied, the students will concentrate on topics such as learning, cognition, early childhood, human development, attitudes and research methodology. Depending upon their sub-specialty training, graduates of this program qualify for positions in departments of educational psychology, departments of psychology, educational research centers or early childhood centers.
Specialty in Psychology of Behavioral Change

The degree program in the psychology of behavioral change is designed to prepare students in applied clinical areas of psychology with particular emphasis on human behavior change. The program is designed to produce scientists who are capable of research that covers a wide variety of problems. The program is structured so that a student should be able to meet state licensing requirements after appropriate postdoctoral training. It is expected that many graduates of this program will seek employment in departments of psychology as academicians with continuing commitments to research. Others may make their contribution in more applied settings.

Specialty in Developmental Psychology

The degree program in developmental psychology focuses on growth and development throughout the life cycle. It is designed to prepare students for research, for teaching positions and for positions in clinical programs relating to their sub-specialty training. Sub-specialty training opportunities include infancy, exceptionalities, early childhood and adolescence.

Research Experiences

In addition to the area of specialization, a series of required research experiences has been designed to lead students to the dissertation level of research. These experiences consist of three studies plus the dissertation proposal. The first study utilizes an existing data bank and may be undertaken as early as the last part of the first year. This study is designed to answer a research question using information available from an existing data source. In the second study, at least a portion of the data utilized is collected by the student himself. Since this study assumes command of the skills taught in the first year, an appropriate time for it is in the second year of study.

The third study is an in-depth review of the research literature on a topic selected by the student. For many students, this review leads directly to the dissertation. All three studies are written in a style appropriate for journal publication. The three studies are under the supervision of the student's Faculty Advisory Committee.

Degree Candidacy

A student will be admitted to candidacy for the degree when the student has satisfactorily completed the core instructional sequence, areas of specialization and research experiences. After completion of these requirements and admission to candidacy, the student will be expected to work toward completion of his dissertation.

Research Facilities

The research facilities of the Behavioral Sciences Center enable students and faculty members to work in many diverse areas. A completely equipped biofeedback laboratory with human operant conditioning equipment, and the Behavioral Sciences Clinic are located in the Mailman-Hollywood Building. Facilities in the clinic include several small testing and interviewing rooms and a large group room. All rooms are equipped with one-way glass for observation.

Also in the Mailman-Hollywood Building are a computer facility, the Behavioral Sciences Library and a television studio which is equipped for producing films, video-tapes and audio-tapes. In connection with the television studio there are darkroom facilities and a woodworking shop.

Other facilities available to the Behavioral Sciences Center for research and practicum experience are The University School described on p. 189 and the Living and Learning Center and the Behavioral Sciences Clinic described on p. 7.

Biofeedback Laboratory

The Biofeedback Laboratory has as its purpose the development of techniques and systems to monitor physiological functions and to study the effects of feedback about these physiological functions in normal and in pathological individuals. It is housed in a six room facility with four experimental rooms and two control rooms. The laboratory uses a computer system capable of interpreting physiological functions of various types and programming feedback and data acquisition. Through biofeedback most people can attain a certain degree of control over biological processes, including blood pressure, brain waves, skin temperatures and heart rate, that were previously thought involuntary or uncontrollable.
Nova University offers an external master's degree program designed specifically for directors of child care programs. The program uses an external, independent study, competency-based format. To complete the program a student must demonstrate competency in eight areas of study by successfully completing activities and examinations. Also, each student must successfully complete a Special Project involving a needs assessment, change strategy, and the implementation of an intervention resulting in the improvement of the child care program for which he or she is responsible. Students must participate in a one week-long workshop. The program is flexible and self-paced; however, it is anticipated that most students will complete the program about two years after admission. Many of the activities and assignments associated with the program of studies draw on ongoing management responsibilities and it is assumed that students will complete the program while carrying on their present administrative responsibilities.

Admission Requirements The program is designed primarily to serve the needs of persons who are responsible for management of preschool, child care programs (e.g., directors of day care, head start, and nursery school programs). Administrative staff of local, state and national professional organizations, for whom such a program is appropriate, also are eligible for admission.

In addition to holding an administrative position in a child care related program, admission requirements include: (1) graduation from a four year institution; (2) letters of reference and verification of position as an administrator; (3) completion of an application form.

Areas of Study Study guides and learning resources have been prepared for each of the areas of study by nationally recognized scholars commissioned to develop materials specifically for this program. The eight areas of study are: Management, Development, Evaluation, Society, Curriculum, Resources, Policy, and Profession. The study guides introduce and direct student readings and learning activities, assign activities to be completed for review by the Nova staff, and identify resources suitable both for completion of the course of study and for the student's ongoing leadership responsibilities. Additional resources available to students through the program will include audio-cassettes, microfiche, and printed materials.

Examinations are offered when students have completed assigned activities and requested to be examined. Students not succeeding on the examination are provided a diagnostic report and directions for further study. Students have an opportunity for make up examinations.

Special Projects The Nova staff works directly with each student admitted to the program in development of a Special Project proposal, in implementation of the project, and in its ultimate description. The procedure is characterized by extensive personal attention and interaction. The Special Project, which must be proposed by the student, is an effort to meet the needs of a particular preschool program in a fashion that is intellectually honest and psychologically rewarding for the student. It is anticipated that most Special Projects will be related to a management aspect of child care programs.

Summer Workshops Week-long summer workshops, held in Ft. Lauderdale or another central location, are designed to provide interaction among director-students from across the nation. At the workshops, students and staff will engage contemporary developments and issues related to the eight areas of study and to the field of early childhood education in general. Students are required to attend one workshop prior to graduation; they are welcome at subsequent workshops.

Tuition Payment Policy The cost of the Program is $2880. A one-time registration fee of $15 is required of all students, and a $100 deposit—applicable toward tuition—is required at the time of application. Following admission, payment may be made in a lump sum, yearly or quarterly, as follows:

- **Single Payment**: $2,780
- **Initial Annual Payment**: $1,340 (second year, $1,440)
- **Initial Quarterly Payment**: $260 (subsequent payments $360)
Tuition Refund Policy Any student wishing to withdraw from the Program must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which written notice is received in the Registrar's Office.

1. No part of the registration fee or the deposit will be refunded upon withdrawal. However, if a student is not accepted into the Program, the $100 deposit will be refunded in its entirety.

2. The refundable portion of tuition (first quarter only) will be computed in accordance with the following schedule:

- Prior to expiration of 14 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 100%
- Prior to the expiration of 28 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 80% (plus 100% of payment beyond quarterly amount)
- Prior to the expiration of 56 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 40% (plus 100% of payment beyond quarterly amount)

Because the study materials used in the Program are expensive, it is expected that a student who withdraws from the Program will return all study guides and related materials to the University.

Ed.D. PROGRAM IN EARLY CHILDHOOD EDUCATION

The program is designed to serve:

- administrators who occupy positions related to early childhood education. It is not designed to certify administrators but to help administrators develop a specialization in early childhood education.
- the professor or someone who aspires to become a college professor in early childhood education.
- the researcher-developer who is interested in developing materials, processes or systems that have promise of improving early childhood education.

Program Outline The program will require three years to complete. During that time a participant will (1) attend monthly seminars on Saturdays for a total of about six hours' time and carry out assignments related to the seminars; (2) attend three one-week summer seminars; (3) complete four practicums.

The basic approach will be a flexible learning system that is competency based to allow for individualizing the program.

The program is designed for adults who have demonstrated a high degree of competency in some aspect of early childhood education and are capable of providing leadership in the field.

Program Objectives The major objective of the program is to help each participant obtain the competencies he needs to extend his capacity as an administrator, professor or research-developer. All three types require a basic understanding of:

- the development of young children.
- the sociopolitical setting in which education takes place.
- the decision-making process in education.
- how a person can be an effective leader.

These four statements constitute the core objectives of the program for all participants.

In addition, if a person is going to function as a leader in early childhood education, he must:
as an administrator:
- be a competent administrator—this is a prerequisite, not a part of the program.
- understand the various approaches to curriculum development and the teaching-learning process.
- understand research, development and evaluation.

as a professor:
- be competent in the areas of the teaching-learning process in early childhood education, curriculum development in early childhood education and teaching at the university level.
- understand administration and the decision-making process.
- understand research, development and evaluation.

as a developer-researcher:
- be competent in research, development and evaluation.
- understand curriculum development and the teaching-learning process.
- understand administration and the decision-making process.

Admission Requirements

ACADEMIC
- A Master's degree or the equivalent from an accredited institution in education, early childhood education or a related field.
- Evidence that the participant has the academic competence to be successful in the program. This judgement will be based upon the graduate record examination, previous academic record and academic activities since obtaining the Master's degree.

EXPERIENCE
- Three years of experience in some aspect of early childhood education.

ABILITY TO WORK INDEPENDENTLY
- The candidate currently occupies a position that requires him to work independently; or
- The candidate can present evidence from current supervisors or former supervisors that he has the ability to work independently.

LEADERSHIP POTENTIAL
- The candidate occupies an administrative position such as school principal or director of a center which provides the opportunity to exercise leadership ability; or
- The candidate occupies a leadership position in a professional organization; or
- If the candidate is a teacher, he can demonstrate that he has gone beyond the normal role of teacher in either developing materials or in training other teachers; or
- The candidate has published articles in the field or developed either materials for children or training materials for teachers.

TUITION IS $2,000 PER YEAR.

Program Leadership The program will be directed by Dr. Glen Nimnicht, the founder of the new Nursery School, the developer of the responsive environment Head Start and Follow Through programs and the developer of the Parent/Child Toy Library program. He has written articles and chapters in books dealing with all aspects of early childhood education.

Dr. Nimnicht will be assisted by:
Dr. Marilyn M. Segal, Director of the Institute of Child-Centered Education at Nova University
Dr. Marta Arango, Co-Director for the International Laboratory for Educational Research and Development in Caracas
Dr. Joseph D. Randazzo, Headmaster of The University School of Nova University
Dr. Leonard A. Tomasello, Director of the Elementary Programs at The University School of Nova University
Dr. Joan A. Gelormino, Director of the Pre-School and Kindergarten Programs at The University School of Nova University
Dr. James Johnson, Program Professor
Judith P. LaVorgna, Program Assistant
And national authorities in the areas of:
- early childhood education
- the politics of education and educational change
- curriculum development
- research and evaluation
The Life Sciences Center integrates the discipline of modern molecular biology in studying man's internal and external environment. Current research efforts are directed toward the investigation of unrestrained cell growth (cancer) and the quality of our natural environment.

The development of molecular biology in the last decade has made cancer research a specialized form of microbiology with its own concepts, objectives and methodology. The investigator of malignant cell growth depends on comprehensive training in biochemistry, immunology, virology, cytology, genetics and related disciplines if he is to understand and exploit the rapidly emerging knowledge of the nature of cancer. A curriculum designed explicitly for the student interested in experimental oncology or biochemistry is offered by the center.

Leo Goodwin Institute for Cancer Research
The facilities of the Life Sciences Center are shared by the Leo Goodwin Institute for Cancer Research. The Institute, formerly the Germfree Life Research Center, was moved to Nova University from Tampa, Florida. It is a member of the Association of American Cancer Institutes.

Graduate Study Program
The University offers a coordinated program of studies in the biological sciences leading to the M.S. and/or Ph.D. in Biological Science with specialization in biochemistry, microbiology and cell biology.

Training is provided through formal courses combined with collaborative research experience in various laboratories of the Life Sciences Center. The aims of this program are to provide an opportunity for higher education in science by scheduling courses in late afternoon or evenings and to offer specialization in certain specific fields of biology.
Facilities The life Sciences Center occupies approximately 23,000 square feet in the Louis W. Parker Physical Sciences Building. The physical facilities for the Center were completed in 1970. Laboratories housing the Leo Goodwin Institute for Cancer Research, a component of the Life Sciences Center, occupy the north wing and have been especially designed to provide air-handling and isolation facilities adapted to the peculiar requirements of gnotobiology. In addition to a large isolator area, there are separate rooms for preparation of the isolators, steam generators, filters and other special equipment. An isolator research area enables the performance of short-term germfree experiments in a location removed from the main laboratory. The animal cubicles permit the holding of mono-infected or normal animals in isolation.

Supporting services include a well-equipped instrument shop, histology and photomicrography laboratories, refrigerated and incubator rooms for cell culture. In the Reyniers Memorial Room is a small collection of books particularly concerned with gnotobiology. The main library which houses a collection of books and journals in the medical and biological sciences is also located in the Parker Building.

The south wing of the Center contains laboratories for research and teaching in molecular biology, virology, immunology, cell culture and electron microscopy. The latter contains a Philips EM-201 electron microscope. Although the Life Sciences Center does not directly engage in human clinical cancer research, properly qualified individuals conduct joint programs in Ft. Lauderdale and Miami hospitals.

Requirements for Admission An applicant for admission to the Graduate Programs in Life Sciences must meet the following requirement:

1. A baccalaureate degree, granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Three letters of recommendation from professional associates which indicate the applicant's potential in the chosen area.
4. General aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service.

5. Applicants for the Ph.D. degree must have a Master of Science degree or its equivalent.

Admission to graduate study does not imply admission to candidacy for a degree. Conditions for candidacy are specified for each program.
Enrollment Procedures Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Application forms must be completed and returned to that office with payment of a $15 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office. It is the responsibility of the applicant to obtain the supporting documents necessary for application. All credentials must be submitted before the end of the first semester completed at Nova.

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

Fee Schedule For 1978-79

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<tr>
<th>Fee Description</th>
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<td>Application fee (nonrefundable)</td>
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<tr>
<td>Registration fee (per semester)</td>
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<td>Tuition fee (per credit hour)</td>
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<td>Credit by proficiency examination</td>
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<td>(per credit hour)</td>
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<tr>
<td>Thesis cost (varies with method of binding and type of thesis)</td>
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<tr>
<td>Graduation fee (includes diploma)</td>
<td>$15</td>
</tr>
</tbody>
</table>

The cost of books, lab fees and other materials ranges from $10 to $45 per course.

Grading System for Master's Program Grades in all course work are assigned to the following system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ACHIEVEMENT RATING</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>I-F</td>
<td>Incomplete-Failure</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty</td>
<td></td>
</tr>
</tbody>
</table>

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

A "W" grade will be assigned when a student withdraws from a course.

Grades "I" and "W" are not used in computing the grade point average.

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

SUMMARY OF PROCEDURE FOR A MASTER'S DEGREE CANDIDATE:

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

A candidate is expected to complete course work and thesis in four years. The University reserves the right to withdraw the matriculation status of a student who does not fulfill this time requirement, and it also reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 2.75.
Master of Science Course Descriptions
This curriculum provides a foundation for the student intending to pursue studies at the Masters or Doctoral level but may be taken for credit by special students who do not intend to pursue a higher degree. The following curricula will be taught as an integrated set of courses required of all M.S. candidates. The sequence will begin in September and continue through May of the following year. In addition to the subjects described below, training in computer science, marine biology, applied mathematics and related subjects is available in the Behavioral Sciences and Ocean Sciences Centers of Nova University and at neighboring institutions. An accelerated program leading from the AS or AA degree to the BS or MS degree is also available in the Life Sciences Center.

C400 General Biochemistry/4 sem. hrs.
A survey of biochemistry at the cellular and organ level: the major sub-disciplines of enzymology, proteins, nucleic acids, lipid and carbohydrate chemistry. A foundation course for students majoring in biochemistry and other areas of experimental biology. Prerequisites: 2 years of chemistry or the equivalent. These courses should include qualitative and quantitative analysis and organic chemistry or equivalent experience.

C503 Physical Chemistry/3 sem. hrs.
Introduction to thermodynamics—enthalpy, entropy, free energy and equilibrium. Reaction kinetics and mechanisms. Colloidal properties of gases. Aqueous solutions. Electrochemistry. Special emphasis on biochemical systems. Prerequisite: 1 year of chemistry.

B504 Cell Physiology/3 sem. hrs.
Biochemical and physical approaches to the study of cellular structure, maintenance of stability and function. A general review of intermediary metabolism, membrane transport, contractility, cell division, growth and electrical and neuron activity. The regulatory mechanisms associated with these phenomena. Prerequisites: General Biochemistry, C400, and 1 year of physics.

M501 General Microbiology/4 sem. hrs.
A survey of the basic concepts of microbiology designed to develop an understanding of the disciplines of microbial physiology and chemistry, protozoology, bacteriology, mycology and virology. Emphasis on the role of microorganisms in disease. Laboratory will involve experiments and demonstration of microbiological methods. Prerequisites: General biology and chemistry.

B502, Embryology, Histology and Ultrastructure/4 sem. hrs.
A brief review of the basic concepts of histology and embryology followed by a systematic consideration of mammalian organogenesis, correlated with the histology and ultrastructure of the adult tissue for each system. Laboratory exercises will include an introduction to light and electron microscopy.

D502 Instrumentation In Biology/1 sem. hr.
Training in the use of the basic instruments required for isolation analysis and characterization of biological materials. Two semester required.

D503 Genetics/2 sem. hrs.
The fundamentals of molecular and classical Mendelian genetics. The course will explore the areas of quantitative inheritance, chromosomal and chromatid aberrations, DNA structure and transmission of genetic materials. Prerequisites: General Biochemistry, C400, or the equivalent.

D500 Departmental Seminar/1 sem. hr.
One hour weekly seminars presented by guest scientists, students and faculty.

D501 Directed Study/1 to 5 sem. hrs.
This course provides an opportunity for a student to pursue an independent line of study or research under the direction of a faculty member.

D700 Thesis/6 sem. hrs.
A thesis is required of all students for the Master of Science degree. This work is supervised by individual members of the faculty. A faculty advisor is selected at the beginning of the second year and the thesis research conducted throughout the second year. Thesis subject must be approved by an ad hoc faculty committee. Prerequisite: 18 credit hours of graduate work.

Ph.D. Degree Requirements Each student is expected to spend at least one year in full-time residence while pursuing his doctoral program of study. Three to four years of post-baccalaureate study is the normal time requirement for the doctoral degree. The student must complete the degree program within five years.

Each student will be guided in his studies by a Faculty Committee. Insofar as possible, membership of this committee will reflect the student's interests and wishes. Changes in this committee may be made at the end of the first year in response to a request from a student or faculty member, with approval of the director of the center.

The Faculty Committee will meet with the student at least twice during each academic year. The Committee may schedule periodic written or oral examinations. Concerns of the committee include the
student's general education, development in his area of concentration, evaluation of his schedule, his admission to doctoral research and the progress of his research.

The student must submit a comprehensive dissertation to the Committee which will decide when the completed dissertation will be defended by the student.

**Tuition Payment Policy**

The following is the University policy on tuition payment:

1. All students must pay a registration fee of $15.00 each semester.
2. All graduating students must pay a graduation fee of $15.00.
3. Students are expected to pay tuition in full at the time of registration. In unusual circumstances and for compelling reasons tuition may be temporarily deferred. Such deferral may not extend beyond the end of the term for which tuition was originally deferred. A promissory note is executed on all deferred tuition by the assistant comptroller for accounts receivable.
4. A student may not re-register for additional courses if there is an outstanding balance against previous tuition.

**Tuition Refund Policy**

Any student in good standing wishing to withdraw because of illness or some other satisfactory reason must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which the written notice is received at the Registrar's Office.

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

**Estimated Expenses for Ph.D. Program**

Based on an Academic Year of Two Semesters

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2500</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>30</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2980</strong></td>
</tr>
</tbody>
</table>

Expenses outlined above are to be considered as very general estimates. They may vary by several hundred dollars, depending on individual circumstances.
Life Sciences Center
Academic Calendar 1978-1979

SPRING 1978

Mon. Jan. 23  Registration for MASTERS and Ph.D. PROGRAMS.
Mon. Feb. 6  Classes begin for Spring Semester. Last day for completing regular registration and payment of fees. Fee for late registration is $30.00 after this date.
Fri. Feb. 10  Last day for completing late registration.
Fri. Feb. 17  Last day for adding courses.
Mon. Feb. 20  End of 80% refund period.
Mon. Feb. 27  End of 60% refund period.
Mon. Mar. 6  End of 40% refund period.
Mon. Mar. 6  End of 20% refund period.
Mon. Apr. 3  Classes resume after spring recess.
Fri. May 26  Spring Semester ends.
Mon. May 29  Memorial Day holiday. University offices closed.

SUMMER 1978

Tues. May 30  Registration for MASTER'S PROGRAMS.
Mon. June 12
Mon. June 12  Classes begin for Summer Session, MASTER'S PROGRAM. Last day for completing regular registration and payment of fees. Fee for late registration is $30.00 after this date.
Fri. June 16  Last day for completing late registration. End of 75% refund period.
Thur. June 22  Last day for changing courses.
Fri. June 23  End of 50% refund period.
Fri. June 30  End of 25% refund period.
Fri. July 21  Summer Session ends for MASTER'S PROGRAM.

FALL 1978

Mon. Aug. 14  Registration for MASTERS and Ph.D. PROGRAMS.
Mon. Aug. 28
Fri. Aug. 25  Orientation and faculty meetings.
Mon. Aug. 28  Classes begin, Fall Semester. Last day for completing regular registration and payment of fees. Fee for late registration is $30.00 after this date.
Tues. Sept. 5  Last day for completing late registration.
Fri. Sept. 8  Last day for adding courses.
Mon. Sept. 11  End of 80% refund period.
Mon. Sept. 18  End of 60% refund period.
Mon. Sept. 25  End of 40% refund period.
Mon. Oct. 2  End of 20% refund period.
Thurs. Nov. 23  Thanksgiving Holiday. University offices closed.
Fri. Nov. 24
Fri. Dec. 15  Fall Semester ends for MASTER'S PROGRAM.
Mon. Dec. 25

SPRING 1979

Mon. Dec. 11  Registration for MASTERS and Ph.D. PROGRAMS.
Tues. Jan. 2
Tues. Jan. 2  Classes begin for Spring Semester. Last day for completing regular registration and payment of fees. Fee for late registration is $30.00 after this date.
Tues. Jan. 9  Last day for completing late registration.
Fri. Jan. 12  Last day for adding courses.
Tues. Jan. 16  End of 80% refund period.
Tues. Jan. 23  End of 60% refund period.
Tues. Jan. 30  End of 40% refund period.
Tues. Feb. 6  End of 20% refund period.
Fri. Apr. 13  Good Friday holiday. University offices closed. Spring recess begins.
Mon. Apr. 23  Classes resume after spring recess.
Fri. Apr. 27  Spring Semester ends.
Mon. May 28  Memorial Day holiday. University offices closed.
Facilities The Ocean Sciences Center is located on an eight-acre site in Port Everglades near the port entrance. This land was deeded to Nova University in 1967 by the Broward County Commission. Conveniently situated in the Dr. Charles and Hamilton Forman building are offices, computing facilities, the William Springer Richardson Library, an electronics laboratory, a machine shop, a current meter facility, and a dark room. Other office spaces are located on a two-story houseboat moored in the Center's boat basin. Additional laboratory space is located in a 1600 sq. ft. building at the edge of the basin. The Center operates a 62-ft. research vessel, the R/V YOUNGSTER III, for experiments off the Florida coast and in Caribbean waters.

Research The Ocean Sciences Center is concerned with studies and investigations in experimental and theoretical ocean sciences. These interests include the geology and geophysics of the sea floor; marine biology and the chemistry of sea water; ocean currents, eddies, fronts, and temperature distributions; wind-generated surface waves and swell; and the interactions between the surface layers of the oceans and the overlying atmospheric marine boundary layer. Primary regions of interest include Florida's coastal waters, the continental shelf and slope waters of the southeastern United States, and the waters of the Caribbean and Gulf of Mexico.

Requirements for Admission An applicant for admission to the courses of study leading to the M.S. and/or Ph.D. degrees in ocean sciences must meet the following requirements:

1. Have a baccalaureate degree, granted by an accredited institution.
2. Have an academic record which indicates ability to pursue advanced study and research. Strong emphasis is placed on the applicant's past academic record in mathematics and the physical sciences.
3. Provide three letters of recommendation from professional associates which indicate potential for research in ocean sciences.

4. Provide advanced aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Scores must be mailed directly to Nova University from the Educational Testing Service.

5. Provide results of a Strong-Campbell Interest Inventory (SCII) to the Director, Ocean Sciences Center. Applications for the SCII can be obtained from the Ocean Sciences Center, 8000 North Ocean Drive, Dania, Florida 33004.

Admission to graduate study does not imply admission to candidacy for the Ph.D. degree. Additional information will be found under Criteria for Assessment of Progress.

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

Courses of Study in Ocean Sciences

The academic program in ocean sciences is tailored to address the specific needs and intellectual development of the individual student. Personalized guidance and instruction are stressed. The student is assisted in reaching a level of competence necessary to perform independent research and to apply advanced technologies effectively.

Each student is required to complete a self-paced course of study that consists of reading "core" material in the ocean sciences and the related areas of physics, mathematics, and engineering. Weekly meetings with the Center's professional staff enable the student to receive effective assistance and to resolve problem areas that are inhibiting his/her continuing progress. Examinations, containing both oral and written sections, are scheduled by the student.

When a student enters with an advanced background in graduate studies, a Faculty Advisory Committee considers his/her competencies and prescribes a course of study. A minimum of one year of study, in residence at the University, must be completed prior to beginning a dissertation.

Criteria for Assessment of Progress

A student is required to demonstrate competence in the ocean sciences by successfully completing the requisite courses from the core material. Progress is assessed through performance in these courses. A minimum of 30 credits at the graduate level, including six credits for a thesis representing original research or critical review of the literature, on a topic approved by the faculty, is required. An individual's progress is monitored by his/her Faculty Advisory Committee comprising three faculty members.
In order to provide a practical background, each candidate for the Ph.D. degree is required to participate in one or more research projects. Progress will be monitored by the Faculty Advisory Committee. In addition to course work and research activities, each student is expected to present several reports on topics of his/her own choosing. These reports are presented as seminars before the faculty and other graduate students.

A student who is admitted with a bachelor's degree normally will be able to complete course work within two years. At the end of this period of time, and upon being accepted as a candidate by the faculty, a student desiring to continue onto the Ph.D. degree will submit a dissertation proposal to his/her Dissertation Committee. The Committee shall comprise at least five faculty members, one of whom must be on the faculty of another center at Nova University. If the proposal is approved, the student may proceed with the research under the Committee's guidance.

Courses of Study

**Applied Mathematics/2 sem. hrs.**
Vector, tensor, and matrix analysis; complex variables; differential equations; calculus of variations; time series analysis; Fourier analysis; perturbation theory; asymptotic analysis.

**Fluid Mechanics/3 sem. hrs.**
1. General theory: kinematics of flow of continuous media; elementary thermodynamics; the Navier-Stokes equations; scaling and similarity; flow of inviscid fluids; the viscous boundary layer; flow about immersed bodies and in ducts; creeping flow; stability of flow; shear convection; acoustic propagation. (2 semester hours)
2. Topics in turbulence; the Reynolds equation; correlations and spectra; isotropic turbulence; wakes and jets; pipe flow and boundary-layer flow; stratification effects; diffusion. (1 semester hour)

**Physical Oceanography/3 sem. hrs.**
1. Descriptive physical oceanography and experimental methods in geophysics. (1 semester hour)

2. Waves and tides: theory of surface and internal gravity waves; tides; measurement and analysis of tide and wave records. (1 semester hour)

3. General ocean circulation: theory and measurement of wind-driven circulation, thermohaline circulation and the thermocline; planetary waves; ocean currents and jets, the abyssal circulation problem. (1 semester hour)

Normally, the following reading courses are available:

**Partial, Differential and Integral Equations/2 sem. hrs.**
**Numerical Analysis and Computation Methods in Fluid Mechanics/1 sem. hr.**
**Geophysical Fluid Mechanics and Modeling of Geophysical Flows in the Laboratory/1 sem. hr.**
**Special Topics in Physics, Mathematics and Engineering**

**Cooperative Fellowship Program** The Ocean Sciences Center now offers a Cooperative Fellowship program for visitors from marine-oriented industry and from government facilities. Fellows should be prepared, through education or experience, to the level of advanced post-graduates in the physical sciences, biological sciences, mathematics or engineering.

While at the Center, Fellows will be provided office space and the use of laboratory facilities. The faculty and staff are available to assist in their research. All graduate courses are open to Fellows, and work completed during their tenure may lead to doctoral degrees.

Space and facilities are available for as many as six Fellows at one time. Acceptance will depend upon each Fellow's qualifications, the significance of his projected research, and the degree to which the Ocean Sciences Center can be of assistance to him. Acceptance normally will be limited to individuals who wish to stay for at least two months. The basic cost of the program is $500 per month. Additional fees will be charged, at cost, for special facilities or extensive use of staff time.

At this writing, a new course of study leading to a Master of Science degree with a major in Physical Oceanography, Marine Biological Science, Marine Chemical Science, Marine Geology and Geophysics, or Ocean Engineering is being prepared. Much of the work will satisfy the academic requirements of the Ph.D. degree. Interested applicants for admission to the University should contact either the Director or the Chief Scientist of the Ocean Sciences Center for details.
The National Center for School Leadership Development offers, in its National Ed.D. Program for Educational Leaders, a comprehensive, integrated program of study, assessment, and action to people with positions of responsibility in the school system. It is designed for school administrators who already have an advanced degree and want to raise their level of competence. An alternative to existing doctoral programs, successful completion of the three-year program results in the Doctor of Education Degree.

In designing a program to meet the needs of practitioners, Nova was guided by several overall considerations: the development of leadership skills which would be applied immediately to the solution of real problems in the schools; the exploration of new approaches to the improvement of elementary and secondary schools; and mitigation of the localism which is characteristic of persons associated with many schools and universities.

While the goals of the National Ed.D. Program are similar to those of some traditional programs, the methods developed to attain them are different. Contrary to the usual practice of isolating students from real-life situations, Nova brings the campus to the student, permitting participants to pursue their degrees at a pace harmonious with their job responsibilities and bringing national resources to the local community in a way no local program can.

The basic design of the program enables participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from the universities and educational systems all over the country provide a national point of view through systematic interaction with participants. Annual Summer Institutes bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world to mitigate the parochialism of local school systems.

Because school leadership requires a broad knowledge of social, political, and economic forces at work in the society, the program has been fashioned to bring expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the role of administrators in the school
system. Practicum projects focusing on solving actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The participants’ school systems thus constitute national laboratories in which practicum proposals are explored, tested, implemented, and evaluated.

Degree Candidacy Applicants to this program are required to be working in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with conditions as they presently exist. No substitute measures presently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admissions requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the schools. In fact, the average age of Nova candidates at the time of admission for this degree is 42. (The range is 25 to 60.)

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the system is designed to be completed by most administrators in three years. A fourth year is provided (with minimal service charges) to make possible degree completion for those who have had personal or program problems during the first three years. Permission to continue work beyond the fourth year will be granted in only the most unusual, documented situations.

The central difference between this program and the traditional program is its focus. Here, the candidate is required to improve himself on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. All the tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted-for efforts within the time available. The four-year deadline is motivating candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is their learning the need to manage time effectively, and that they have derived satisfaction from having performed tasks well and on schedule in both the job and the program.

Cluster Program Instead of bringing students to courses, Nova organizes participants into local clusters. The word "participant" is used because each candidate for the doctorate under the National Ed.D. Program is a responsible colleague and potential leader. Supportive interaction among participants is an important feature of the program. This occurs both on the local and national level.

The local cluster is the setting for exploring substantive study areas, undertaking practical projects, and developing educational activities relating to the community. Flexible in nature, clusters serve as centers where participants come to view themselves as resources to one another and to local and state educational policy-makers. Each cluster numbers around 30 participants who pursue independent study and meet regularly over a three-year period. Once a month a Nova national lecturer visits each cluster for an intensive all-day Saturday session. Clusters also conduct local seminars and field practicums as well as provide the milieu for administering substantive examinations. New clusters are formed as others complete the program. The program is designed to operate with 32 clusters at any given time.

Beginning with the 1973 Summer Institute, national clusters were formed. These provided an opportunity for participants from various clusters in different regions of the country to discuss their work. This organized intermixing has become a continuing practice at Summer Institutes.

CLUSTER COORDINATORS. Since leadership cannot be developed without the experience of responsibility through decision-making, Nova regards participant control of cluster activities as an important goal. Every cluster is organized by a coordinator who serves as an expeditor, motivator, and ombudsman, and acts as liaison with the Nova staff. But he continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As soon as it becomes feasible, for example, he turns over responsibility for the budget, schedule, direction of the study program, self-evaluation, and program evaluation to participants.

Participants are encouraged to discuss their concerns with the coordinator at all stages of their work. As a resource to the cluster, the coordinator helps the cluster to become aware of local resources and...
utilize them in solving local educational problems. A special budget is provided each cluster for this purpose. These allocated funds are used for additional study resources or to involve local educational leaders in the program.

A directory of cluster coordinators and participants is available upon request.

**Study Areas**

Broadening the participants' understanding of complex problems of society and schools is the central objective in specifying study areas for the Nova Ed.D. Program. Eight study areas, deemed necessary for the professional development of school administrators, provide information and conceptual resources to improve schools and school systems.

The eight study areas included in the program are: Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Finance, Managing the Schools, Resources for Improving Education, and Supervision. Each study area was conceived to present a perspective rooted in traditional disciplines and provide the necessary breadth of interdisciplinary understanding. Within the eight substantive areas, many other topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for reform. Each substantive area is considered from the local, state, and national point of view and each is sufficiently flexible to accommodate individual objectives. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussions.

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for formal instruction. Working under the guidance of the program's Director of Instruction, the senior national lecturer in each subject area designs his own program of study, selects and supervises associate lecturers, and evaluates participants. Each study area is designed to be covered in a three-month period. Instruction is conducted in day-long, intensive, Saturday seminars under the general direction of the senior national lecturer, who conducts the first seminar in a given subject, after which his associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work intervenes between study area seminars.

Presentations are designed to offer historical perspective and a critique of the theoretical readings as well as the current developments in a field. While presentations include much substantive information, emphasis is on development of perspectives and insights that help the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but require participants to think through, articulate, and defend their own value positions on crucial questions.

**Study Guides and Resources**

For each of the eight study areas, a special guide has been prepared. The guides, written by the senior national lecturer or prepared under his direction, provide participants with resources for gaining access to the burgeoning literature within the disciplines and the behavioral sciences in general, and contextual resources for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments within the field. Participants are provided copies of each study guide at the time the cluster forms. Over a period of time the lecturers have developed several distinct approaches to the
study guides, depending on the subject. For example, in the case of Education Policy Systems and Managing the Schools, the guides synthesize large amounts of substantive information, exercises, and research into an introduction to the discipline. In the case of Supervision, a programmed guide has been prepared in which the participant assesses his needs and interests and is then directed to specific substantive information, exercises, and procedures for self-evaluation. In Finance, extensive use is made of audio cassettes because of the changing nature of the subject matter.

Resource materials include video-taped overviews of each subject and libraries of general readings provided for the use of each cluster. A computer-research facility, maintained at the Nova campus, permits each participant to obtain on order ERIC microfiche copies of journal articles, microfiche copies of practicum reports, and computer searches of ERIC and other data bases.

Practicums The Nova Ed.D. Program for Educational Leaders defines a practicum as "an action taken to improve an educational system." It is an exercise in problem-solving in a real school setting and provides a learning as well as a doing experience. A practicum may, and often must, involve research, but it is not a research project. In a practicum, research is preliminary or parallel to action. As a learning experience, a practicum uses a participant's intellectual resources to enlarge his or her leadership skills and administrative competence and, at the same time, to advance the standards of public education. Each practicum requires the participant to identify a problem that requires solution, devise a strategy for its solution, implement that strategy, and demonstrate whether the effort succeeded in achieving its objectives. The output of a practicum may be a product or a process. But the practicum is incomplete until that output is inserted into or adopted by the system.

The practicum sequence comprises a series of efforts graduated in difficulty and complexity, which the participant must carry out in a specified order. These efforts are monitored by the practicum staff, acting in a collegial role, to develop facility with the practicum as a problem-solving technique. Before any action is taken, the participant is required to develop and submit for approval, a proposal in a prescribed format. Evaluation of proposals by the practicum staff is critical to the success of the practicum program. A participant may be required to rewrite a proposal until it provides an acceptable design for the practicum effort. After the participant has performed a practicum, a report of the effort is required for evaluation and grading by the Nova staff. The report also serves as a vehicle for improving the ability to write clearly and apply the scientific method of solving problems. But the practicum cannot terminate with a report. The result must be a changed educational operation—a legacy to education.

The relationship of practicums to other components of the Nova program tends to be informal and reciprocal. Concepts developed in the Nova study areas and through the Summer Institutes are applied by participants through their practicum efforts. Experiences are gained in practicums work which enrich participants' perceptions of the concerns of the study areas and the Summer Institutes.

PRACTICUM SEQUENCE. During the first year, participants engage in a Practicums Laboratory, which includes practice in writing critiques of proposals for practicums, the preparation of a proposal for a nine-month Introductory Practicum, the carrying out of that practicum, and the writing of a report about it. In the Introductory Practicum major attention is paid to the process of performing a practicum, although a product is also required. By the time a participant enters the second year of the program, he or she should be ready to go on to the performance of a substantial action that brings about significant improvement in an educational situation or system. The second-year practicum is an effort performed by a small group—a task force assembled to accomplish a specified job. Emphasis is placed on the accountability of individuals in the performance of the team effort. From the outset, cluster members are expected to discuss problems encountered in their schools and systems and to identify problems of common concern. These discussions should result in plans to perform practicums as team efforts. The third-year practicum is an individual effort to achieve a major improvement in an educational system or situation.

INSTRUCTIONAL METHODS AND MATERIALS. The study area of Evaluation has specific application to the performance of practicums, and participants are required to read the study guide in Evaluation at the outset, regardless of the sequence in which the study area is presented to them by the national lecturer.

As a guide in formulating practicum proposals, performing the work, evaluating the results, and presenting reports, a Practicums Manual is supplied to each participant. A video tape, "What Is a Practicum?" has also been produced to reinforce the message of the manual. It forms an essential part of the permanent library of every cluster. A second video tape, "Let's Analyze a Practicum Proposal," together with supporting material for analysis, has also been produced.
as part of the Practicums Laboratory instrumentation. A set of study packets, including assignments in the critical analysis of actual practicum proposals, has been developed to help participants focus on conceptualizing problems, demonstrating needs, and creating feasible solutions to problems.

A growing library of practicum reports is maintained at Nova. Practicum reports are also being integrated with an information retrieval system that provides access to the U.S. Office of Education's ERIC (Educational Resources Information Center) system and other sources in order to make them available as resources to participants and others in the educational community.

**IMPACT ON EDUCATION.** With several thousand practicums completed or in process, Nova practicums have already had an impact on the efficiency of schools and school systems and on the quality of education. The program's news publication, *The Gatekeepers' Gazette*, Vol. 6, No. 2, 1976-77, describes 100 practicums, the first of a series of selected practicums which will be abstracted in subsequent editions of the Gazette.

In performing a practicum in a real-life setting the practitioner is expected to bring to bear upon the problem all the appropriate administrative and leadership skills at his command. In order to obtain greater impact on the quality of education, a pilot project is being carried out which would integrate self-evaluation of practicum efforts with the results obtained by means of the Educational Leadership Appraisal (ELA) system, described below.

**Educational Leadership Appraisal** What are the qualities that make a leader in education? Educators have pondered this question for years. How does one identify and assess these qualities? How can one develop them? In the business world, the question has been refined to "What kinds of people are successful in executive positions?" In education, "success" cannot be so easily defined. Nevertheless, school systems have continued to search for a systematic method of identifying the components and patterns of administrative leadership.

Recognizing the need to carry on this research, the Nova Ed.D. Program has invested heavily in the development of a procedure suitable for evaluating the leadership attributes of participants. An Educational Leadership Appraisal (ELA) system has been especially developed by Educational Research Corporation, Watertown, Massachusetts, to provide such an analytic tool. This appraisal system has proven to be without built-in bias on any known dimension—age, sex, race, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study module.

Drawing in part on techniques that have been successfully employed in industry and government for two decades, ELA appraises the administrator along 23 leadership dimensions. These
are grouped into broad categories of management and organization, communications, problem solving, task orientation, and interpersonal qualities. Behavior along the leadership dimensions is elicited and recorded through a series of individual and group exercises, simulations, role-playing tasks, analysis problems, interviews, and written and speaking assignments designed to approximate the problems and challenges encountered by school administrators. A team of appraisers at the Boston headquarters of Educational Research Corporation studies the audio- and video-taped records and written materials obtained from these activities and produces a behavior inventory.

In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, for adding to the base of information on educational leadership, and formulating programs for school administrators. It is also anticipated that ELA will become a rich source of data that can be utilized nationally by school systems for effective management staffing, staff development, and job assignment.

Admissions

REQUIREMENTS FOR ENROLLMENT. To enroll in the program, a candidate must be employed in an educational administrative position and show leadership potential. Applicants must have a school administration license or equivalent credentials, a master's degree from an accredited institution, and three letters of recommendation from persons familiar with his or her performance in the administrative position. Because the program is not designed to train potential leaders in educational administration but instead focuses on developing present leaders, it is not open to teachers or other non-administrative personnel. Academic transcripts of the applicant's prior college-level record must be sent directly from the institution awarding the degree, and the applicant is required to submit a satisfactory resume of a recent task involvement. A "Statement of Educational Philosophy" and a statement on career plans and expectations are also required of each candidate.

COSTS. It is anticipated that most students will complete the program in three years. The tuition fee* per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Charges beyond the third year are based on services rendered to each participant.

*See section "Additional Information" below.

FINANCIAL ASSISTANCE. Participants in the program are eligible for federally insured loans. The program is also approved for the Veterans Administration Education Assistance Allowance on a three-quarter-time basis.

Credits and Certification Since the Nova program is not intended to train potential superintendents or supervisory or administrative personnel, it does not attempt to meet state certification requirements for such positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and flexible nature of the Nova educational leadership program.

Credits are granted for successful completion of blocks of work including both substantive study areas and practicums. They vary in the length of time they take to complete, the number of study areas covered, and the complexity of practicum involvement. The sequence in which the eight study areas are covered varies from cluster to cluster. The initial module (9 credits) consists of one study area and two successful critiques of practicum proposals. The second module (18 credits) consists of two study areas and one nine-month-longIntroductory Practicum. The third module (27 credits) consists of three study areas and one year-long Group Practicum. Under certain circumstances, a participant who cannot meet the Group Practicum requirement may perform a two-year Individual Practicum. The fourth module (18 credits) consists of two study areas and one year-long Individual Practicum. An entire module must be completed satisfactorily before the registrar will issue any credit. No credits are offered for professional or life experience.

Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a "no-credit transfer" policy. Participants are expected to experience the total program. Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. Transfer credits are therefore not accepted in fulfillment of Ed.D. requirements.

Additional Information Detailed information regarding faculty, staff, instructional materials and tuition, service, and diploma fees are provided in a separate bulletin available upon request. To obtain a copy of the program bulletin write or call: The Director, National Center for School Leadership Development.
### NATIONAL LECTURERS

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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Richard Goldman</td>
<td>SUP</td>
<td>Associate Professor, Department of Early Childhood Education</td>
<td>Kent State University</td>
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<tr>
<td>John Gemello</td>
<td>FIN</td>
<td>Professor of Economics</td>
<td>University of California at Davis</td>
</tr>
<tr>
<td>James W. Guthrie</td>
<td>FIN</td>
<td>Associate Professor of Education</td>
<td>University of California at Berkeley</td>
</tr>
<tr>
<td>Brian Holm</td>
<td>EVAL</td>
<td>Education Consultant</td>
<td>Plainfield, Vermont</td>
</tr>
<tr>
<td>Laurence Iannaccone</td>
<td>POL</td>
<td>Professor of Education</td>
<td>University of California at Santa Barbara</td>
</tr>
<tr>
<td>Richard Jaeger</td>
<td>EVAL</td>
<td>Professor of Education</td>
<td>University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>Alexander I. Law</td>
<td>EVAL</td>
<td>Chief, Office of Program Evaluation</td>
<td>California State Department of Education</td>
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<tr>
<td>James B. Macdonald</td>
<td>CUR</td>
<td>Professor of Education</td>
<td>University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>Louis Masotti</td>
<td>POL</td>
<td>Director, Center for Urban Affairs</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Anita Moses</td>
<td>RES</td>
<td>Education Consultant</td>
<td>New York, New York</td>
</tr>
<tr>
<td>Aubrey McCutcheon</td>
<td>RES</td>
<td>Deputy Superintendent of Schools</td>
<td>Detroit, Michigan</td>
</tr>
<tr>
<td>Donald Winkler</td>
<td>FIN</td>
<td>Assistant Professor of Economics</td>
<td>University of California at Santa Barbara</td>
</tr>
<tr>
<td>Fred Wirt</td>
<td>POL</td>
<td>Professor of Political Science</td>
<td>University of Illinois</td>
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### Additional National Lecturers

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<tr>
<td>Allan B. Ellis</td>
<td>ALE</td>
<td>President</td>
<td>Watertown, Massachusetts</td>
</tr>
<tr>
<td>Mario Fantini</td>
<td>RES</td>
<td>Dean Designate</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>Leonard J. Glick</td>
<td>ALE</td>
<td>Director of Projects</td>
<td>Educational Research Corporation, Watertown, Massachusetts</td>
</tr>
<tr>
<td>*Senior National Lecturer</td>
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<tr>
<td>ALE Appraising Leadership in Education</td>
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<td>POL Education Policy Systems</td>
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<td>MAN Managing the Schools</td>
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Nova's Ed.D. in Community College Education has been established to meet the needs of teachers and administrators who wish to pursue doctoral studies while remaining employed.

In addition to meeting these needs, the program has the following objectives:

1) To provide a personal interaction between community college faculty members and recognized national leaders in higher education.

2) To provide an opportunity for community college faculty members to solve problems that interest and concern them.

3) To provide access to a doctoral program in areas of the country that are not served by a university.

4) To provide an opportunity for improvement of community colleges.

The program is organized into clusters of 25-35 students. These clusters are located in various centers or campuses throughout the country. Students attend seminars and symposiums at a host community college in their local areas and also participate in a one-week Summer Institute during two of the three years of study. The 1979 Summer Institute will be held in California.

The program consists of six basic activities: seminars conducted by nationally-known leaders in education, local seminars, Summer Institutes, field practicums, Major Applied Research Project (MARP), and directed study.

Module Descriptions The three-year program consists of six core modules and a Major Applied Research Project (MARP). All participants enroll in the six core modules during the first two years of study and in the MARP during the third year. Each module
carries nine semester hours credit and consists of a series of seminars and a practicum. Twenty-seven semester hours will be given for successful completion of the MARP.

**Curriculum Development in Higher Education**

This module encompasses the intersection of curriculum and teaching; human growth and educational development; theories of curriculum planning and design; leadership and curriculum change; the school as a socializing agency; organization of learning experiences; cultural pluralism and educational alternatives; the individualization of instruction; community surveys; advisory groups; faculty participation; educational media; computer instruction; principles of programmed instruction; management by objectives; systems theory in education; behaviorally specified objectives; construction of input-output instructional models; behavioral systems; information processing; administration of instructional programs.

**Applied Educational Research and Evaluation**

In this module the participant will cover statistical inference; use of statistical methods and tests; experimental design; educational assessment; theories of accountability; formative and summative evaluation; intellectual environment; planning and execution of research studies; collecting and using data.

**College Governance**

This governance module considers theories of administration; role of the administrator; organization and structure; legal provisions determining objectives and functions; recruitment of staff; formulation of personnel policies; supervision; academic freedom; participation of faculty in decision making; role of academic rank; admission policies; counseling and guidance of students; student personnel services; budgetary control; expenditures; sources of supplemental support; plant planning; maintenance of plant; developing community relationships; providing community services; trends in administration; international community college programs.

**Learning Theory and Applications**

This module covers learning research; hierarchical theories, cognitive and affective development; developmental and normative studies in learning theory; reasoning and problem solving learning; memory and thought; behavior modification; comparative theories of learning disabilities; interface of learning theory and cognitive objective taxonomy.

**The Education Policy Systems in Higher Education**

The policy module presents to the participant definitions of politics: the educator and politics; political systems approach; allocative theory; interest groups; tactics; community power structures; political influences; state level political systems; state legislatures; the governor; courts; state education departments; the state board of trustees; national education policies; presidential politics; the politics of research; curriculum and pedagogy.

**Societal Factors; The Community and the College Student**

This module covers enculturation; impact of media; social stratification; social mobility; population growth; modification of educational process by technology; theories of social change; the role of the community; the role of industry; interactional patterns; bureaucratic hierarchy; differential standards; study of the community; use of community resources for students.

In addition to the six core modules each participant in the program will be required to complete satisfactorily a third year of study.

**Third Year**

The third year is designed to enable each participant to explore several new horizons. The objectives for each participant are:

1. Through practicums and MARPs, make improvements in their own institutions and ascertain the extent of impact he/she has had on the community college.
2. Make a significant contribution to the literature on the community college.
3. Develop competence in the conduct of and reporting of applied and action research.

To assist in accomplishing the objectives, each participant will be expected to complete satisfactorily three requirements:

2. A detailed evaluation of his/her total doctoral program.

**Enrollment**

Enrollment in Nova University's Doctor of Education program for Community College Education is restricted to individuals who hold master's degrees granted by accredited institutions, hold junior college teaching or administrative certificates (if required by the state) and are employed full time by a community college.

Each applicant must secure three letters of recommendation from his/her community college administrators. One of these letters must be from the President of the institution. These recommendations must indicate the performance of each applicant as a teacher or administrator. A personal interview conducted at the cluster site is also required.

**Financial Information**

A $200 deposit is required with the application, plus a non-refundable $25 processing fee. Tuition is $2,100 for each year of study (beginning January, 1978). A distributed payment plan is available.

Participants in the program are eligible for federally insured loans. The program is also approved for Veterans Administration Educational Assistance Allowances.

During the three-year program, each participant should plan to attend two one-week Summer Institutes.

**PARTIAL PAYMENT PLAN**

Two yearly payment plans are available:

1. Full payment prior to beginning a year's work.
   - First year—$2,125 (includes nonrefundable $25 processing fee)
   - Second and third years—$2,115 per year (includes nonrefundable $15 registration fee)

2. Partial Payment Plan
   - First year—$2,175
   - WITH APPLICATION $225 (includes nonrefundable $25 processing fee)
   - FIRST PARTIAL PAYMENT $600
Second and third years—$2,165 per year

FIRST PARTIAL PAYMENT $815 (includes nonrefundable $15 registration fee)
SECOND PARTIAL PAYMENT $675 (includes $25 service fee)
THIRD PARTIAL PAYMENT $675 (includes $25 service fee)

Working at a normal pace, a participant can expect to complete the doctorate within the time allotted. If additional time is needed, a special fee is assessed until the MARP is completed. This fee is $350 per four-month term that participant receives services.

Although participants are expected to complete the program in the three-year time period, the time allowed for completing the degree is five years from the date of the first seminar meeting. Permission to continue work beyond the allowed time will be considered on an individual basis.

LATE FEES. All payment must be consummated according to this schedule. No exceptions will be made for students that are in the process of obtaining loans. A late payment penalty of $50 will be assessed each time a payment date is missed.

REFUNDS. If a participant has not notified the Registrar of withdrawal by the first meeting of the module, he or she will be liable for tuition and fees for that module according to the following schedule:

1. Persons paying the total tuition prior to the start of the first module, and withdrawing from the program prior to receiving any services, will be entitled to a refund based on the partial payment schedule.
2. If an application is rejected, the applicant will be refunded all monies except the $25 application fee.
3. If a cluster fails to form in the participant's geographic area, all monies will be returned (this includes the $25 application fee).
4. A participant with a grievance with respect to payment of tuition and fees may refer to the Board of Appeals or the legal aid office.

For more information and a bulletin describing the program in detail, write to the Center for Higher Education, Nova University.

Ed.D. IN VOCATIONAL, TECHNICAL AND OCCUPATIONAL EDUCATION

The Ed.D. with this specialization allows participants from across the nation to pursue a doctoral degree without interrupting their employment. To accomplish this, Nova University is employing the cluster delivery system, with clusters under the direction and guidance of local coordinators.

The field-based model is designed to bring the resources of the nation to the students (the participants), enabling them to continue in their institutional positions while working for a doctoral degree. While studying for the degree, the actual work environment of the participant is used as a basis for practicums.

This specialization places primary emphasis on independent study that permits the individual to function as a self-directed learner. Also, the curriculum provides a vehicle for student input as to the nature of the substantial material he or she will study.

The Ed.D. in Vocational, Technical and Occupational Education consists of a three-year schedule of activities for those holding a master's degree and a four-year schedule of activities for candidates with a bachelor's degree. (A MASTER'S DEGREE WILL NOT BE AWARDED.)

The Delivery System Although the delivery system employed makes graduate study more convenient, it does not make it any easier. Indeed, experience indicates that independent study is often more rigorous and demanding than group study. Independent study in the cluster format permits greater relevance in its practical application, but it transfers the learning responsibility from the professor to the student. Here it should be made clear that the off-campus doctorate of education is not conceived as an "open university" program. Rather, the program of study involves a structured delivery system through which the participant receives faculty guidance and supervision. The principal elements of the rationale are these:
1. The student is able to learn in a situation which is in the context of his professional interest. The university is brought to the student and the campus emerges from the social scene.

2. The curriculum is goal-oriented; theoretical principles and concepts which are derived from the social sciences are geared to the professional skills of vocational and technical administrators. The arbitrary and baseless distinction between scholarship and professionalism is thus eliminated. The curriculum is structured in such a way that students have continual access to graduate study.

3. The curriculum is organized in a way that it permits the participants to take advantage of maximum flexibility. As a case in point, if the student's learning assignments require that he or she perform a task which demands conceptual insights as well as technical skill, professional growth is enhanced and the student's time is efficiently deployed.

4. The curriculum involves specific performance goals, and the student is required to demonstrate both theoretical knowledge and performance competence.

5. The organization of the specialization allows for maximum individualization of learning. The student works independently, attacking applied and theoretical problems in appropriate modes. The time sequence is similarly flexible as the duration of a learning unit is determined by capability rather than by the amount of time devoted to study. As a result, the student can spend as much or as little time on learning units as he or she requires. The grading system is on a PASS or NO PASS basis.

6. The field-based model makes use of an augmented and diversified faculty, greatly increasing the range of student-teacher interactions. The student has recourse to Nova University's central staff and to the graduates of Nova's Center for Higher Education. In addition, however, the student will have recourse to senior professors from other universities across the nation and in his immediate geographic area. National lecturers will conduct periodic seminars and provide consultative assistance.

A staff of national lecturers conducts intensive monthly seminars, usually on Saturday. In addition to the monthly seminars, which are held at locations convenient to as many cluster members as possible, local seminars are held. Other involvement includes: independent study, performance-based practicums designed to solve actual institutional problems, a series of individualized evaluations, a Major Applied Research Project and Summer Institutes.

Specialization Objectives The basic objectives of the specialization are:

1. To provide professional educational experiences which emphasize the unique goals and functions of vocational, technical and occupational educators.

2. To make doctoral level education accessible to employed professionals who otherwise would have little opportunity to pursue an advanced degree while remaining employed.

3. To provide a means for bringing to bear, in a coordinated effort wherever clusters are located, the scarce national talents of vocational, technical and occupational education leaders in universities throughout the country.

Degree Requirements The first two years of study for participants with a master's degree or a bachelor's degree include the six core competency areas. At the conclusion of each area of study, participants are required to pass a comprehensive examination. During the first two years of study, four practicums, one every six months, are also required. Each of these involves choosing a problem within the actual Vocational, Technical and Occupational Education setting, analyzing its causes and effects, arriving at a practical solution and proposing a strategy for implementing the solution.

FOR PARTICIPANTS HOLDING A MASTER'S DEGREE, the three-year requirements are:

Common Curriculum Involving Six Vocational, Technical and Occupational Education Modules.

1. Administration of Programs
2. Applied Educational Research and Development
3. Management Information Systems
4. Curriculum and Instruction
5. Personnel
6. Trends, Issues and Foundations

Four Practicums* (one every six months during the first two years)

Individualized Evaluation Reports

MARP (Major Applied Research Project)

Two Summer Institutes (each eight days in length)

*Each participant can complete one practicum in a group situation. Three must be individual efforts.
FOR PARTICIPANTS HOLDING A BACHELOR'S DEGREE, the four-year requirements are:

For the first two years, the same as for those holding a master's degree. These include the six modules, four practicums, individualized evaluation reports and two eight-day Summer Institutes.

During the third year, the bachelor's degree participants pursue and implement a Major Institutional Implementation Project within their educational setting.

The fourth year of their study is spent completing a Major Applied Research Project as is the case for the master's degree entrants in their third year.

While options in the Center for Higher Education are designed to help each participant make the most effective use of available study time, the requirements are as rigorous as on-campus doctoral programs. In fact, the University expects the levels of performance at the end of the course of studies to equal or surpass those attained by conventional means.

Curriculum

Administration
1. Master planning
2. Developing, implementing and evaluating
3. Administrative organization
4. Resource allocation
5. Planning for change
6. Administrator's role in professional negotiation
7. Grievances
8. Accreditation
9. Facility planning

Applied Educational Research and Development
1. Identification of research problems
2. Planning for on-going projects
3. Financial and staff commitments
4. Development of pilot projects
5. Preparation of reports
6. Preparation of research proposals
7. Diffusion and implementation of results
8. Needs assessment surveys

Management Information Systems
1. Educational planning
2. Master planning for renovation, replacement and design factors
3. Facility utilization and maintenance
4. Organization, philosophy and master planning for financial management
5. Utilization and securing resources
6. Fiscal accountability and cost-benefit analysis

Curriculum and Instruction
1. Advisory committees
2. Master planning
3. Long-range goals
4. Use of state and national reports
5. Implications for facilities
6. Implications regarding student characteristics and staff skills
7. Pre-service and in-service programs
8. Research and development considerations

Personnel
1. Policies and organization
2. Job descriptions
3. Staff evaluations
4. Pre-service and in-service training
5. Communications
6. Guidance and counseling services
7. Social welfare and health services
8. Student publications and organizations
9. Student financial aid, placement and follow-up
10. Identification of public to be served
11. Techniques for information diffusion
12. Advisory committees

Trends, Issues and Foundations
1. The community: structure, organization and dynamics
2. Theories of social change
3. The role of business and industry
4. Political systems: state and financial
5. Vocational, Technical and Occupational interest groups
6. State, regional and national regulations
7. Manpower needs

Enrollment Requirements

The requirements for enrolling in a Nova cluster for the Ed.D. with a specialization in Vocational, Technical and Occupational Education are:

1. A bachelor's or master's degree from an accredited institution.
2. An applicant's admission to the specialization is contingent upon his or her employment in certain educational settings. A list indicating some of these specialty areas follows. The list is not all inclusive. Since applicants are considered on an individual basis, other professionals from post-secondary institutions will be considered whenever their job situations relate to the goals and functions of Vocational, Technical and Occupational Education.
   a. Community College Faculty and Administrators of Vocational, Technical and Occupational Educational programs.
   b. Faculty and Administrators in post-secondary Vocational, Technical and Occupational institutions.
   c. Military personnel responsible for the administration or instruction of Vocational, Technical and Occupational Education.
   d. Administration and Faculty of Vocational, Technical and Occupational Education at four-year colleges and universities.
   e. Vocational, Technical and Occupational educators within State Departments of Education and the Federal Government.
   f. Faculty and Administrators of Vocational, Technical and Occupational Education in post-secondary proprietary schools.

3. Three letters of recommendation from professional associates that indicate the applicant's potential for obtaining a doctorate in Vocational, Technical and Occupational Education.
4. Certification (if required for position held). This specialization is not designed to certify participants for entry positions. Each applicant must also submit a signed certification letter. The form is provided by Nova University.
Financial Information

There is a $200 deposit required with the application form plus a nonrefundable $25 processing fee. Tuition is $2100 for each year of study (beginning January, 1978).

Two yearly payment plans are available:

1. Full payment prior to beginning a year's work
   - First year—$2125 (includes nonrefundable $25 processing fee)
   - Second, third, and fourth years—$2115 per year (includes nonrefundable $15 registration fee)

2. Partial payment plan
   - First year ($2175 total)
     - WITH APPLICATION $225 (includes nonrefundable $25 processing fee)
     - FIRST PARTIAL PAYMENT $600
     - SECOND PARTIAL PAYMENT $675 (includes $25 service fee)
     - THIRD PARTIAL PAYMENT $675 (includes $25 service fee)
   - Second, third, and fourth years ($2165 per year)
     - FIRST PARTIAL PAYMENT $815 (includes nonrefundable $15 registration fee)
     - SECOND PARTIAL PAYMENT $675 (includes $25 service fee)
     - THIRD PARTIAL PAYMENT $675 (includes $25 service fee)

Working at a normal pace, a participant can expect to complete the doctorate within the time allotted. If additional time is needed, a special fee is assessed until the MARP is completed. This fee is $350 per four-month term that participant receives services.

Although participants are expected to complete the option in the respective three- or four-year time period, the time allowed for completing the degree is:

1. Five years, from the date of the first seminar meeting, for participants entering with a master's degree.
2. Six years, from the date of the first seminar meeting, for participants entering with a bachelor's degree.

Permission to continue work beyond the allowed time will be considered on an individual basis.

LATE FEES

All payment must be consummated according to this schedule. No exceptions will be made for students that are in the process of obtaining loans. A late payment penalty of $50.00 will be assessed each time a payment date is missed.

REFUNDS

If a participant has not notified the Registrar of withdrawal by the first meeting of the module, he or she will be liable for tuition and fees for that module according to the following schedule.

Persons paying the total tuition prior to the start of the first module and withdrawing from the specialization prior to receiving any services, will be entitled to a refund based on the partial payment schedule.

If an application is rejected, the applicant will be refunded all monies except the $25.00 application fee.

If a cluster fails to form in the participant's geographic area, all monies will be returned (this includes the $25.00 application fee).

A participant with a grievance with respect to payment of tuition and fees may refer to the Board of Appeals or the legal aid office.
The Center for Public Affairs and Administration, established in 1973, is devoted to improving public management through innovative educational programs and community service activities. The Center maintains a nationwide perspective through its faculty of nationally recognized scholars and practitioners and through the network of more than 500 in-career managers who participate in Center programs.

The Center offers doctoral and master's degree programs in off-campus, non-traditional formats to in-career public and community service administrators. The National DPA for managers is an integrated, three year doctoral program in public administration, conducted in numerous off-campus locations. Participants meet in once-a-month conferences (Friday and Saturday) that provide an opportunity for intensive consideration of public administration subjects under faculty consisting of nationally recognized scholars and practitioners.

The Management and Public Service professional development program is administered jointly by the Behavioral Sciences Center and the Center for Public Affairs and Administration. It is designed for persons employed by local, state, federal and other government and community service agencies. The program is designed to permit public sector managers and those with management aspirations to continue working full-time while developing their management skills and earning a graduate degree. The eighteen month program leads to the degree, Master of Science in Management and Public Service.

The Government Assistance Service promotes efficient and economical methods of administering the affairs of units of local government and other public bodies and the development of constructive programs based upon knowledge and consideration of the needs and resources of each community. The Service's activities are divided into three basic components: (1) in-depth research studies, (2) consulting or advisory services, and (3) community informational services.
DOCTOR OF PUBLIC ADMINISTRATION

Preparing Today’s Managers for Tomorrow’s Public Service

Tomorrow’s effective public or community service administrator is likely to be a generalist, able to cope successfully with the diversity and complexity of headlong societal change.

Many specialists, to be sure, serve today with imagination and distinction in key administrative posts.

But the National Academy of Public Administration has suggested that the successful public administrator of the future will be "adaptable, knowledgeable about changing trends and new developments, and perceptive in his judgment about which trends to exploit and which to resist or ignore." The Academy further asserted that "The public administrator of the 1980's clearly will have to be well prepared—a person of flexible capability with considerable opportunity for refurbishing his skills and perspective throughout his career."

To meet the needs of future public and community service administrators, Nova University offers innovative graduate programs aimed at helping practicing administrators to acquire the broadly-based perspective and heightened awareness necessary to make government effective and responsive in a changing world.

The Center’s DPA program is a job-related management development program for in-career administrators conducted in intensive two-day sessions once each month by a nationally recognized faculty of scholars and practitioners. Emphasis in the program is placed on developing in the participant increased skill in applying the techniques, resources and processes of administration to the practical problems of managerial leadership. In addition, the participant enhances his comprehension of the political environment, policy objectives and strategies and tactics to make public policies effective. Thus the program emphasizes the "what and why" of public policy and administration.

Two primary distinguishing features of the Center’s DPA program are that it:

1. utilizes a nationwide delivery system; and
2. facilitates management leadership as well as educational development.

Nationwide Delivery System

Two-day, once-a-month conferences (Friday and Saturday) provide participants meeting in clusters an opportunity for intensive consideration of topics under faculty team leadership.

National Workshops at Nova University provide opportunities for interchange of ideas and intensive study.

Nationally-recognized faculty of public officials and teacher-scholars, with experience in public administration, are drawn from throughout the country.

Off-campus locations throughout the United States used for course conferences, bring the University to the participants.

Management Leadership and Educational Development

Career-enhancing advanced academic work relates concepts to practice. The Program facilitates the development of competent administrative generalists capable of managing the governance of a complex and changing society.

Specially-prepared curriculum statements heavily supplemented by selected publications introduce the participants to the issues and to the basic literature of public administration. These basic required-reading publications are provided without additional cost to each participant.

Program-Projects Are Work Related—Participants prepare commentaries which serve as resource material for the monthly conference sessions; they also prepare case problems and job-related analytical reports which deal with problems encountered in their work environment. Written comprehensive and final oral examinations are also practitioner oriented.

Professional careers can continue uninterrupted, thus providing the clinical experience which is vital for considering the practical application of concepts and techniques.

Expert leadership enhances the learning experience: A national preceptor, with specific expertise, leads the consideration of issues at each monthly cluster meeting—with the assistance of the local cluster director who provides continual guidance to the participants throughout the program.

Integrated study plan emphasizes management leadership roles: each of the nine three-month sequences focuses on one of these roles.
Sequence and Module Descriptions

The DPA is an integrated program of study focusing on the roles of the administrator.

**Political Partner—Sequence 1**

Sequence 1 considers the pluralist nature of the political environment wherein the administrator functions in the process of developing and conducting programs to deal with recognized public problems. The sequence provides a basis for understanding the interests, institutions, and widely-held ideas involved in the complex process of determining broad policy, making specific decisions, and taking action.

**Ideas and Institutions—Unit 1.1**

**Interests and Instruments of Power—Unit 1.2**

**The Administrator in a Pluralistic Setting—Unit 1.3**

**Policy Formulator (and Policy Imperatives)—Sequence 2**

There are certain overriding objectives dominating public policy in the 1970's: (1) maintaining social order and justice (taken for granted until it begins to break down), and defending the nation's security on the world scene; (2) maintaining a prosperous economy and liveable environment, protected so far as possible against the side effects of industrialism and demographic congestion; and (3) sustaining social progress in education, health, civil rights (in their greatly enlarged meaning) and reduction of poverty. To be fully effective, the public administrator must have a broad understanding of how to analyze these issues.

**Protective Functions—Unit 2.1**

**Environmental and Economic Development Functions—Unit 2.2**

**Social and Human Service Functions—Unit 2.3**

**Information User—Sequence 3**

Sequence 3 provides the administrator with an understanding of the necessary skills in research and evaluation to which he must have access in his role as program manager, decision-maker, program developer, defender of budgets and other requests for resources and authority, and as spokesman for the effectiveness of his organization and the consequences of its programs. The participants...
will be introduced to the problems of designing a reporting system (or an information system) to meet his specific needs. In the process of design there may be useful interactions among those with particular technical skills (form designers, sampling experts, computer programmers) and those who need particular kinds of information about the program and the organization.

Management Information Systems—Unit 3.1
Measurement of Program Outputs—Unit 3.2
Measurement of Program Consequences—Unit 3.3

Organizational Coordinator—Sequence 4
The administrator functions within the context of a bureaucratic hierarchy, in which he relates not only to those within, but also to those outside the administration. The scope and nature of the federal, state and local administrative bureaucracy which develops, as well as carrying out programs will be examined. Theories of organization, including the nature of a bureaucracy, inter- and intra-relationships, agency structure and internal division of responsibility will be investigated. Basic principles and problems affecting bureaucratic behavior, performance and change will be analyzed.

Organization and Management Principles—Unit 4.1
Group Dynamics and Interpersonal Relations—Unit 4.2
Administrative Responsibility and Ethics—Unit 4.3

Resource Mobilizer—Sequence 5
The purpose of this sequence is to provide a review of the resources available to, and the constraints upon, the administrator in formulating policy as well as in implementing programs. Structure and public support have already been considered. In this sequence it is pertinent to examine law, finance and personnel as resources of management.

Authority, Power and Administrative Law—Unit 5.1
Funding and Finance Administration—Unit 5.2
Staffing and Personnel Management—Unit 5.3

Program Mover—Sequence 6
The role of the administrator and the means used to accomplish effectively the objectives of management will be considered. Management functions and opportunities and the approach and operational methods of different types of executives will also be considered. The problems of the executive in the development and utilization of the organization and its resources in achieving program objectives, the exercises of leadership, decision-making, motivation and the handling of conflict are reviewed through case studies, role-playing and other techniques. The comparative roles of federal, state and local executives will be analyzed.

Governance and Decision-Making Processes—6.1
Trade-offs in Program Management—6.2
The Environment of Pluralism—6.3

Research and Development Directing—Sequence 7
The problems and processes involved in formulating, organizing, directing, and evaluating research and development programs are examined. (An exercise as well as a commentary is assigned for each unit.)

Research Program Formulation—Unit 7.1
Development Program Formulation—Unit 7.2
Research and Development Evaluation—Unit 7.3

Systems Changing—Sequence 8
The problems of local and regional governance in the United States are examined, comparing features with those of other countries, and considering present and possible approaches to change. The purpose is to promote an understanding of the organization and operation of the American governmental complex as well as to determine ways to improve the system—by viewing the institutions from the broader vantage point of comparative government.

Alternative Systems—Unit 8.1
The Dilemma of Local and Regional Governments—Unit 8.2
The Strategy and Tactics of Change—Unit 8.3

The Integrative Thinker—Sequence 9
The historical development of public administration in the United States. A review of significant administrative events and the progressive formulation of doctrine within the ever-changing context of the times.

Analysis and Decision Making

This part of the program is designed to develop analytical skills based upon the resolution of actual problems in the participant's work environment. It includes development of a case problem (a retrospective analysis of a decision already made), Job-Related Analytical Reports (the analysis leading to an action recommendation to resolve a current problem), and National Workshops (week-long series of seminars and colloquia held at the University).

Requirements

The DPA program requirements include completion of the nine sequences as outlined; the analysis and decision-making modules which include the job-related analytical reports, the case problem, and the national workshops at Nova University; and comprehensive written and oral final examinations. In the continued efforts to improve the program, the curriculum is subject to modifications.

Admission

The principal criteria considered in determining applicants' eligibility for the program are: (1) currently employed full-time in a responsible administrative or managerial position; (2) experience in federal, state, local government, or community service; and (3) master's degree or equivalent experience. Each applicant will be considered individually. Substitution of other graduate courses is not permitted.

Applicants will submit an application, an essay on the subject of career intent, a $200 deposit, and arrange for the forwarding of three original recommendations and official academic transcripts to Nova University in order to be considered for admission.

Tuition

Tuition for the total DPA Program is $6,000. Tuition charges will not change during a participant's continuous candidacy.

The $200 deposit required with the application form ($175 is refundable if application is rejected or participant withdraws before orientation meeting) is applied toward the tuition. The balance may be paid in scheduled installments.

Included in the tuition cost is the provision of curriculum statements, books, and most other study publications essential to the course. Travel and living costs for the weekend sessions and the National Workshops are additional costs borne by the participant. Those who require more than 36 months for the DPA Program may continue to work for their degrees by a payment of $500 per year (or partial year) of additional enrollment.

Refunds

If a cluster does not form within nine months of application, $200. is refundable, upon request. If a candidate withdraws in writing before the orientation meeting, $175. is refundable. Note: This policy is in effect regardless of date of application. If a participant makes a tuition payment, is unable to
attend course conferences, and withdraws from the Program. Tuition for those course conferences not attended will be refunded upon return of course materials and written request to the Registrar's Office.

Provided a cluster begins with at least 25 participants, Nova University guarantees to make available the full nine sequences within the general region (a radius of 200 miles) within three years of the date of the first cluster conference.

MANAGEMENT AND PUBLIC SERVICE
A program administered jointly by the Behavioral Sciences Center and the Center for Public Affairs and Administration

The Master's Degree in Management and Public Service is designed in a cluster format for those public and community service providers employed by community service agencies as well as local, state and federal government. The program combines career professional development and graduate education leading to a master's degree. The Management and Public Service Professional Development Program is partially funded by a grant from the Broward Manpower Council, Broward County, Florida.

Integrated Program Plan Part I, the Program core consists of a series of twelve units. Each unit involves two days per month. Those who successfully complete Part I requirements including a comprehensive examination may take Part II.

Part II requires participation in three five-day workshops (e.g. Wednesday through Sunday or Saturday through Wednesday), each of which focuses on an aspect of general administration and public policy or emphasizes a functional specialization area such as Social Services and Manpower. Workshops may be taken over a 12 to 24 month period. A job-related analytical report/clinical project will be undertaken focusing on work situations in which students have special interests.

A total of 36 credits may be earned in the program: 18 credits are granted upon acceptance at Part II; 18 credits are awarded for Part II which includes the job-related analytical report/clinical project.

Curriculum

Community Needs and Service Programs
1. The Nature of the Community and Its Needs
   Community power structures, infrastructures, politics and institutions will be explored. The "community" will be viewed typologically as well as from the point of view of the participants' local communities.

2. Introduction to Private and Public Institutions
   This course will explore the range and complexity of the institutions involved in public and community service systems. Organizational structures, legal and voluntary supports, value considerations and innovative delivery systems will be discussed.

3. Social and Governmental Programs
   The emergence and expansion of community service and government programs, their origins, planning and delivery; an analysis of efforts to sustain social progress in education, health, civil rights and reduction of poverty; the regulatory and judicial functions of government; problems and policies involved in environmental protection viewed in the context of community activism and vested interests.

Behavioral Science Foundations
1. Learning Theory and Personality Development
   Introduction into how learning occurs and its importance to the individual's future (well-being). Various personality theories, with explanation of selected personality disorders, will provide a general background in the origins of behavior.

2. Organization and Administrative Behavior
   The administrator and social service worker both function within the context of a bureaucratic hierarchy. In which they relate not only to those inside, but also to those outside the administration. Theories of organization, inter-agency and inter-governmental relationships, and an exploration of bureaucracy and other administrative forms.

3. Group Dynamics and Group Processes
   Group work skills and various group models involving different leadership styles, techniques, research and theory will be offered. The relationship of structural concepts to group and individual behavior—informal and formal groups; the impact on decision-making and motivation.

Planning and Analysis
1. Utilization and Interpreting Data I
   Quantitative tools essential to comprehending data analysis in the social research and administration will be presented. Competency development for consumers of descriptive statistics, correlation and regression techniques and testing methods. Emphasis on developing a conversance with statistics as they apply to program operation, evaluation and administration.

2. Utilization and Interpreting Data II
   The ability to read, understand, and judge data presented by researchers will produce a better informed and more sophisticated user of data and data-based methods. Interpreting results from information systems and use of mass media and other dissemination techniques.

3. Planning and Project Development
   The course explores the role of the administrator in accomplishing effectively the objectives of management: forecasting, analyzing, designing, and managing administrative systems in the perception of needs, the preparation of plans and the development of projects; recognition of information sources.

Management Considerations
1. Legal Environment of Service Delivery
   A review of the legal environment of the administrative and social services practitioner; the administrative law process including protection of civil and political rights; the impact of particular administrative regulations and court rulings, including the exercise of discretionary powers; administrative appeals; right-to-know vs. right privacy.

2. Resource Allocation and Evaluation
   The delivery of public and community services requires the judicious allocation of resources—financial, human and material—and monitoring/evaluation systems to provide a basis for feedback on the effectiveness of those allocations and methods by which adjustments can be made: budget preparation and control techniques; impact of grants on resource allocation; developing and administering grant-funded programs.

3. Current and Emerging Social Problems
   Exploration of areas such as drug abuse, child abuse, spouse abuse, sexism, aging, racism and life styles. A wide range of topics and their implication for program operators and agency administrators will be explored.

Clusters For Part I, participants meet in clusters and take the program together, developing close relationships to which all contribute and from which all benefit. Clusters will be organized at sites convenient to participants if sufficient enrollment permits. Each cluster is served by a local cluster director as well as visiting preceptors.
Workshop Part II provides opportunities for participants to select options. The options are general management (for administrators and supervisors), social services (for social, rehabilitative and human service workers), manpower and employment security (for unemployment compensation, employment service, social security and manpower workers) and public health services (for hospital and health planning administrators). Other options are under consideration.

All candidates for the master's degree are required to participate in a total of three five-day national workshops held by Nova University at Fort Lauderdale, Florida. The workshops provide an opportunity for exchange of experience and ideas among students and administrators from different regions and fields of work as well as for concentration in specific program areas.

To improve the application of learning concepts to practice, students are required to deal analytically with problems actually encountered in an administrative environment viewed in the light of their learning experience. The method for the application of this applied learning process is the development of a job-related analytical report.

Expert Leadership Professional teacher-scholars and public officials with experience in public administration from all parts of the country, promote and guide discussion and lecture.

Experienced Participants Applicants should hold a position in public or community service and have earned a bachelor's degree or the equivalent. Persons with experience in responsible positions, after review and appraisal of their experience, may be granted credit for up to one year of college, provided they can demonstrate to the Admissions Committee that their positions have provided a significant intellectual learning experience. All participants are expected to seek employment or arrange an internship while participating in the Program.

MAPS Program Tuition The total tuition fee for the full MAPS Program as of July 1, 1977 is $2,520 including basic books. Expenses for the weekend cluster sessions and workshops (i.e., travel, food, lodging, etc.) must be borne by the participant.

If a cluster does not form within nine months of application, the $100 tuition deposit is refundable upon request. If a candidate withdraws in writing before the orientation meeting, the $100 deposit is refundable. Note: This policy is in effect regardless of date of application. If a participant makes a tuition payment, and withdraws from the Program, tuition for those units not attended in any part will be refunded upon return of course materials and written request to the Registrar's Office.

FEE SCHEDULE

For non-degree participants enrolled by agencies in Part I units—$50 per participant unit, including books.

For degree participants enrolled, the tuition is as follows:

- Upon Application .................................................. $100.00
- Before first regular cluster meeting (Module 1, Unit 1)  350.00
- Before fourth regular cluster meeting (Module 2, Unit 1)  350.00
- Before Seventh regular cluster meeting (Module 3, Unit 1)  350.00
- Before tenth regular cluster meeting (Module 4, Unit 1)  350.00
- Before thirteenth month ........................................ 510.00
- Before sixteenth month ......................................... 510.00

The total cost for the MAPS program is $2,520, including basic books.
In September, 1974, the Law Center was initiated when its charter class commenced a three-year course of study, on a full-time day basis, leading to the Juris Doctor degree, the first professional law degree.

The prime objective of the Law Center is to prepare its students for the practice of law. This entails the imparting of knowledge, the development of other legal skills such as research, brief writing, oral argument, and trial techniques. In addition, legal philosophy and a delineation of rules and principles in the light of changing customs, technology, communications, political and economic theory, and relationships both intra and international will add to the student’s socio-legal consciousness and hopefully serve as a catalyst for necessary change. Importantly, each student must be stirred to the serious realization of the dignity and responsibility of the legal profession and of the high standard of morality underlying the Code of Professional Responsibility.

Applicants must be at least eighteen years of age, of good moral character, and are required to possess a bachelor’s degree from a regionally accredited college or university.

The Juris Doctor degree will be awarded to students who have successfully and satisfactorily completed 87 credits and who have studied in residence for at least 90 weeks.

The first year courses as listed below are prescribed. They cover the fundamentals of the law, afford a rigorous period of adaptation to legal analysis, and provide a basis for advanced studies.

**FALL SEMESTER**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Contracts I</td>
<td>3 Cr.</td>
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<tr>
<td>Procedure I</td>
<td>3 Cr.</td>
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<tr>
<td>Property I</td>
<td>3 Cr.</td>
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<tr>
<td>Torts I</td>
<td>3 Cr.</td>
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<tr>
<td>Criminal Law</td>
<td>3 Cr.</td>
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<tr>
<td>Legal Research I</td>
<td>1 Cr.</td>
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<td></td>
<td><strong>16 Cr.</strong></td>
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### SPRING SEMESTER

<table>
<thead>
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<tr>
<td>Contracts II</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>Procedure II</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>Property II</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>Torts II</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>Legal Profession</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>Legal Research II</td>
<td>1 Cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 Cr.</strong></td>
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</tbody>
</table>

The second and third year subjects are electives and give the student the option of choosing a balanced, general practice curriculum or of placing emphasis on a particular area.

A full range of law courses is offered by a full-time faculty, and in addition, some specialized courses are given by adjunct professors in order to take advantage of particular expertise of the local bench and bar.

In addition to the study of legal rules and principles in both procedural and substantive courses and to training in legal analysis, the program includes training in the practical skills required in a law practice. The first year Legal Research course emphasizes essential techniques of legal research, legal writing, and oral appellate argument. The course in Interviewing, Counseling and Negotiation, using role playing and video techniques, gives insight into the basic function of a lawyer; Pre-Trial Practice gives experience-training in the important pre-courtroom stages of litigation; in Trial Tactics and Strategy, outstanding trial lawyers impart the distilled wisdom of courtroom experience; and in Practice Court the student gains courtroom experience by participating in a mock trial. Additional brief writing and appellate argument experience is available in an advanced moot court program. Students also have the opportunity to participate in a clinical program in which they work on actual current cases and obtain courtroom experience under the guidance of an attorney, probably a prosecutor, public defender, or legal aid attorney.

The Law Center curriculum is supported by the Law Library, which contains over 100,000 volumes. This collection is composed of the standard materials required for legal study and research: English, American, and state court reports and statutes; administrative decisions; encyclopedias; legal periodicals; treatises; and loose-leaf services. In addition to this basic collection, a variety of supplemental materials is also available. These include U.S. Supreme Court Records and Briefs, Florida Supreme Court Records and Briefs, AALL Legislative Histories, and the Congressional Information Service Microfiche Library.

The Library is administered by a full-time librarian and a staff of professional librarians, library technicians, and clericals. When classes are in session, the Library is open in excess of one hundred hours per week. A guide to services, hours, holdings, policies, personnel, etc., is available in the Library.

The Law Center has been provisionally accredited by the American Bar Association. Graduates are thereby academically qualified to sit for Bar examinations in all states, subject to residency and character requirements.

The Law Center publishes its own complete catalog, the Nova Law Journal and also Nova Perspective, the students' newspaper. It and other additional information are available by writing to the Law Center at Nova University.
Nova College, The Center for Undergraduate Studies, is a relatively new member of the family of Centers and programs which Nova University comprises. In January of 1976, Nova College came into existence when Nova University assumed responsibility for the undergraduate programs which were formerly offered on the Nova campus by her sister university, the New York Institute of Technology. Nova University is accredited by the Southern Association of Colleges and Schools. The New York Institute of Technology is accredited by the Middle States Association of Colleges and Secondary Schools.

The present undergraduate degree programs and the educational philosophy which underlies them reflect the original New York Institute of Technology's mission of providing career-oriented education. Most current Nova College students have passed the traditional age of undergraduates and are employed. They bring with them not only a mature, stable and determined interest to enhance themselves through acquiring new knowledge and skills, but they also have considerable practical experience and a desire to play an active role in their own further education. Nova College endeavors in its programs, its courses, its attitude and its faculty to respond to these students and to do so in ways which are as diverse as the student body itself.

As Nova College develops, it will draw increasingly on its consortium relationship to develop, to refine and to expand both its undergraduate offerings and new methods of teaching and learning and to design undergraduate programs for new groups of students. It will endeavor to make maximal use of both the human resources and the facilities of Nova University and the New York Institute of Technology while building its own distinctive strengths.

Nova University accepted its first students, doctoral candidates, ten years ago. In the short period since, it has committed itself to diversity and growth. Nova College anticipates that it will follow this pattern. There has been an expansion of the program to offer college-level instruction to high school students in Broward schools; the Coral Springs facility has significantly increased its undergraduate offerings; the undergraduate program in education is expanding; and
additional scholar-administrators will be named. The first Dean of Nova College will coordinate all aspects of the undergraduate programs.

In the process of its development, Nova College will endeavor to maintain a responsive posture toward its students not only by offering them programs and courses which will serve their needs but also by trying to challenge its students with programs and courses that will develop new skills and interests.

As a small college, Nova aims to offer each student individualized attention to needs. As a new college, Nova hopes to escape becoming locked into fixed educational patterns. As an expanding college, Nova aims to be daring enough to attempt new approaches. As an independent college, Nova intends to be free to develop its own mission. And, finally, as a college within a university, Nova College is determined to benefit from that educational and intellectual atmosphere which is unique to university colleges. Nova College brings students together from different educational backgrounds and with varied educational experiences to study with a diverse faculty composed of full-time graduate professors with an interest in undergraduate teaching and with professors drawn from the community whose backgrounds and interests introduce into the undergraduate curriculum a career orientation. In Broward County, Nova College believes itself to be unique in offering its students all these opportunities within a university setting.

NOVA COLLEGE, MAIN CAMPUS—Nova College is located in the Rosenthal Building on the main campus at 3301 College Avenue, Fort Lauderdale. It is convenient for students in central and south Broward and Dade counties.

NOVA UNIVERSITY AT CORAL SPRINGS—In January, 1976, Nova University established a facility at Coral Springs, making it convenient for students in north Broward and Palm Beach counties to participate in its innovative degree programs.

This facility is located at the intersection of University Drive and West Sample Road in Coral Springs.

Accreditation Nova University has been accredited by the Southern Association of Colleges and Schools since 1971. New York Institute of Technology is accredited by the Middle States Association of Colleges and Secondary Schools.

The regional accrediting agencies define standards for all institutions of higher learning in the United States and its possessions.

**Programs of Study**

Study can lead to the following degrees: Bachelor of Science in Behavioral and Social Science.

- Community Services
  - with options in: Aging Studies,
  - Community Mental Health
- Criminal Justice
- Political Science
- Psychology
- Public Affairs
- Sociology

Bachelor of Science in Business Administration
- Accounting
- Finance
- Management
- Marketing

Bachelor of Science in Communications
- Public Communication

Bachelor of Science in Technology
- Computer Technology

Bachelor of Science in Education (see separate listing on p. 172).

**Faculty**

The Nova College faculty comprises a combination of academic professors drawn from the university's graduate faculty and community professors with a background in the professional, industrial, managerial, or public sectors of the community. All are dedicated to the philosophy that contemporary higher education requires the active participation of both student and teacher—not just the passive learning of lecture and routine note-taking. The objective of class meetings is to stimulate interaction—utilizing the knowledge and experience contributed by all participants.

**Admission**

Requisite for admission to Nova College is a high school or high school equivalency (GED) diploma.

Applicants without such requisites may consult the director of the program as to the possibility of taking courses and earning credits that may be applied in the future for admission as a matriculated student toward a degree. In most instances, the completion of 24 credits is considered qualification for full matriculation status.
Individuals will be permitted to take courses upon submitting a Nova College application form. Applicants will be informed by letter that they have been accepted as Nova College students upon receipt of proof of high school graduation (or G.E.D. Certificate or its equivalent) by Nova College. Students will be informed by letter that they are considered matriculated when all previous college transcripts (if any) have been evaluated, a major has been declared, and 12 credit hours have been completed at Nova College with a grade point average of at least 2.0. Students must conform to the admission standards and degree requirements of the declared major.

Admission—International Students In addition to regular admissions requirements, students who are not United States citizens must:

1. Demonstrate proof of graduation from an accredited secondary school in their home country;
2. Demonstrate proof that they are able to meet all costs of their Nova College education without financial aid from the college;
3. Submit satisfactory scores from the TOFEL (Test of English Language) if their native tongue is not English;
4. Be in good standing with the last educational institution attended; and
5. Complete application procedures at least three months prior to the desired entering date.

Advanced Standing The college recognizes that there is no point to having students review or repeat course material with which they are already quite familiar as the result of their previous experience or independent study. Consequently, qualified students may obtain academic credit for pertinent skills and self-education previously gained prior to enrollment at Nova College. Academic credit may be achieved through the following means:

1. TRANSFER CREDIT. Transfer credit may be granted for prior college study.

2. COLLEGE LEVEL EXAMINATIONS. The College Level Examination Program (CLEP) and Proficiency Examination Program (PEP) are examinations for advanced standing administered by the College Entrance Examination Board and American College Testing Program. Upon satisfactory completion of these examinations, appropriate credit will be granted for relevant courses. These examinations are offered in a wide variety of college level study areas.

CLEP and PEP credit may be accepted from another college or university's official transcript or from transcripts directly from CLEP and PEP; however, Nova College will re-distribute credits according to its own requirements.

CLEP DISTRIBUTION

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Required Percentile</th>
<th>Nova College Credit</th>
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</thead>
<tbody>
<tr>
<td>General Exam—English Composition</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>General Exam—Mathematics</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>General Exam—Natural Sciences</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>General Exam—Social Sciences</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>General Exam—Humanities</td>
<td>45</td>
<td>6</td>
</tr>
</tbody>
</table>

The passing scores for subject examinations of CLEP and all PEP exams vary from examination to examination. Students should consult their academic counselor before making application to take the above tests to assure that the credit granted would be applicable to the student's degree requirements. CLEP and PEP CREDIT MAY NOT COUNT TOWARD the 30 credits minimum that a transfer student must take at Nova College.

3. LIFE EXPERIENCE. Credit may be granted for knowledge gained by the student in the course of his career or life experience. This experience, of course, must be applicable to the objectives of the student's curriculum and satisfactorily documented and authenticated.

Approval by the evaluations staff will result in the granting of advanced credit toward the student's college degree.

ELIGIBILITY. A student may submit a portfolio request for life experience evaluation after the completion of 12 credits at Nova College. Credit granted will not be entered on the student's record until the completion of 24 credits at Nova College.

PORTFOLIO REQUEST. The student submits a course-by-course request for life experience evaluation. The portfolio
contains the following information: (a) a cover sheet for each request detailing the course number, title, number of credits and an essay relating the student's experience to the course objectives as defined by a college bulletin; and (b) documentary evidence supporting the request. Examples are: course outlines, book lists, transcripts, certificates of completion, licenses, course syllabi, contracts, reports, letters from employers and supervisors, job descriptions, and written analyses of pertinent experiences.

The student must submit the request in duplicate.

The student may apply only for courses necessary for completion of a specific curriculum. Although there is no absolute limit placed on the number of life experience credits granted, the total learning experiences and program requirements of the individual student are assessed in prescribing an individual student limit. Guidelines for Life Experience are available in the Nova College Office.

Independent Study For some of his work, the student can write a contract with a faculty member to do all of the activities for a given course listed in the current term's schedule. The contract would include the student's objectives, how the objectives will be met, the specific activities that will be pursued, and how the activities would be evaluated. Such contracts need advanced administrative and faculty approval and will become a part of the permanent record. Regular tuition rates apply.

Cooperative Work and Internship Experience In some majors, the student is able to meet some curriculum requirements by actually working a minimum number of hours in an entry career position for credit. A student may also be able to intern in a community agency for credits with faculty approval. In each case, the student is supervised by a faculty member. Regular tuition rates apply. All cooperative work and internship contracts need administrative and faculty approval in advance.

Second Bachelor's Degree A student with a Bachelor's degree from an accredited college may take a second B.S. degree from Nova College by completing a minimum of 30 credits in the new major; however, all credits in the major must be completed in Nova College.

Accelerated Format Undergraduate degree courses are organized into four terms. There are three thirteen-week terms each with twelve weeks of classes followed by an examination week. In addition there is a six-week summer session. The normal course load during each thirteen-week session is twelve credits. The normal course load during the six-week summer session is 6 credits.

It is possible, therefore, for a student with sufficient time for study to earn between 36 and 42 credits a year and accelerate the usual time period required for a degree.

A student participates in once-a-week day, evening, or weekend class sessions for each course during a thirteen-week term. Classes are scheduled for 2½ contact hour periods per week for each three credit course. In addition to formal class time, the student is expected to spend additional time in library, laboratory, observational, and other experiential independent activities. During the six-week summer session, classes meet twice a week.
1978 Calendar

There are three thirteen-week terms with twelve weeks of classes followed by an exam week. There is also a six-week summer session. Registration for each term ends one week prior to the beginning of classes. Program counseling for registration normally begins approximately two months prior to the first day of classes. (The academic calendar for the B.S. in Education may be found on p. 177).

WINTER TERM, 1978  January 2-March 31
Holiday  March 24
Spring Break  April 3-April 7

SPRING TERM 1978  April 10-July 7
Holidays  May 29
   July 4
Summer Break  July 10-July 14

SUMMER TERM, 1978  July 17-August 25
Fall Break  August 28-September 8

FALL TERM, 1978  September 11-December 8
Holidays  November 23, 24
Winter Break  December 11-January 1, 1979

Costs

There is an initial non-refundable $15 admission fee to Nova College.

TUITION AND FEES. The undergraduate tuition fee is $35.00 per credit. There is a $20.00 registration fee for each 13 week term and $10.00 for each 6 week term.

Full tuition is payable at registration unless other arrangements are approved by the administration of Nova College in advance. Tuition charges are subject to change.

SPECIAL FEES. (Non-refundable)

Term registration fee  (13 week terms) $20.00
   (6 week terms) 10.00
Late registration fee  20.00
Delayed payment fee  10.00
Make-up fee (for incomplete grades)  10.00
Transcript of record  2.00
Service charge for check returned for insufficient or uncollected funds  5.00
Laboratory Fee  (variable)
Graduation Fee  30.00

REFUNDS AND WITHDRAWALS. Students who wish to withdraw from a course must complete an official withdrawal form by the last day of class. Withdrawal, however, does not constitute an acceptable reason for automatic refund.

Refunds will be based on the postmark date of written notification and not on the last date of attendance. In the event of a tuition refund, the schedule of refunds is as follows:

For 75% refund: withdrawal in writing until 7 days after the first class meeting
For 50% refund: withdrawal in writing until 14 days after the first class meeting.
No refund beyond 14 days after the first class meeting.
Fees other than tuition are not refundable.

COMPLETION OF PAYMENTS. All students must conform to the rules of the Comptroller's Office and will not be admitted to classes until proper payment has been made.

Registrations are validated when all tuition and fees have been paid. No services will be provided the student if an outstanding indebtedness exists with the University.

Students experiencing temporary financial difficulty or with demonstrated need are invited to seek counsel with the financial aid officer in Nova College.

Simultaneous Enrollment

If a student takes any courses at another institution while enrolled as a degree seeking student at Nova College, the college will not automatically transfer such courses unless the student has received written approval for the simultaneous enrollment. Such credits will not be considered as part of the 30 credits minimum that a student must take at Nova College. Upon completing a course at another institution, the student must assume responsibility for furnishing Nova College with an official transcript so that the credit may be entered on his record. A grade of 'C' or better is required for credit.
Academic Standards  
A student receives one of the following grades for each course taken during a term:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B Good</td>
<td>3</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D Marginal, but Passing</td>
<td>1</td>
</tr>
<tr>
<td>W Withdrawn, without Penalty</td>
<td>0</td>
</tr>
<tr>
<td>I Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>F Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

INCOMPLETE COURSES: With the sanction of the course instructor, a student may have up to one additional term to complete the course. The grade of 'I' reverts to an 'F' if the work is not completed within the extension period. There is a $10.00 fee for making up incomplete grades.

Academic Standing  
At the conclusion of each term, two averages are computed for each student, to indicate the general level of his academic standing.

The first is called the Quality Point Average (QPA), which indicates the scholarship level for the term. The second is called the Cumulative Quality Point Average (CQPA), which indicates the scholarship level for all work taken at the college.

The QPA is computed by adding all the quality points earned for the term and then dividing by the number of credits for those courses in which the grades of A, B, C, D, or F were received.

The CQPA, computed in a similar manner, represents all the quality points earned during all the terms the student has attended Nova College, divided by the number of credits for those courses in which the grades of A, B, C, D, or F were received.

When a student has failed a course and subsequently has retaken and passed it, only the passing grade shall be used but the F shall remain on the record as a matter of information.

Attendance  
A student is expected to attend each class session in order that he may obtain the educational opportunity which each meeting affords.

If a student absents himself from any test, the instructor may grant or deny an opportunity to make up the work which was missed. In the event of a student's absence from a test the instructor shall be the sole judge of the validity of the student's excuse.

The privilege of taking a make-up examination is not extended beyond one term from the original date of examination.

Requirements for Graduation  
All degree candidates must meet the following academic standards before graduation:
1. Satisfactorily complete a specific major and degree program, as verified by the faculty in the student's major.
2. Achieve a minimum Cumulative Quality Point Average of 2.00.
3. Fulfill senior year requirements at Nova College (30 credit hours).
4. Submit a graduation form and $30.00 graduation fee prior to registration for the last term.

In addition, each degree candidate must have cleared all obligations to the library and the College, as certified by the Comptroller's Office.

Degree with Distinction  
A graduating student who has attained a cumulative quality point average of at least 3.90 receives his baccalaureate degree summa cum laude; at least 3.70, magna cum laude; and at least 3.50, cum laude. The student must complete fifty percent of his course work at Nova College.*

These distinctions, when conferred at Commencement, will be noted on the student's diploma as well as on his permanent record.

*For students who complete less than 50% of the course requirements, an analysis would be made of the CQPA and the transfer grades. A decision on honors would be finalized from this analysis.
Curriculum Requirements for Degrees offered by Nova College

Bachelor of Science in Behavioral and Social Sciences
- Community Services
  - with options in: Aging Studies,
  - Community Mental Health
- Criminal Justice
- Political Science
- Psychology
- Public Affairs
- Sociology

Bachelor of Science in Business Administration
- Accounting
- Finance
- Management
- Marketing

Bachelor of Science in Communications
- Public Communications

Bachelor of Science in Technology
- Computer Technology

Bachelor of Science in Education (see separate listing on p. 172).

Behavioral and Social Sciences

The behavioral and social sciences degrees offer alternatives for the student who wishes to personalize his education.

Academic majors in Psychology, Sociology and Political Science exist for those who wish a strong academic base for graduate study in order to prepare for a wide range of career specialties.

Career related majors are offered in Criminal Justice and Public Affairs, and Community Services for those who may already be in-service paraprofessionals. This specialty also offers the opportunity to prepare for admission to professional graduate degree programs in the career field of the individual student.

The Criminal Justice major offers the law enforcement practitioner the opportunity to further his education in the areas of police work, courts, corrections, probation and parole, and administration.

The Public Affairs and Community Services majors offer similar opportunities to those paraprofessionals involved in a wide range of social and community services such as child welfare; individual and group counseling services; geriatrics; community relations; family planning and assistance; public assistance; drug counseling and prevention; employment and career counseling; educational assistance; medical, social and psychological services; municipal and county administration; public services; urban planning; environment technology; and information services.

Bachelor of Science in Behavioral Sciences Community Services Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BES 2402</td>
<td>Introduction to the Behavioral Sciences I</td>
<td>6</td>
</tr>
<tr>
<td>BES 2403</td>
<td>Introduction to the Behavioral Sciences II</td>
<td>6</td>
</tr>
<tr>
<td>MAT 3020</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BES 2470</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>
### Bachelor of Science in Behavioral Science Criminal Justice Major

#### Major Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BES 2402-2403</td>
<td>Introduction to the Behavioral Sciences I and II</td>
<td>6</td>
</tr>
<tr>
<td>MAT 3020</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BES 2470</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BES 2490</td>
<td>Individual Research and Study</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2173</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2177</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major: 21

#### Additional Major Requirements

Select a total of 24 credits from other CRJ courses.

Total Major: 45

#### General Distribution Requirements

Select 51 credits of general distribution from the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition: LAN 1310-1320</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral Sciences (BES, CRJ, PSY, SOC)</td>
<td>9</td>
</tr>
<tr>
<td>Business (BUS)</td>
<td>9</td>
</tr>
<tr>
<td>Humanities (COM, HUM)</td>
<td>9</td>
</tr>
<tr>
<td>Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC)</td>
<td>9</td>
</tr>
<tr>
<td>Social Sciences (ECO, POL, SSI)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total General: 51

#### Electives

Electives must be taken outside the major area (No CRJ).

Total Electives: 24

Total Degree Credits: 120
Bachelor of Science in Social Sciences
Political Science Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 2700</td>
<td>3</td>
</tr>
<tr>
<td>POL 2724</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3020</td>
<td>3</td>
</tr>
<tr>
<td>SSI 2670</td>
<td>3</td>
</tr>
<tr>
<td>SSI 2690</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: 15

ADDITIONAL MAJOR REQUIREMENTS

Select a total of 30 credits from
other POL courses

Total Major: 45

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution from the following areas:

College Composition: LAN 1310-1320 6
Behavioral Sciences (BES, CRJ, PSY, SOC) 9
Business (BUS) 9
Humanities (COM, HUM) 9
Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC) 9
Social Sciences (ECO, POL, SSI) 9

Total General: 51

ELECTIVES

Electives must be taken outside the major area (No POL)

Total Electives: 24

Total Degree Credits: 120

Bachelor of Science in Behavioral Sciences
Psychology Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BES 2402-2403</td>
<td>6</td>
</tr>
<tr>
<td>PSY 2470</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2490</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major: 18

*ADDITIONAL MAJOR REQUIREMENTS

Select a total of 27 credits from other PSY courses

Total Major: 45

*Those who plan to go to graduate school should include the following within the 27 credits required: PSY 2422, PSY 2423, PSY 2432, PSY 2440, and PSY 2471.

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution from the following areas:

College Composition: LAN 1310-1320 6
Behavioral Sciences (BES, CRJ, PSY, SOC) 9
Business (BUS) 9
Humanities (COM, HUM) 9
Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC) 9
Social Sciences (ECO, POL, SSI) 9

Total General: 51

ELECTIVES

Electives must be taken outside the major area (No PSY)

Total Electives: 24

Total Degree Credits: 120
ADDITIONAL MAJOR REQUIREMENTS

Pick a concentration in economics, political science, or social science:
Select a total of 21 credits from other ECO, POL, SSI courses with a concentration of at least 15 credits in one area to meet individual career and lifestyle needs.

Total Major

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution from the following areas:

College Composition: LAN 1310-1320
Behavioral Sciences (BES, CRJ, PSY, SOC)
Business (BUS)
Humanities (COM, HUM)
Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC)
Social Sciences: ECO 2010-2020—Principles of Economics I and II
3 other credits from ECO, POL or SSI

ELECTIVES

Electives must be taken outside the major area (No SOC)

Bachelor of Science in Behavioral Sciences
Sociology Major

MAJOR CORE REQUIREMENTS

CREDITS

BES 2402-2403 Introduction to the Behavioral Sciences I and II 6
Business Administration

The business administration degrees offer alternatives for the mature student who wishes to personalize his education.

Academic majors in Business Administration are offered for those students who wish a strong academic base for graduate study or need a general degree in order to prepare for a wide range of career specialties.

Career related majors are offered in Accounting, Finance, Management, and Marketing for those who may already be in-service paraprofessionals. This specialty also offers the opportunity to prepare for admission to professional graduate programs in the career field of the individual student.

CERTIFIED PUBLIC ACCOUNTANT—Holders of B.S. degrees with majors in Accounting whose studies fulfill the requirements of the Florida State Board of Accounting are admitted to the Group I subjects of the CPA examination. Information on admission to CPA examinations in other states may be obtained from local state education departments.

LAW—Holders of B.S. degrees are eligible for admission to recognized law schools. Information on entrance requirements should be obtained from the individual law schools.

OTHER SPECIALTIES—The career related majors also prepare students for opportunities in a wide range of management, marketing, finance, sales, advertising, personnel management, collective bargaining, and banking.

Bachelor of Science in Business Administration—Accounting Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 3019</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3803</td>
<td>Quantitative Applications to Making Managerial Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3400</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3511</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3521</td>
<td>Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

ADDITIONAL MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3502</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3503</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3504</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3505</td>
<td>Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3506</td>
<td>Federal Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3507</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3508</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3533</td>
<td>Business Law III</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major 30

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution including the following:

- College Composition (LAN 1310-1320) 6
- Behavioral Sciences (BES, CRJ, PSY, SOC) 9
- Business: BUS 3801—Introduction to EDP 3
- BUS 3531—Business Law I 3
- BUS 3532—Business Law II 3
- Humanities (COM, HUM) 9
- Science and Technology: MAT 3011—College Algebra 3
- 6 other credits from CHM, CPT, LSC, MAT, PHY, TEC 6
- Total General 51

ELECTIVES

Electives must be taken outside the major area.
(No Accounting Courses)

Total Electives 15

Total Degree Credits 120
Bachelor of Science in Business Administration—Finance Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 3019</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3803</td>
<td>Quantitative Applications to Making Managerial Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3400</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3511</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3521</td>
<td>Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3630</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3900</td>
<td>Business Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2010</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2020</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3909</td>
<td>Business Policy Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major 30

ADDITIONAL MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3631</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3632</td>
<td>Credit and Collection Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3640</td>
<td>Principles of Investment</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2072</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2073</td>
<td>Monetary Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2074</td>
<td>Commercial Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2077</td>
<td>Financial Intermediaries</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major 21

Total Major 51

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution including the following:

- College Composition (LAN 1310-1320) 6
- Behavioral Sciences (BES, CRJ, PSY, SOC) 9
- Business: BUS 3801—Introduction to EDP 3
- BUS 3531—Business Law I 3
- BUS 3532—Business Law II 3
- Humanities (COM, HUM) 9
- Science and Technology: MAT 3011—College Algebra 3
- 6 other credits from CHM, CPT, LSC, MAT, PHY, TEC 6
- Social Sciences (ECO, POL, SSI) 9

Total General 51

ELECTIVES

Electives must be taken outside the major area.
(No Finance courses)

Total Electives 18
Total Degree Credits 120

Bachelor of Science in Business Administration—Management Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 3019</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3803</td>
<td>Quantitative Applications to Making Managerial Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3400</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3511</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3521</td>
<td>Accounting II</td>
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</tr>
<tr>
<td>BUS 3630</td>
<td>Corporation Finance</td>
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<tr>
<td>BUS 3900</td>
<td>Business Organization and Administration</td>
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<tr>
<td>ECO 2010</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2020</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3909</td>
<td>Business Policy Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major 30

ADDITIONAL MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3901</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3902</td>
<td>Collective Bargaining and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3903</td>
<td>Survey of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3911</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3950</td>
<td>Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3960</td>
<td>Management Behavior Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits from other BUS courses 3

Sub-Total Major 21

Total Major 51

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution including the following:

- College Composition (LAN 1310-1320) 6
Bachelor of Science in Business Administration—Marketing Major

MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 3019</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3803</td>
<td>Quantitative Applications to Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Managerial Decisions</td>
<td></td>
</tr>
<tr>
<td>BUS 3400</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3511</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3521</td>
<td>Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3630</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3900</td>
<td>Business Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2010</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2020</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3909</td>
<td>Business Policy Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major: 30

ADDITIONAL MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3401</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3403</td>
<td>Retailing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3404</td>
<td>Marketing Channels</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3405</td>
<td>Management of Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

BUS 3406     | Marketing Research                         | 3       |
BUS 3409     | Marketing Management Seminar               | 3       |
COM 5531     | Introduction to Advertising                | 3       |

Sub-total Major: 21

Total Major: 51

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution including the following:

- College Composition (LAN 1310-1320): 6
- Behavioral Sciences (BES, CRJ, PSY, SOC): 9
- Business: BUS 3801—Introduction to EDP 3
- BUS 3531—Business Law I 3
- BUS 3532—Business Law II 3
- Humanities (COM, HUM): 9
- Science and Technology: MAT 3011—College Algebra 3
- 6 other credits from CHM, CPT, LSC, MAT, PHY, TEC 6
- Social Sciences (ECO, POL, SSI): 9

Total General: 51

ELECTIVES

Electives must be taken outside the major area.
(No Marketing courses)

Total Electives: 18

Total Degree Credits: 120
Communications

The public communications degree offers a major in communications with options for the mature student who wishes to personalize his education.

An academic major in public communications is offered for those who wish a strong academic base for graduate study in order to prepare for a wide range of career specialties.

Career related majors are offered in public communications for those who may already be in-service paraprofessionals. There is also the opportunity to prepare for admission to professional graduate degree programs in the career field of the individual student. Basic preparation is offered to those paraprofessionals and others who may wish to enter a wide range of career specialties in advertising, journalism, public relations, television, radio, and related areas of communications.

Bachelor of Science in Communications—Public Communications Major

<table>
<thead>
<tr>
<th>MAJOR CORE REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 5520 Public Communications in Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 5531 Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 5540 Communications Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 5545 Beginning Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 5548 Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 5551 Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 5563 The Film Industry</td>
<td>3</td>
</tr>
<tr>
<td>COM 5573 Public Communications Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 5580 Research in Public Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total Major 27

ADDITIONAL MAJOR REQUIREMENTS

Select a total of 18 credits from other COM courses 18

Total Major 45

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution from the following areas:

- College Composition: LAN 1310-1320 6
- Behavioral Sciences (BES, CRJ, PSY, SOC) 9
- Business (BUS) 9
- Humanities (HUM) 9
- Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC) 9
- Social Sciences (ECO, POL, SSI) 9

Total General 51

ELECTIVES

Electives must be taken outside the major area (No COM) 24

Total Electives 24

Total Degree Credits 120

Technology

The Technology degree offers alternatives for the mature student who wishes to personalize his education.

An academic major in Computer Technology is offered for those who wish a strong academic base for graduate study or need a general degree to prepare for a wide range of career specialties. It is also a career related major for those who may already be in-service paraprofessionals. A student wishing to enter a specific graduate school should check the requirements of the specific institution since graduate requirements vary greatly.

Bachelor of Science in Technology—Computer Technology Major

<table>
<thead>
<tr>
<th>MAJOR REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPT 5645 Computing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPT 5649 Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CPT 5650 Introduction to BASIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Science in Communications—Public Communications Major

<table>
<thead>
<tr>
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<td>COM 5580 Research in Public Communications</td>
<td>3</td>
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</table>

Sub-total Major 27

ADDITIONAL MAJOR REQUIREMENTS

Select a total of 18 credits from other COM courses 18

Total Major 45

GENERAL DISTRIBUTION REQUIREMENTS

Select 51 credits of general distribution from the following areas:

- College Composition: LAN 1310-1320 6
- Behavioral Sciences (BES, CRJ, PSY, SOC) 9
- Business (BUS) 9
- Humanities (HUM) 9
- Science and Technology (CHM, CPT, LSC, MAT, PHY, TEC) 9
- Social Sciences (ECO, POL, SSI) 9

Total General 51

ELECTIVES

Electives must be taken outside the major area (No COM) 24

Total Electives 24

Total Degree Credits 120

Technology

The Technology degree offers alternatives for the mature student who wishes to personalize his education.

An academic major in Computer Technology is offered for those who wish a strong academic base for graduate study or need a general degree to prepare for a wide range of career specialties. It is also a career related major for those who may already be in-service paraprofessionals. A student wishing to enter a specific graduate school should check the requirements of the specific institution since graduate requirements vary greatly.

Bachelor of Science in Technology—Computer Technology Major

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>CPT 5645 Computing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPT 5649 Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CPT 5650 Introduction to BASIC</td>
<td>3</td>
</tr>
</tbody>
</table>
CPT 5651  Programming in BASIC  3
CPT 5675  FORTRAN IV  3
CPT 5682  Numerical Analysis  3
CPT 5676  PL/I Programming  3
CPT 5677  Advanced PL/I  3
CPT 5661  Programming and Coding  3
CPT 5662  Advanced Assembler Techniques  3
CPT 5674  COBOL  3
CPT 5680  Operating Systems I  3
CPT 5681  Operating Systems II  3
CPT 5710  Systems, Design, and Analysis  3
CPT 5711  Advanced Systems Design  3
Select 6 credits from other CPT courses  6

Total Major  51

GENERAL DISTRIBUTION REQUIREMENTS
Select 51 credits of general distribution from the following areas:

College Composition: LAN 1310-1320  6
Behavioral Sciences (BES, CRJ, PSY, SOC)  9
Business (BUS) BUS 3803—Quantitative Applications to Making Managerial Decisions and 6 other credits from BUS  9
Humanities (COM, HUM)  9
Science and Technology: MAT 3016—Pre-Calculus, MAT 3019—Quantitative Methods in Business, MAT 3022—Introductory Calculus  9
Social Sciences (ECO, POL, SSI)  9

Total General  51

ELECTIVES
Electives must be taken outside the major area (No CPT)

Total Electives  18
Total Degree Credits  120

The Louise Mellen Institute for Nursing
The efforts of The Louise Mellen Institute for Nursing will be directed towards the encouragement and maintenance of quality nursing care. The staff of The Louise Mellen Institute for Nursing will be studying the needs of in-service education in the health agencies within Broward County. In addition, the staff will be available for counseling and advisement.

Nova College, through the Louise Mellen Institute, seeks to provide the practicing registered nurse the option of expanding intellectual and personal horizons. It will encourage nurses in their lifelong commitment to learning. There is always something new, exciting and valuable to be learned in the ever-changing world of nursing practice.
The Bachelor of Science in Education Program seeks to prepare students for certification to teach in certain areas along with giving a rich spectrum of courses in the general area. The program is designed specifically for people who have had experience with groups of children and who know that they are well-suited to be teachers but have not had the proper training to become certified as teachers. Specialties are offered in Elementary Education, Early Childhood and Secondary Education. It must be noted that Teacher Certification is awarded by the State Department of Education not by any University. The role of the University is to provide the student with appropriate courses that have been approved by the State Department of Education for specific certification purposes.

Elementary Education Major The elementary education program requires 120 credits for graduation. Because of state requirements for certification there are a number of required courses in education. In addition there are requirements in the general preparation area. The specific requirements will be found in a later section of the catalog.

Early Childhood Major The early childhood program requires the student take two specific courses in early childhood education in addition to meeting the requirements of the Elementary Education Major.

Secondary Education Major To complete the secondary education program a student must satisfactorily complete three areas: The general preparation requirements, the secondary education program requirements and a major program in the field of specialization which includes a minimum of thirty credits in required major courses. The student will receive a Bachelor's Degree with two majors, the Specialization area and Secondary Education.

The student will be required to meet state certification requirements. The list of courses required in the specialization area major will be provided through the Program office.

At the time of the writing of this catalog, Nova University does not offer all undergraduate majors which might be appropriate for those people who wish to teach in Secondary School. To be prepared properly, the student may have to take certain prescribed courses at another institution or to have completed certain courses before entering the Program. Each student's program will be worked out on an individual basis.

Certificate Program The certificate programs are designed for those students who have already earned a Bachelor's Degree from an accredited university in a program which satisfied the general preparation requirements.

The Certificate of Preparation in Elementary Education will be issued to those students who have entered the Program with a Bachelor's Degree with adequate general preparation and have taken forty-five credits in the required courses with a minimum of thirty-nine credits taken in the required courses at Nova University. The Internship (Practice Teaching) is offered through this Certificate Program. The Certificate of Preparation in Secondary Education will be issued to those students who have entered the Program with a Bachelor's Degree with adequate general preparation and area preparation as required by the state for specialization and who complete a minimum of twenty-one credits in required courses at Nova University. The Internship (Practice Teaching) is offered through this Certificate Program.

Special Students Special students are those individuals who are qualified to participate in the Program but who are in need of only a limited number of courses to suit their special needs. The Internship (Practice Teaching) is not available to special students. All other courses for which they have met course prerequisites are open to special students.

Faculty The faculty for the Program is drawn from among the top educators of the community. Some are from the University faculty; others are outstanding educators from the County School System. Still others hold faculty appointments at other academic institutions. Each combines real world expertise with scholarly knowledge. A partial list of the faculty will be found in a later section.
Admission To begin course work a student is required to have a high school diploma or high school equivalency (GED) diploma. There are no admission exams. However, in order to be fully matriculated the student will be required to show proficiency in areas determined by the program director at some time after the completion of twelve credits.

Advanced Standing A student may obtain advanced standing of up to sixty credits in any or all of the following ways:

(a) by transfer of credit from an accredited college for those courses which are appropriate to the program

(b) by College Level Examinations. The College Level Examination Program (CLEP) are examinations for advanced standing administered by the College Entrance Examination Board. Upon satisfactory completion of these examinations, appropriate credit will be granted for relevant courses. These examinations are offered in a wide variety of college level study areas. A student may register for any for which he feels competent. CLEP credit may be accepted from another college’s or university’s official transcript or from transcripts directly from CLEP; however, Nova will re-distribute credits according to its own requirements.

<table>
<thead>
<tr>
<th>CLEP DISTRIBUTION</th>
<th>Required</th>
<th>Nova Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLEP EXAM</td>
<td>Percentile</td>
<td>For Credit</td>
</tr>
<tr>
<td>General Exam-English Composition</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>General Exam-Mathematics</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>General Exam-Natural Sciences</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>General Exam-Social Sciences</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>General Exam-Humanities</td>
<td>50</td>
<td>6</td>
</tr>
</tbody>
</table>

The passing score for subject examinations varies from examination to examination.

(c) Life Experience. Credit may be granted for knowledge gained by the student in the course of his career or life experience. This experience, of course, must be applicable to the objectives of the student’s curriculum and satisfactorily documented and authenticated.

A student may submit a portfolio request for life experience evaluation after having satisfactorily completed eighteen credits in courses in the program. Credit granted will not be entered on the student’s record until the completion of 24 credits at Nova in compliance with the University policy. In addition, all financial obligation of the student to the Program must be paid before the credit can be entered. Students who have already transferred sixty credits are not eligible to transfer credits through Life Experience.

The courses for which one can obtain Life Experience Credit are those which are listed under the general preparation section. Courses from the education section are not eligible. In certain cases, credit will be given for courses which are not listed below, but which would satisfy the state’s requirement for a complete general preparation. The courses would have to be those which would be eligible for transfer into the program.

To apply, the student submits a course-by-course request for life experience evaluation. The portfolio contains the following information: a) a coversheet for each request detailing the course number, title, number of credits and an essay relating the student’s experience to the course objectives as defined by a college bulletin; and b) documentary evidence supporting the request. Examples are: course outlines, book lists, transcripts, certificates of completion, licenses, course syllabi, contracts, reports, letters from employers and supervisors, job descriptions, and written analyses of pertinent experiences. The student must submit the request in duplicate. The student may only apply for specific courses necessary for completion of a specific curriculum.

Approval by the evaluations staff will result in the granting of advance credit toward the student’s college degree.

Costs There is an initial non-refundable $15.00 application fee.

TUITION AND FEES
The undergraduate tuition is $105.00 per 3-credit course. There is a $10.00 registration fee for each cycle.

Full tuition is payable at registration unless other arrangements are approved by the administration in advance.

Tuition charges are subject to change

SPECIAL FEES
Term registration fee $10.00
Late registration fee 10.00
Delayed payment fee .......................... 5.00
Make-up fee (for incomplete grades) ....... 10.00
Transcript of record .......................... 2.00
Service charge for unpaid check returned for insufficient or uncollected funds .......................... 5.00
Laboratory Fee .................................. 35.00
Graduation Fee .......................... 30.00

REFUNDS AND WITHDRAWALS
Students who wish to withdraw from a course must submit a written letter of withdrawal. Withdrawal, however, does not constitute an acceptable reason for automatic refund.

Requests for refunds must be made in writing and directed to the director of the Program.

Refunds will be based on the postmark date of written notification and not on the last date of attendance. In the event of a refund, the schedule of refunds, except non-refundable application and college fees, is as follows:

For 75% refund: withdrawal in writing until seven days after the first class meeting.
For 50% refund: withdrawal in writing until 14 days after the first class meeting.
No refund beyond 14 days after the first class meeting.

COMPLETION OF PAYMENTS
All students must conform to the rules of the Comptroller’s Office, and will not be admitted to classes until proper payment has been made.

Registrations are validated when all fees have been paid and no outstanding indebtedness to the college exists. Students are not admitted to class without a validated registration.

Students experiencing temporary financial difficulty or with demonstrated need are invited to seek counsel with the Office of Financial Aid.

Academic Standing
To remain in the program a student must maintain a minimum cumulative grade point average of 2.25.

Attendance
Attendance is required of all students at all classes. Students are not necessarily entitled to make up exams. Such matters will be at the discretion of the instructor.

Academic Standards
The meaning of the grades is as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Marginal, but Passing</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn, without Penalty</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

The I for incomplete must be removed before the end of the cycle following the cycle for which this grade was received. If it is not removed in this period it will be changed to an F. Exceptions to this procedure will only be made in the case of medical emergencies according to the judgment of the faculty.

Requirements for Graduation
All degree candidates must meet the following academic standards before graduation:

1. Satisfactorily complete a specific major and degree program, as verified by the program.
2. Achieve a minimum Cumulative Quality Point Average of 2.25.
3. Complete sixty hours at Nova University in courses approved by the Program Director.
4. Submit a graduation form and pay the $30.00 graduation fee prior to registration for the last term.

In addition, each degree candidate must have cleared all obligations to the college, as certified by the Bursar.

Calendar 1977-1978-1979

FALL SEMESTER 1977-1978
Cycle 10—October 22 through December 17, 1977
Cycle 11—January 7 through February 25, 1978

SPRING SEMESTER 1978
Cycle 12—March 4 through April 29, 1978
Cycle 13—May 6 through July 8, 1978
SUMMER SEMESTER 1978
Cycle 14—July 4 through September 1, 1978

FALL SEMESTER 1978-1979
Cycle 15—September 16 through November 4, 1978
Cycle 16—November 11 through January 20, 1979

SPRING SEMESTER 1979
Cycle 17—January 27 through March 17, 1979
Cycle 18—March 24 through May 20, 1979

SUMMER SEMESTER 1979
Cycle 19—June 2 through July 28, 1979
Cycle 20—August 4 through September 29, 1979

General Distribution Requirements Courses with prefix GEN are offered at off-campus locations. Equivalent courses are to be selected from the Nova College offerings for those taking courses on campus.

Required Courses:
12 Credits from: COMMUNICATIONS
GEN-211 Oral Communications
GEN-212 English Composition
GEN-213 Written Communications
GEN-371 Elementary Spanish I
GEN-372 Elementary Spanish II
GEN-373 Intermediate Spanish I
GEN-374 Intermediate Spanish II
GEN-375 Speech for Educators

NOTE: A minimum of six of these must be in English.

15 Credits from: SOCIAL SCIENCE (Geography, History, Political Science, Sociology, Anthropology, Economics)
GEN-221 Western Civilization I
GEN-222 Western Civilization II
GEN-223 American History
GEN-424 Political Science
GEN-425 Economics
GEN-326 Introductory Sociology

Secondary Education Requirements
1. The student must complete the general preparation program.
2. The student must complete the required specialization major program.
3. The student must complete the following education requirements:
   (a) Sociological Foundations (3 credits) Select one course
       ELE-221 Historic Philosophy of American Education
       ELE-222 Sociological Foundations of Education
   (b) Psychological Foundations (6 credits) Select two courses
       ELE-336 Educational Psychology
       ELE-337 Psychology of Learning
       GEN-432 Child Development
   (c) General Methods of Teaching (6 credits). Three must be in secondary. Select two courses from following:
       ELE-342 Designing the Elementary School Curriculum
       ELE-345 Child in the Classroom
       SEC-342 Designing the Secondary School Curriculum
       EDU-404 Principles of Administration

NOTE: Three credits must be in SEC or EDU
(d) Methods of Teaching specialization (3 credits) select one course from the following
SEC-311 Teaching Social Studies in the Secondary School
SEC-312 Teaching Science in the Secondary School
SEC-400 Teaching Biological Science in the Secondary School
SEC-401 Teaching Physical Science in the Secondary School
SEC-313 Teaching Music in the Secondary School
SEC-314 Teaching Art in the Secondary School
SEC-315 Health and Physical Education in the Secondary School
SEC-316 Teaching Math in the Secondary School
SEC-402 Teaching Business in the Secondary School
SEC-403 Teaching English in the Secondary School

4. Additional Requirements
   EDU-448 Classroom Management
   ELE-434 Learning Assessment

5. Practical experience in teaching (6 credits in the Internship)
   SEC-451 Internship
   SEC-452 Internship

6. Those wishing to specialize in Art, Music or Physical Education must take the Methods course in teaching the subject on the elementary level and a Methods course in teaching the subject on the secondary level.

Certificate Program in Secondary Education Requirements 21 Credits must be taken at Nova University. General Preparation and Specialization area requirements must be met. Transferrable courses from other institutions will not have to be taken over but must be replaced by other courses in the program.

1. Sociological Foundations (3 credits) select one course
   ELE-221 Historical Philosophy of American Education
   ELE-222 Social Foundations of Education

2. Psychological Foundations (3 credits) select one course
   ELE-336 Educational Psychology
   ELE-337 Psychology of Learning
   GEN-432 Child Development

3. General Methods of Teaching (6 credits) select two courses
   ELE-342 Designing the Elementary School Curriculum
   ELE-345 Child in the Classroom
   EDU-342 Designing the Secondary School Curriculum
   EDU-404 Principles of Administration

(d) Methods of Teaching (21 credits must be taken)
   ELE-311 Teaching Social Studies in the Elementary School
   ELE-312 Teaching Science in the Elementary School
   ELE-313 Teaching Music in the Elementary School
   ELE-314 Teaching Art in the Elementary School
   ELE-315 Health and Physical Education in the Elementary School
   ELE-316 Teaching Math in the Elementary School
   ELE-317 Instructional Materials in the Elementary School

(e) Reading Courses (6 credits must be taken)
   ELE-331 Reading Skills I
   ELE-332 Reading Evaluation

3. Internship (6 credits)
   ELE-451 Internship
   ELE-452 Internship
Certificate Program in Elementary Education

Requirements 45 credits are required. 39 of these credits must be taken at Nova University. General preparation requirements must be met. Transferable courses from other institutions will not have to be taken over but must be replaced by other courses in the program so that 39 credits are taken at Nova University.

1. Sociological Foundations (3 credits) select one course
   ELE-221 Historical Philosophy of American Education
   ELE-222 Sociological Foundations of Education

2. Psychological Foundations (3 credits) select one course
   ELE-336 Educational Psychology
   ELE-337 Psychology of Learning

3. General Methods of Teaching (6 credits) three credits must be in
   ELE Select two courses
   ELE-342 Designing the Elementary School Curriculum
   ELE-345 Child in the Classroom
   SEC-342 Designing the Secondary School Curriculum
   EDU-404 Principles of Administration

4. Methods of Teaching (21 credits must be taken)
   ELE-311 Teaching Social Studies in the Elementary School
   ELE-312 Teaching Science in the Elementary School
   ELE-313 Teaching Music in the Elementary School
   ELE-314 Teaching Art in the Elementary School
   ELE-315 Health and Physical Education in the Elementary School
   ELE-316 Teaching Math in the Elementary School
   ELE-317 Instructional Materials in the Elementary School

5. Reading Courses (6 credits must be taken)
   ELE-331 Reading Skills I
   ELE-332 Reading Evaluation

6. Practical Experience in Teaching (6 credits in Internship)
   ELE-451 Internship
   ELE-452 Internship

Course Descriptions:

GENERAL DISTRIBUTION COURSES
/off campus locations)

GEN 211 Oral Communication/3 sem. hrs.
Introduction to the structure of the English language, including vocabulary, parts of speech, grammar, sentence structure, and methods of oral communication. A student who passes the designated test may replace this course with GEN 213.

GEN 212 English Composition/3 sem. hrs.
Instruction and application of the principles and skills of effective writing. This will include work in reading, writing, and evaluation of the writer's work and the reader's response. Prerequisite: GEN 211.

GEN 213 Written Communication/3 sem. hrs.
Study of written materials for form and style. Effective writing for college courses, techniques for the preparation of research papers, and related matters. Prerequisite: GEN 211 through testing.

GEN 221 History of Western Civilization/3 sem. hrs.
A survey of the ideas, institutions, and events of western civilization from early times to 1800.

GEN 222 History of Western Civilization II/3 sem. hrs.
Continuation of the survey of the history of western civilization from 1800 to the present.

GEN 223 American History/3 sem. hrs.
A survey of American history from colonial days to the present.

GEN 251 College Mathematics/3 sem. hrs.
Introduction to topics in mathematics, algebra, set theory, solution of equations and their applications, probability, and other related areas.

GEN 314 English Literature/3 sem. hrs.
A survey of selected English classics from Beowulf to contemporary authors. Literature as an expression of various periods will be discussed. Prerequisites: GEN 211 and GEN 212 or equivalent.

GEN 315 American Literature/3 sem. hrs.
Survey of American literature with emphasis on the development of American thought as expressed in the writings of selected American authors. Prerequisites: GEN 211 and GEN 212 or equivalent.

GEN 362 Fundamentals of Art/3 sem. hrs.
Introduction to the basic techniques of art: drawing, painting, sculpture, and other related fields. Study of the processes and materials of visual expression will be stressed.

GEN 363 Fundamentals of Music/3 sem. hrs.
Music theory and its application to the playing of a particular musical instrument. Individual performance of an instrument.

GEN 371 Elementary Spanish I/3 sem. hrs.
Listening and speaking in Spanish with emphasis on pronunciation and grammatical principles including reading and writing. Open to students who have completed one year of high school Spanish.

GEN 372 Elementary Spanish II/3 sem. hrs.
Continuation of GEN 371.
GEN 373 Intermediate Spanish I/3 sem. hrs.
A review of grammar and pronunciation with some reading and writing for students who have had two years of high school Spanish.

GEN 374 Intermediate Spanish II/3 sem. hrs.
Practice in reading and writing with further study of grammar and pronunciation.

GEN 375 Speech for Educators/3 sem. hrs.
Principles of effective speaking and listening through classroom presentations and public address. Introduction to phonetics and principles of creative oral presentation of children's literature. Emphasis will be on preparation for effective classroom speaking.

GEN 424 Political Science/3 sem. hrs.
Introduction to the principles, structures and processes of modern government. Analysis of some major problems, issues and policies of the government; discussion of the United States Government.

GEN 425 Economics: Principles and Problems/3 sem. hrs.
Principles of modern economics: economic fluctuations, national income, gross national products, monetary economics, production, determination of prices, income distribution.

GEN 432 Child Development/3 sem. hrs.
Aspects of child development. Prerequisite: GEN 331.

SSI-2691 Studies in Geography/3 sem. hrs.
PHY-4009 Conservation of Natural Resources/3 sem. hrs.

ELEментary Education Courses

ELE 221 History and Philosophy of American Education/3 sem. hrs.
Survey of educational programs in America, educational philosophy and development.

ELE 222 Sociological Foundations of Education/3 sem. hrs.
Study of major contemporary educational problems with application of sociological principles to their solution.

ELE 311 Teaching Social Studies in Elementary School/3 sem. hrs.
Content and methods for teaching Social Studies in the elementary grades. Program development, appropriate activities and evaluation techniques will be discussed.

ELE 312 Teaching Science in Elementary School/3 sem. hrs.
Content and methods for teaching science in the elementary school; "hands-on" approaches, resources, material and ideas drawn from the student's experiences will all be discussed.

ELE 313 Teaching Music in Elementary School/3 sem. hrs.
Study of the fundamentals of music, contents of music, contents of music program and special methods of teaching and using music in the elementary school curriculum.

ELE 314 Teaching Art in Elementary School/3 sem. hrs.
Contents and methods of teaching art in the elementary school. Problems in selection of materials, evaluation of activities, ideas and art projects will be included.

ELE 315 Health and Physical Education in Elementary School/3 sem. hrs.
Curriculum, content and methods in effective health education in the elementary school. Methods and materials for physical education.

ELE 316 Teaching Mathematics in Elementary School/3 sem. hrs.
Content, materials and methods for teaching mathematics in the elementary school.

ELE 317 Instructional Materials in Elementary School/3 sem. hrs.
The use of a variety of materials in the elementary school program including children's literature, media, and independent learning materials.

ELE 318 Teaching Language Arts/3 sem. hrs.
Curriculum content, materials and methods for teaching the language arts including, but not limited to, spelling, grammar, handwriting, composition, and children's literature.

ELE 331 Reading Skills in Elementary School/3 sem. hrs.
An introduction to the teaching of reading in the elementary school; approaches to reading instruction; evaluation of reading skills. Prerequisites: Basic personal reading skills to be evaluated by the program.

ELE 332 Reading Evaluation/3 sem. hrs.
Diagnosing reading problems, prescribing a variety of methods to increase reading ability, variety of approaches to the teaching of reading. Prerequisites: ELE 331 and basic personal reading skills to be evaluated by the program.

ELE 405 Administration and Supervision of Exceptional Child Programs/3 sem. hrs.
This course will acquaint school based administrative personnel with major issues in Exceptional Child Education programs at the school level including administrative, supervisory and instructional functions.

ELE 406 Directed Study/3 sem. hrs.
Special topics.

ELE 409 Educational Seminar/3 sem. hrs.
Special topics selected to meet the needs of the student.

ELE 412 Children's Literature/3 sem. hrs.
A study of children's literature including history, techniques of writing, trends, examples of different forms, and techniques for teaching literature to children.

ELE 413 Instructional use of Audio-Visual Material/3 sem. hrs.
A general course for teachers at all grade levels. Methods of using audio-visual materials in the instructional program. The selection, production, and evaluation of instructional materials: techniques for inclusion in curriculum.

ELE 437 Methods of Teaching Reading in Secondary Schools/3 sem. hrs.
Identifying reading skills, evaluating skills, recognizing and diagnosing reading problems in the secondary school. Discussion of prescriptive methods and materials to increase reading performance of students in the secondary school.

ELE 438 Educational Assessment of Exceptional Children/3 sem. hrs.
Evaluative techniques, measures for identifying exceptional children and evaluating their individual educational needs. Prerequisite: Basic personal reading skills to be evaluated by the program.

ELE 439 Individualization of Diagnosis and Instruction for the Learning Disabled Child/3 sem. hrs.
Skills for the diagnosis of various learning disabilities and the planning of individual programs for the learning disabled child. Various models of curriculum, instructional and individual classroom designs for learning disabled children will be discussed with emphasis on techniques needed for developing individualized programs for learning disabled children.

ELE 440 Introduction to Language Development and Speech Disabilities/3 sem. hrs.
Study of language development and various speech and language disorders in children with emphasis on the assessment of individual problems and programming for their remediation within the classroom.

ELE 441 Techniques of Corrective or Remedial Reading/3 sem. hrs.
Techniques and instruments for the identification of problems in reading, and a discussion of the prescriptive techniques for corrective or remedial procedures in reading. Prerequisite: ELE 432 or equivalent.

ELE 442 Clinical Supervision and Curriculum in Reading/3 sem. hrs.
This course will cover development of the reading curriculum and techniques for clinical supervision in the reading program.

ELE 448 Classroom Management/3 sem. hrs.
Principles and techniques of classroom management including grouping, discipline, record keeping, evaluation, interaction with special teachers, planning.

ELE 460 Safety Education/3 sem. hrs.
Safety instruction applied to home, school, and community.

ELE 461 Driver and Traffic Safety Education/3 sem. hrs.
Basic instruction in traffic problems. Analysis of action research and safe driving procedures. Variety of experiences will be discussed.

ELE 462 Driver and Traffic Safety Education/3 sem. hrs.
Basic instruction in traffic problems. Analysis of action research and safe driving procedures. Variety of experiences will be discussed.

ELE 463 Principles of Coaching/3 sem. hrs.
Emphasis on theory and practice in coaching sports.

ELE 468 Structural Linguistics/3 sem. hrs.
A study of the structure of language, basic principles of linguistics. Survey of different approaches and techniques used in language study.
The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments for students from ages two and one-half through eighteen.

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

Located on seventeen acres at the southwestern end of the main campus, the School Center is housed in modern, fully-equipped buildings. An adjoining sports complex which serves the total University includes racing and diving pools, tennis courts, playing fields and a gymnasium.

The University School of Nova University is an independent, culturally-integrated, non-profit school. It offers instruction from pre-school through the twelfth grade to a population of 700 students. As a facility devoted to educational innovation, research and development, the school provides an individualized, flexible and child-centered environment in which the student takes an active role in planning and decision making. The school, with its population of advantaged and disadvantaged students, provides a rich resource for university students. (Brochure on request).

Laurel School of Nova University is an exceptional child center for students with learning disabilities, ages seven through eighteen. It provides small-class, self-contained settings which offer children the
opportunity for growth, achievement and success in the development of physical, social, emotional and intellectual areas. A unique facet of the program is that students are mainstreamed into a regular, general education setting for a part of each day in various activities such as music, physical education, art, shop, media, speech, after school clubs and sports. (Brochure on request).

Program for the Gifted Studies and research in the area of giftedness are combined in the application of innovative practices with children in a regular school setting. Curriculum development includes early identification of and programming for the creatively talented as well as the academically gifted child.

Reading Laboratory A resource center and library of individualized and developmental reading programs, the reading laboratory provides diagnostic and prescriptive services for school-age children. These services include remedial, speed reading and enrichment programs for School Center students and the local community.
Master of Science in Modern Educational Systems

This program is offered in cooperation with the United Teachers of Dade.

Curriculum The program is designed to allow teachers to pursue a master's degree with a major in administration and supervision. The program will enable teachers to attain Rank II certification in the State of Florida. Each course has been developed in response to the identified needs of teachers. The program consists of 36 graduate credits.

Study Format The school calendar operates year round on a monthly cycle. Each cycle consists of four all-day Saturday sessions. Each course and the practicum represent three semester hours of credit.

Admission Requirements
1. Applicant must be a full-time employee of a K-12 school system.
2. A baccalaureate degree, granted by an accredited institution, representing completion of a course of study that fulfills prerequisites for graduate work in the desired area.
3. An academic record that indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution to Nova University.
4. Three letters of recommendation from educational associates that indicate the applicant's potential in the chosen area.

5. General aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Scores must be mailed directly to Nova University from the Educational Testing Service.

6. There will be no refunds for any reason once a student is accepted for a given course.

Master's Degree Requirements

A student must complete all required courses. After completion of four courses with a 3.25 grade point average or better, the student becomes eligible for admission as a candidate for the Master's degree. Two months prior to the estimated time of completion of the Master's degree program, students must file graduation forms with the Program Director and pay the graduation fee. Students can graduate at the end of any cycle, but degrees will be conferred by the trustees at a subsequent meeting date. It is the student's responsibility to become familiar with the requirements and regulations of the University. The University reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 2.75.

Student Costs

Student costs include a one-time application fee of $15 for students who have not previously applied to a Nova program at the master's level or higher. The tuition is $50 per credit or $150 per three-credit course. In addition there is a graduation fee of $25 payable whether or not one chooses to participate in commencement ceremonies. It should be anticipated that course materials and texts may be required, costing up to $15 per course.

Transfer Credits

A minimum of 30 credits of graduate work must be completed at Nova University for the Master's degree. Transfer of graduate level credits up to a maximum of six semester hours (with a grade of not less than a "B") may be allowed upon approval of the faculty advisor without a fee to the student. These credits will not count toward the student's grade point average.

Required Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS 508</td>
<td>Supervision and Labor Relations</td>
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<td>AS 509</td>
<td>Clinical Supervision of Teachers</td>
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<td>AS 516</td>
<td>School Administration and the Law</td>
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<tr>
<td>AS 520</td>
<td>Professional Seminar in Administration and Supervision of Educational Systems</td>
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<td>AS 560</td>
<td>Negotiations in Education for Today's Schools</td>
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<td>AS 561</td>
<td>School and Community Relations</td>
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<td>AS 562</td>
<td>Public Schools and the American Labor Movement</td>
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<td>AS 588 or CU 588 Practicum</td>
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<tr>
<td>CU 500</td>
<td>Modern Curriculum Design</td>
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<tr>
<td>CU 515</td>
<td>Design of Learning Materials</td>
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<td>CU 518</td>
<td>Selection and Evaluation of Learning Materials</td>
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<tr>
<td>CU 545</td>
<td>Educational Theory into Practice</td>
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</tbody>
</table>
Educational Specialist in Education Development

This program is offered in cooperation with the United Teachers of Dade and is also offered directly by the University.

Curriculum The program is designed for teachers who wish to remain in the classroom and who wish to improve their classroom skills. The program will enable teachers to attain Rank I-A certification. Under special conditions, students may arrange to attain certification in administration and supervision.

Study Format The school calendar operates year round on a monthly cycle (a cycle consists of four all-day Saturday sessions) and on the semester basis. Each course represents three semester hours of graduate credit; the Practicum represents six semester hours of credit.

Admission Requirements
1. Current full-time employment in a K-12 school system.
2. A master's degree, with at least a 3.25 cumulative grade point average, earned at a regionally accredited institution.
3. Rank II teacher certification.
4. Minimum of three years of K-12 teaching experience.

Specialist's Degree Requirements A student must complete all required courses with at least a 3.30 grade point average. The University reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 2.75.

Student Costs Student costs include a one-time application fee of $15 for students who have not previously applied to a Nova program at the master's level or higher. The tuition is $50 per credit or $150 per three-credit course. In addition there is a graduation fee of $25 payable whether or not one chooses to participate in commencement ceremonies. It should be anticipated that course materials and texts may be required, costing up to $15 per course.

Transfer Credits A minimum of 30 credits of graduate work must be completed at Nova University for the Ed.S. degree. Transfer of post-master's credits up to a maximum of six semester hours with a grade of not less than a "B" may be allowed upon approval of the faculty advisor without a fee to the student. These credits will not count toward the student's grade point average.

Required Courses
AS 500 Educational Resource Development
AS 510 Diffusion and Adoption of Educational Innovations
AS 525 Human Relations in Educational Change
AS 650 Education Development and the Political Process
CU 510 Survey of Educational Innovation
CU 530 Measurement and Evaluation of Educational Systems
CU 640 Curriculum Planning and Group Process
CU 660 The Sociology of Educational Movements
CU 690 Educational Future Studies
SU 670 Education Development and the Supervision of Human Performance
SU 689 Practicum: Demonstration Teaching and Supervision

Course Descriptions

ADMINISTRATION
AS 500 Educational Resource Development
This course covers major sources of financial and nonfinancial resources for schools. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include school volunteer programs and free, loaned, and reduced-rental equipment and materials. Through this course the student will develop skills in approaching and negotiating with various funding agencies, and he or she will develop techniques for writing proposals.

AS 510 Diffusion and Adoption of Educational Innovations
This course focuses on the evaluation of educational innovations and the assessment of their potential for diffusion and adoption in other settings. Techniques for facilitating diffusion include evaluation, documentation, consultation, and publication. Techniques for ensuring successful adoption include site preparation and anticipation and management of impediments.
AS 515 Administration and Supervision of Educational Systems/3 sem. hrs.
This is a basic course in school administration. The legal and traditional sources of administrative authority and responsibility are examined. This course provides a comprehensive coverage of school business management.

AS 516 School Administration and the Law/3 sem. hrs.
This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies include acts of compliance with our laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems/3 sem. hrs.
The basic process of school administration is examined, paying particular attention to the professional imperatives and prerogatives of school administrators. The relationship between administrative theory and the mechanics of good practice is emphasized.

AS 525 Human Relations in Educational Change/3 sem. hrs.
This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

AS 560 Negotiations in Education for Today's Schools/3 sem. hrs.
This course focuses on the Administrative Procedures Act (1974-1975) and the Public Employee Relations Commission as they affect public school employees in Florida.

AS 561 School and Community Relations/3 sem. hrs.
This course covers the following major topics: parental involvement in the public schools; Florida school law; the political process and how it involves the Florida legislature; and the citizenry of Florida. This course also covers the new trends of involvement of students and parents in the entire local school program.

AS 562 Public Schools and the American Labor Movement/3 sem. hrs.
This course will parallel the American labor movement and the development of the American modern school system covering such pertinent information as child labor, mandatory school attendance, federal funding for education, and other related topics.

AS 588 Professional Development Project (formerly Practicum)/3 sem. hrs.
Projects for this course are carefully planned educational improvement activities in administration, developed, executed, and evaluated according to a prescribed methodology adapted to each course participant's school setting and problem dimensions. Following instructional meetings, students prepare written proposals; following project completion, they submit final reports of publishable quality.

AS 600 Individual Study of Selected Topics in Educational Administration and Supervision/1-3 sem. hrs., by arrangement.
This course permits the student to arrange to do individualized study under the supervision of a faculty member or an adjunct professor in areas not covered by other administration courses.

AS 700 Administrative Internship/3-6 sem. hrs.
A contract-type arrangement is made for each student to provide a realistic administrative field experience under the joint supervision of a Nova faculty member and a practicing administrator.

**SUPERVISION**

AS 508 Supervision and Labor Relations/3 sem. hrs.
This course will detail the process of public sector collective bargaining; unfair labor practices; the rights and responsibilities of organizations; the rights, responsibilities, and duties of administrators and supervisors.

AS 509 Clinical Supervision of Teachers/3 sem. hrs.
This course emphasizes the development of practical competency in classroom supervision. Students observe and participate in supervision, and their supervision skills are analyzed and critiqued.

AS 550 Supervision of School Personnel/3 sem. hrs.
This course provides an orientation to school planning, organization, personnel motivation, inservice training, supervision and evaluation of personnel, and the techniques of successful supervision.

SU 670 Educational Development and the Supervision of Human Performance/3 sem. hrs.
The major emphasis of this course is the improvement of human work performance in educational organizations. The spectrum of methods covered include those directed at organizational structure, working conditions, performance skills, and attitudes.

**CURRICULUM**

CU 500 Modern Curriculum Design/3 sem. hrs.
This course covers curriculum and materials design based on the development of terminal behavioral objectives and methods of content validation and standardization of behavioral performance requirements for achieving curriculum objectives. This course requires the development of instructional systems for an existing curriculum.

CU 510 Survey of Educational Innovations/3 sem. hrs.
This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated institutional processes. Overview includes multimedia approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational process.

CU 515 Design of Learning Materials/3 sem. hrs.
The student will design valid learning materials to meet specific instructional objectives. The course emphasizes integration of technology into instructional strategies and curriculum development.

CU 518 Selection and Evaluation of Learning Materials/3 sem. hrs.
This course provides the student with experience in distinguishing among media, and in selecting, analyzing, and valuing various learning materials.

CU 520 Computers in Education/3 sem. hrs.
Theories and techniques of computer-based instruction are covered. Fundamentals include evaluation and costing of computer-based education, as well as an introduction to the designing, writing, and coding of materials for computer-assisted instruction. Research involving the computer in educational processes is reviewed. Use of the computer in monitoring student progress and in management of the educational process is covered.

CU 530 Measurement and Evaluation of Educational Systems/3 sem. hrs.
Criteria for evaluation of instructional systems and techniques for measurement are considered. Topics include analysis of objectives, planning, programming, and budgeting systems, performance contracting, accountability.

CU 540 Research in Educational Systems/3 sem. hrs.
This course involves a critical review of research in the use of instructional systems such as programmed instruction, computer-assisted instruction, group and individual instructional systems, and media effects, issues and special problems in research involving instructional systems are also covered.

CU 545 Educational Theory into Practice/3 sem. hrs.
This course focuses on the relationship between various disciplines and educational practice. Topics for inclusion will be those which, in the past, have been the most useful in changing educational practice. In addition, new lines of research will be explored that appear to have promise for improving educational practice.

CU 588 Professional Development Project (formerly Practicum)/3 sem. hrs.
Projects for this course are carefully planned educational improvement activities in curriculum, developed, executed, and evaluated according to a prescribed methodology adapted to each course participant's school setting and problem dimensions. Following instructional meetings, students prepare written proposals; following project completion, they submit final reports of publishable quality.

CU 600 Individual Study of Selected Topics in Curriculum and Instruction/1-3 sem. hrs., by arrangement.
This course permits the student to arrange to do individualized study under the supervision of a faculty member or an adjunct professor in areas not covered by other curriculum courses.

CU 640 Curriculum Planning and Group Process/3 sem. hrs.
This course develops competencies in curriculum design and through other people, recognizing that a good curriculum is the result of many forces, including societal interest, career requirements, legislation, research in the disciplines, and tradition. The competency-based approach will be stressed.

CU 675 Competency Based Education Development/3-6 sem. hrs.
A review of the literature of the competency-based educational development movement series as the theoretical basis of the course. Intensive group work in development
of competency-based curriculum materials will be continued throughout the course.

**CU 689 Professional Development Project** (formerly Practicum): Demonstration Teaching and Observation / 6 sem. hrs.

The demonstration teaching and observation practicum component of the program is designed to identify deficiencies in each student's teaching repertoire and observational skills and provide an individualized program of remediation and repertoire enlargement. It will also provide a link between concepts validated through research on teaching and teaching practice.

**EDUCATIONAL PROFESIONALISM**

**AS 650 Education Development and the Political Process** / 3 sem. hrs.

A study of the political process by which educational change occurs in a free society. Emphasis is on individual and group participation within the school, within the county, and within the state.

**CU 660 The Sociology of Educational Movements** / 3 sem. hrs.

Educational movements are studied in the general context of social movements. The origin, course, and consequences of major educational change efforts are examined as well as the views of their progenitors, protagonists, and antagonists.

**CU 690 Educational Future Studies** / 3 sem. hrs.

Various approaches to future studies are applied to education. The participant will develop competencies in educational forecasting, the anticipation of trends in education, and the process of systematically influencing the future of education.

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**GRADUATE MANAGEMENT PROGRAMS**

**Masters Program General Information**

**Acceptance Procedures** Students who do not meet all admission requirements prior to beginning class work are permitted to register as non-matriculants or conditional matriculants. Full matriculation is granted upon satisfaction of all requirements.

**NON-MATRICULANT STATUS**. This status is given to a student permitted to register for course work but who is lacking any of the following: a) transcripts, b) letters of recommendation, c) admission test score.

**CONDITIONAL MATRICULANT STATUS**. This status is given to a student permitted to register for course work but who is lacking any of the following: a) satisfaction of prerequisite courses, b) less than a 3.0 Grade Point Average, c) submission of GMAT test score.

**FULL MATRICULANT STATUS**. Students will be notified of formal acceptance to full matriculation status after completion of all necessary requirements.

**Study Format** The school calendar operates year round, and the average student enrolls for two courses a Block which runs for three months. There are four weekend seminars for each course, each Block, with some courses requiring an examination on the 5th weekend. All courses represent three semester hours of graduate credit. Thus, the student can complete 24 credits of study in a year of four Blocks, and the average student can satisfy the MBA/HRM requirements in about one and a half years.
1978 Calendar—Graduate Management Programs

WEEKEND SESSION

<table>
<thead>
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WEEKEND SESSION

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<td>June 16, 17</td>
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WEEKEND SESSION

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WEEKEND SESSION

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<th>BLOCK IV/OCT-DEC</th>
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<td>Oct. 6, 7</td>
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<td>Nov. 3, 4</td>
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NOTE: The 1978 dates for the Graduate Management Admission Test (GMAT) are: January 28, March 25, July 8, and October 28. Please avoid classes which meet on the same day as the GMAT if you require the test. GMAT Reporting Center #5514.

Attendance Students must attend weekend seminars on a regular basis. Missing one of the four weekend seminars will be allowed if the matter is cleared with the instructor in advance. Excessive absences will result in a failing grade.

Transfer Credits The University will accept up to six credits of graduate work (with a grade of not less than a "B") from an accredited program of graduate study at another institution; provided those graduate credits have not been applied toward another degree and provided the course content is the equivalent of courses offered in this program. Applications for approval of graduate transfer credits must be made to the Graduate Management Program.

Grading Students are required to maintain a cumulative Grade Point Average (G.P.A.) of 3.0 for the duration of their course of study. Any student who fails to maintain a 3.0 will be placed on academic probation for two terms. If probation is not removed at the end of the two terms, the student will be dropped from the program. A student may petition for reinstatement after six months explaining the reasons why academic potential has changed. Students who have reason to believe that there has been an error in assigning a grade may challenge the grade received. Contact the Graduate Management Program Office for the proper procedure for challenge of grade.

Incomplete Grade Students who receive a course grade of Incomplete (I) have one term (three months) in which to make up the incomplete. There is an additional charge of ten dollars ($10) to process the grade change. At the end of the second term (six months) following the receipt of an Incomplete the I becomes a course grade of F. Removal of the F may only be accomplished by retaking the course at full tuition charge.

Graduation Requirements In order to be eligible for graduation the student must fulfill the following requirements:

1. satisfaction of all prerequisites
2. maintain a minimum of 3.0 GPA for all graduate work taken
3. completion of all required course work
4. completion of twelve (12) courses for thirty-six (36) hours of credit
5. satisfactory completion of either the thesis or the experience paper.
Placement Service There are no formal placement services offered to Masters students as most are already employed. There is, however, an informal placement service offered through the office of the Program Director. Students wishing this service should submit an updated resume to the GMP office. It is anticipated that Nova University will have full placement services by early 1978.

Student Costs

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<th>Description</th>
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<td>Application Fee</td>
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<tr>
<td>Tuition (per credit)</td>
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<td>Late Registration Fee</td>
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<td>Interrupted Studies Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$15</td>
</tr>
</tbody>
</table>

Financial Aid Financial aid is available to full time students primarily through the Federally Insured Student Loan program (FISL).

VA BENEFITS. Students who are eligible for Veterans Administration benefits are invited to consult the Nova VA advisor (extension 205 or 206). The VA Regional Office can be reached on a toll free line (800)-282-8821.

GRADUATE ASSISTANTSHIPS. There is available a limited number of graduate assistantships each term which grant tuition waivers in exchange for help in operating tutorial sessions, grading for professors, or performing other support services related to program operation.

FAMILY TUITION PLAN. There is available a special tuition consideration (1/4 regular cost for second family member), when two or more members of the same immediate family are enrolled in the program.

Withdrawal and Refunds Students may withdraw at anytime before the third weekend of classes and may request a tuition refund via a formal written request. Refunds will be made solely at the option of Nova based on the legitimacy of the reason for withdrawal. When granted, refunds will be for the total tuition adjusted as follows: After first weekend 75%, after second weekend 50%, after third weekend 0%.

Master of Business Administration

Curriculum The program for the MBA in general management consists of 36 graduate credits with a thesis option. It is a model program of study designed and operated for the mature person with industry experience and thus, redundancy of learning associated with standard graduate programs is minimized. Courses cover essential behavioral and quantitative areas needed for making sound decisions. The MBA Program stresses an innovative learning process.

Admission Requirements Admission requirements for the student wishing to matriculate for the Master of Business Administration are:

1. A baccalaureate degree from an accredited college.
2. Three letters of reference (academic or business).
3. A transcript of undergraduate record.
4. The intellectual capacity and motivation to pursue graduate work as determined by credentials or interview.
5. Satisfaction of prerequisites in college mathematics (6 credits), accounting (3 credits), economics (3 credits), psychology (3 credits), and statistics (3 credits).
6. A completed application form accompanied by a $15 application fee.
7. Satisfactory performance on the Graduate Management Admissions Test administered by the Educational Testing Service, P.O. Box 966, Princeton, New Jersey 08540. (Options: GRE/LSAT)

Students who do not meet all these requirements may be permitted to register as non-matriculated or as conditional matriculants, gaining full matriculation upon satisfaction of all requirements.

MBA Prerequisite Satisfaction Those who have not completed undergraduate prerequisites may still enter the MBA program, however, they cannot enroll for any graduate course which has an undergraduate prerequisite.

Students have three optional methods of satisfying an MBA prerequisite. They may take the undergraduate course that is required...
for the MBA at Nova's undergraduate school or any other nearby college. Enrollment in the undergraduate course is permitted with enrollment in the MBA program. Note that undergraduate credits do not apply toward the MBA degree. See course descriptions.

They may challenge the basic undergraduate course, and by successful performance on a proficiency examination, waive the necessity of taking the entire course.

They may substitute a proficiency examination administered by a testing organization that has national recognition such as CLEP, CPEP, LOMA, or USAFI.

**Thesis Option**

MBA students have the option of writing a thesis in lieu of the Experience Paper at the conclusion of the required program of study. Selection of the thesis option requires the student to register for MBA 0113 for preparation of the thesis and reduces the number of electives possible to two (2) courses.

**MBA with an Accounting Area Concentration**

Those MBA students interested in an accounting career and wanting to satisfy the requirements of the Florida State Board of Accountancy, thus being eligible to sit for the examination for Certified Public Accountant, must comply with Rule 21A-8.02 which identifies the minimum standards for an accounting major.

A person passing the CPA Examination must complete one year of employment in the office of a Florida practitioner or an out-of-state practitioner before receiving a certificate as a Certified Public Accountant. However, the law relating to the practice of public accounting provides in Rule 21A-8.03 that:

An additional one year accounting course acceptable in lieu of one year of employment is defined as a minimum of 30 semester hours or 45 quarter hours, or the equivalent, in courses which would qualify for graduate level credit at accredited colleges or universities which shall include at least 12 semester or 18 quarter hours, or the equivalent, in post-baccalaureate accounting education. For purposes of this rule, courses used to satisfy Rule 21A-8.02 may not be included in the additional one year accounting course.

MBA Students, who have satisfied the undergraduate major in accounting and are thus eligible to sit for the Certified Public Accountant examination, may use the nine required MBA courses plus four courses from any of the following course titles (for a total of 39 credit hours) in lieu of one year's employment with an accounting firm.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 0511</td>
<td>Accounting Theory</td>
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<tr>
<td>ACC 0512</td>
<td>Current Topics in Accounting Research and Studies</td>
<td>3</td>
</tr>
<tr>
<td>ACC 0513</td>
<td>Behavioral Accounting</td>
<td>3</td>
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<tr>
<td>ACC 0514</td>
<td>Taxation of Corporations and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>ACC 0515</td>
<td>Tax Planning and Research</td>
<td>3</td>
</tr>
<tr>
<td>ACC 0516</td>
<td>Introduction to Fund Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Prospective students who already hold the CPA certificate may be admitted to Nova's MBA Program as special students for purposes of complying with the Florida State Board of Accountancy rule on reestablishment of professional knowledge and competency. Thus, these graduate accounting courses may be taken during the reestablishment period for Continuing Professional Education (Rule 21A-15.03) as each graduate course is the equivalent of 30 hours of educational instruction. For MBA applicants with the CPA certificate, the GMAT will be waived.
Human Resource Management

Nova University has a program for career minded individuals in management. Its goals are surprisingly old fashioned and straightforward: creation of a program that will increase the effectiveness of people in any organizational setting, whether it be in the public or private sector. However, the learning design is refreshing and new. It is a blend of traditional and behavioral management concepts and it includes new ideas developed in recent times to meet the needs of Organizational Development.

Up to now, OD was a specialized field for management personnel working as internal or external organization consultants or the opposite degree of no application existed with unrelated courses in interpersonnel relations. Most schools had offerings in OD for only the person already trained in the management area.

Nova's program will make the management and behavioral science available in a graduate degree so that both of these essential areas of the decision-making process can be mastered by the non-business major.

The program covers theory and skills required to bring about change in today's complex, dynamic environment. Whether it involves organization restructuring or implementing a more effective communication system, solving intergroup conflicts, complying with affirmative action requirements, or training personnel to avoid skills obsolescence—the problems all seem to deal with human resources.

Both the individual and the organization need to be continuously renewed. It is the technology that constitutes Human Resource Management.

Admission Requirements

1. A baccalaureate degree granted by a regionally accredited institution. The U/G degree may be in any major.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution. The Admissions Committee will determine the acceptability of the student's Grade Point Average in his U/G studies on a case by case basis.
3. Three letters of recommendation from professional associates which indicate the applicant's potential to pursue graduate study.
4. A short essay prepared by the applicant showing his determination and motivation to work towards the MS/HRM and also indicating some practical experience in the area of graduate study chosen.
5. One introductory course in economics and psychology. The GRE or the GMAT is not required for admission.
6. HRM students who are accepted as conditional matriculants because of low undergraduate grade point averages may be requested by the Admissions Committee to take the GMAT as a means of further evaluating their potential for graduate study.

File your application with transcript to Nova specifying MS/HRM Program.

The University will accept up to six hours of graduate work with a grade of not less than a "B" from an accredited program of graduate study at another institution, provided those graduate credits have not been applied toward another degree and provided the course content is the equivalent of courses offered in this program. Applications for approval of graduate transfer credit must be made to the Graduate Admissions Office.

Masters Program Curriculum Both the MBA and MS/HRM programs begin with a common core of five (5) required courses. Upon completion of this basic core, MBA students are required to take course work specializing in various methods of quantitative decision making while MS/HRM students concentrate more in behavioral science. There is a maximum of three electives available to all students. In addition to the three electives, MS/HRM students are required to submit a major Experience Paper (similar to a practicum) as a means of demonstrating integration of course work at the conclusion of their entire program of study.

Experience Paper Option Students electing the Experience Paper option will be required to submit a paper similar to a practicum which will demonstrate the application of Management Program concepts to a "real world work" organization.

Course Scheduling It is the policy of Nova University and Graduate Management Programs that every required course be
scheduled no less frequently than every other Block of instruction. For example, a required course offered Block I will also be offered Block III.

**Required Courses** Any required course that is needed for graduation by a student in his/her last term will be offered as a Directed Individual Study (DIS) course, if the student so desires.

**Elective Courses** Elective courses are offered at the demand of students. In order for an elective course to be scheduled a minimum of ten (10) students must request the course. If there are fewer than ten students, the elective will be offered as a small seminar or, if necessary, as a Directed Individual Study (DIS) course. While variations may be permitted to meet the particular needs of individual students it is strongly recommended that courses be taken in the following sequence:

**MBA/HRM Curriculum**

**MBA/HRM Required Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 0101</td>
<td>The Environment of Business Enterprise</td>
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</tr>
<tr>
<td>MBA 0120</td>
<td>Organizational Development and Behavioral Factors</td>
<td>3</td>
</tr>
<tr>
<td>MBA 0105</td>
<td>Industrial and Personnel Relations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 0121</td>
<td>Quantitative Methods in Management</td>
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<tr>
<td>MBA 0122</td>
<td>Managerial Economics</td>
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**MBA Required Courses**

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<tr>
<td>MBA 0108</td>
<td>Marketing Management</td>
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<tr>
<td>MBA 0109</td>
<td>Financial Management</td>
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<tr>
<td>MBA 0111</td>
<td>Business Policy</td>
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**HRM Required Courses**

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<tr>
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<th>Course Title</th>
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<td>HRM 518</td>
<td>Managerial Psychology: Individual and Group Behavior</td>
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<td>HRM 520</td>
<td>Managerial Sociology: Organization Behavior</td>
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<td>HRM 522</td>
<td>Interpersonal and Intergroup Dynamics</td>
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<td>HRM 524</td>
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**MBA Thesis Option**

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**MBA Experience Paper Option**

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<td>MBA 0114</td>
<td>Thesis Project</td>
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**HRM Electives**

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<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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</tr>
</tbody>
</table>

**Masters Program Course Descriptions**

**MBA/HRM 0010 Intensive Accounting for MBA/HRM Students / 3 sem. hrs.**

This is an accelerated undergraduate course stressing the essential elements of accounting skills that will be used in the MBA/HRM program. Managerial uses of accounting data and preparation of financial statements will be covered in this course.

**MBA/HRM 0020 Quantitative Analysis for MBA/HRM Students / 3 sem. hrs.**

An undergraduate review of college algebra and elementary calculus, probability theory, and statistical analysis. **Note:** Strongly recommended for HRM students.

**MBA/HRM 0030 Principles of Economics/ 3 sem. hrs.**

Undergraduate economic concepts and analysis of the aggregate economy: deals with national income determination, economic fluctuations, monetary and fiscal policy, inflation, and economic growth.

**MBA/HRM 0101 The Environment of Business Enterprise/3 sem. hrs.**

Undergraduate basic concepts and methods: focuses on the individual and conditions which influence behavior. Covers biological foundations of behavior, growth and development, learning, individual differences, perception, and motivation.

**MBA/HRM 0104 Introductory Psychology/3 sem. hrs.**

Management problems arising from current domestic social changes: the relationship between business enterprise and society, particularly as it is reflected in the growth of consumerism and increased government influence.

**MBA/HRM 0105 Industrial and Personnel Relations/3 sem. hrs.**

New patterns in labor-management relations and some of the factors underlying labor unrest in affluent societies: the personnel function within organizations. **Prerequisite:** MBA 0102 and 0101.
MBA/HRM 0120 Organizational Development and Behavioral Factors/3 sem. hrs.
This course links the classical substance of organization and management with the analysis of organization elements and dimensions of human behavior in the work environment. Prerequisite: Undergraduate Psychology or undergraduate management or five years of middle-management experience.

MBA/HRM 0121 Quantitative Methods in Management/3 sem. hrs.
Topics to be discussed include probability theory, decision making using expected value criteria, sampling theory, forecasting, and simulation. Emphasis will be placed on managerial applications and the application of computer models where appropriate. Prerequisite: Undergraduate statistics or MBA 0020.

MBA/HRM 0122 Managerial Economics for Decision Making/3 sem. hrs.
The application of economic theory and quantitative methods to business decision making. Product demand, marginal pricing, competitive bidding, and allocation of resources. Prerequisite: MBA 0101 and undergraduate economics or MBA 0033.

MBA/HRM 0107 Managerial Accounting/3 sem. hrs.
Effective managerial decision making and financial planning through accounting systems; performance evaluation; control of operations; capital budgeting and management of assets. Prerequisite: Undergraduate accounting or MBA 0107.

HRM 0107 Financial Accounting/3 sem. hrs.
This course presumes no prior knowledge of accounting but students with-cover those fundamentals which non-financial executives should be aware of, such as topics which repeatedly appear in the business section of the daily paper and in annual reports. Included will be material on: how financial statements are prepared, revenue recognition and timing, accrual concepts, accounting for fixed assets, tax considerations, corporate transactions involving externally raised and distributed capital and how reports must conform to generally accepted accounting principles. Note: Not required but strongly recommended for all HRM students.

MBA 0108 Marketing Management/3 sem. hrs.
Planning the marketing effort and integrating it into the total operation of an organization; managing the marketing function.

MBA 0109 Financial Management/3 sem. hrs.
How to evaluate and select corporate assets; an introduction to security evaluation; a consideration of dividend and capital structure. Prerequisite: MBA 0107, Accounting.

MBA 0111 Business Policy/3 sem. hrs.
Intensive scrutiny of the strategy employed by successful corporations through cases and a management game which utilizes the computer to simulate business environments. Prerequisite: Completion of all required courses.

MBA 0112 Research Methods in Business/3 sem. hrs.
Sources of business information; applicable research methods in the business sector; development of an independent research project.

MBA 0113 Thesis Project/3 sem. hrs.
The development and preparation of an independent project. Prerequisite: 27 MBA completed credits.

HRM 0518 Managerial Psychology: Individual and Group Behavior/3 sem. hrs.
A study of individual behavior and role within the group; establishment of productive personality and policies in order to accept and promote necessary change via identification of self concept and its origins. Prerequisite: Introductory psychology at the undergraduate level or MBA 0040, MBA/HRM 0101 and MBA/HRM 0120.

HRM 0520 Managerial Sociology: Organization Behavior/3 sem. hrs.
The sociological and cultural context of modern organizations will be analyzed. The development of a theory for healthy organizations and how management personnel may reach this goal within today's environment. Prerequisite: MBA/HRM 0101 and MBA/HRM 0120; and should be taken concurrently with HRM 0518.

HRM 0522 Interpersonal and Intergroup Dynamics/3 sem. hrs.
A detailed examination of how we communicate and react to others, as well as feedback on the process by which our feelings are expressed. The twin goals of experience enhancement and increased awareness will be developed through both conceptual and experiential approaches. Students must participate in a group experience. Note: CG 500 may be substituted for HRM 0522. Prerequisite: HRM 0518 and 0520; concurrent registration in HRM 0524.

HRM 0524 Organization Development (Advanced)/3 sem. hrs.
Materials, techniques, and models currently being used as part of intentional change strategies used to solve problems that exist in organizations—for both small groups and large systems. Actual research will be undertaken to study resolution of live conflict situations. Prerequisite: MBA/HRM 0120, HRM 0518, 0520; and concurrent registration in HRM 0522 is recommended.

ELECTIVES

ACC 0107 Managerial Accounting/3 sem. hrs.
Effective managerial decision making and financial planning through accounting systems; performance evaluation; control of operations; capital budgeting and management of assets. Prerequisite: Undergraduate accounting or MBA 0010.

MBA 0200 Production Management/3 sem. hrs.
Theory and practice in management of industrial operations. Relationship of behavioral and "scientific" schools of management thought to the development of production management policy. Prerequisite: MBA 0120.

MBA 0201 Statistical Quality Control/3 sem. hrs.

MBA 0202 Management of the Data Processing Function/3 sem. hrs.
The role of the manager in effective operation of a computer installation. Feasibility studies and equipment configuration requirements; cost analysis and inter-firm pricing. A survey of computer languages and problems.

MBA 0203 Money Market and Monetary Institutions/3 sem. hrs.
The function of money market instruments; the use of short term debt and the effective management of cash resources. The nature of and risks involved in the use of short term financing. Finance Prerequisite: MBA 0101.

MBA 0204 Comparative Management/3 sem. hrs.
Management philosophies in the U.S. compared and contrasted with management philosophies in other countries. The special role of management development in the "under-developed" countries. Historical and cultural development of management in Western Europe and Asia. Prerequisite: MBA 0101.

MBA 0205 Sales Force Management/3 sem. hrs.
The training, motivation, and effective management of the sales staff. Application of distribution cost analysis to the sales function. Use of computer simulations in budgeting sales force activity. Prerequisite: MBA 0108.

MBA 0206 Management of the Research Function/3 sem. hrs.
Establishment of budgeting procedures and cost controls for the research activity. Distinction between pure and applied research, and establishment of research goals. Personnel management within research function. Prerequisite: MBA 0105 and 0117.

MBA 0207 Marketing Research/3 sem. hrs.
The establishment of an effective program of search of the external environment and the gathering of marketing data. Sources of marketing information; the use of the computer and computer simulations in market research. Prerequisite: MBA 0108.

MBA 0208 International Business/3 sem. hrs.
Marketing systems in foreign countries; the role of institutions in international marketing; financing and tariff arrangements; control of foreign marketing activities. Prerequisite: MBA 0108.

MBA 0210 Seminar in Operations Research and Systems Analysis/3 sem. hrs.
The concept of rational decision making and planning will be discussed with emphasis on profit maximization. Topics will include linear programming, the theory of inventories, and simulation models. Prerequisite: MBA 0121.

MBA 0211 Legal Environment of Business/3 sem. hrs.
The legal structure within which managers must function. Implications of trade regulation on managerial decision making. Prerequisite: MBA 0101.

MBA 0212 Investment Principles and Policies/3 sem. hrs.
Managerial aspects of investment policy. Relation of investment strategy to money markets and business cycles. Prerequisite: MBA 0101.

MBA 0213 Regional Economic Forecasting/3 sem. hrs.
Forecasting of economic activity within a region; special problems such as population and industry migration; effect of external forces on the economy. Prerequisite: Economics.

MBA 0214 Government Regulation and the Air Transport Industry/3 sem. hrs.
A discussion of current policies and trends in the air transportation industry with regard to carrier regulation. Both carrier and agency representatives will participate in the development of this course. Prerequisite: Air transport or agency experience acceptable to instructor.

MBA 0215 Urban Land Economics and the Housing Industry/3 sem. hrs.
Managerial decision-making factors in the land development and construction industries. Consideration of the
financial, managerial, and marketing aspects of urban property development. Determinants of private and public demand for housing. 

MBA 0216 Health Administration and Management/3 sem. hrs.
Managerial policies in the planning of health care facilities. Budgeting and cost effectiveness analysis. Development of health information systems and health delivering models.

MBA 0217 Entrepreneurship and Venture Initiation/3 sem. hrs.
An explanation of the entrepreneurship function. Formation and operation of new business ventures. Pre-requisite: Consent of instructor.

MBA 0218 Public Service Personnel Administration Policy, Supervision and Practices/3 sem. hrs.
An exploration of the management of personnel in the public sector, administrative systems, with special emphasis on personnel policies in the law enforcement and related areas. Pre-requisite: Consent of instructor.

MBA 0219 Management Practices in the Public Service Sector/3 sem. hrs.
An analysis of managerial techniques and financial controls in the public sector, with special emphasis in the law enforcement area.

MBA 0220 Management Practices in the Non-Profit Sector/3 sem. hrs.
An analysis of managerial techniques in the administration of charitable and religious organizations. Financial and personnel policy development in the non-profit sector.

MBA 0221 Government Regulations & the Utility Industry Course Description/3 sem. hrs.
A discussion of current policies trends, and problems in the utility industry. A comparative approach to management practices resulting from inputs by government and user representatives. Pre-requisite: MBA 0101.

MBA 0225 Selected Topics in Management/3 sem. hrs.
Tutorial course, only topics to be selected in consultation with faculty advisor.

MBA 0230 Managerial Decision Making/3 sem. hrs.
Decision making through optimization models; use of probability, queueing theory, Markov Chains, Simplex procedures, and linear programming. Pre-requisite: MBA 0121.

ACC 0511 Accounting Theory/3 sem. hrs.
The theoretical structures of accounting: assets, income definition, recognition and measurement of income, influence of professional standards, and problem impact on equities. Pre-requisite: ACC 0107 or consent of the instructor and 3 other graduate credits.

ACC 0512 Current Topics in Accounting Research and Studies/3 sem. hrs.
A seminar devoted to the more recent and controversial studies of the Financial Accounting Standards Board (FASB) and their impact on current reporting practices. Pre-requisite: ACC 0107 and ACC 0111 or consent of the instructor and 3 other graduate credits.

ACC 0513 Behavioral Accounting/3 sem. hrs.
The special blend of accounting and behavioral science applied to the problems of individuals and organizations, to help them attain their goals, and to examine impact on processes and products. Pre-requisite: ACC 0107 or consent of the instructor and 3 other graduate credits.

ACC 0514 Taxation of Corporations and Partnerships/3 sem. hrs.
Federal tax regulations and their impact on the operation of both forms of business organization, with heavy emphasis on the planning and decision making leading to the greatest tax benefits for the firm. Pre-requisite: ACC 0107 and ACC 0111 and 3 other graduate credits.

ACC 0515 Tax Planning and Research/3 sem. hrs.
A review of the regulations and decisions on tax issues leading to awareness in researching, for areas that both individuals and business find indispensable. Pre-requisite: ACC 0107 and ACC 0111 and 3 other graduate credits.

ACC 0516 Introduction to Fund Accounting/3 sem. hrs.
Survey of current types of Fund Accounting differentiating between the various AICPA audit guides. Emphasis on college, university and hospital audit guides. Pre-requisite: ACC 0107 and ACC 0111, or consent of the instructor and 3 graduate credits.

HRM 0526 Labor Relations Principles, Problems and Cases/3 sem. hrs.
An examination of labor relations in depth, covering collective bargaining, contract negotiation, contract administration, mediation, arbitration and other types of dispute resolution. Case problems based on actual situations are utilized to acquaint students with practical problems and issues encountered in union-management relations. Pre-requisite: MBA/HRM 0103.

HRM 0528 Contingency Management: Practices and Cases/3 sem. hrs.
Contingency Management: Practice and Cases is a graduate introductory management course designed to acquaint you with Modern Management Theory, process and practice. Specific areas that will be addressed in the course include planning, organizing, directing, decision making, communicating, motivating, group dynamics, leading and controlling. All of these areas will be woven together via a basic contingency management framework.

The class format will be made up of lecture, discussion and some experimental learning exercises related to the assigned reading materials from the text and reading books. Pre-requisite: MBA/HRM 0101, 0120.

Other electives from the Human Resource Management program may also be substituted for MBA electives, with prior approval of the students' counselor. Students may also take other courses offered by Nova University. However, they must receive prior approval from the Program office and submit a syllabus for course(s) taken to the Graduate Management Program Office.

Sample Listing of Behavioral Science, Human Relations, or Psychology Electives That May Be Used Towards the HRM.

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<th>Course Title</th>
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<tr>
<td>HB 501</td>
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<td>HB 502</td>
<td>Human Development II</td>
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<td>HB 510</td>
<td>The Learning Process (or Psychology 0195)</td>
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<td>Motivation (or Psychology 0165)</td>
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<td>Abnormal Psychology</td>
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<td>HB 550</td>
<td>Group Processes (or Psychology 0130)</td>
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<tr>
<td>HB 560</td>
<td>Personality and Psychotherapy (or Psychology 0120)</td>
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<tr>
<td>HB 570</td>
<td>Behavior Modification (or Psychology 0120)</td>
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<tr>
<td>HB 585</td>
<td>Social Change</td>
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<tr>
<td>HB 587</td>
<td>The Sociology of Deviant Behavior (Psychology 0139)</td>
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<tr>
<td>PSY 112</td>
<td>Criminology</td>
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<tr>
<td>PSY 125</td>
<td>Interpersonal Communication and Social Influence</td>
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<tr>
<td>PSY 133</td>
<td>T-Group and Sensitivity Training</td>
</tr>
<tr>
<td>PSY 135</td>
<td>Counseling and Psychotherapy</td>
</tr>
<tr>
<td>PSY 137</td>
<td>Community Psychology</td>
</tr>
<tr>
<td>PSY 145</td>
<td>Industrial Psychology</td>
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</tbody>
</table>

The above is not meant to be an exclusive list, but shows only a partial example of the flexible nature of the MS/HRM after two thirds of the program's required courses have been satisfied.
The Doctorate in Business Administration curriculum intends to prepare people for careers in university teaching, research, and managerial positions whether it be in business or government, the private or public sectors. The program will impart techniques of decision-making in an applied environment and the development of necessary research skills to go along with the type of responsibility expected. Business Administration has now become a professional discipline. The DBA program will try to cover the entire spectrum of general knowledge in both quantitative and behavioral areas of management to the extent that no special area will receive a concentration.

Students may do additional theoretical research in an area of specialized interest as long as the problem is of sufficient scholarly quality and meets the criteria of having an applied nature. It is expected that all students will have the necessary basic tools for operating in either an applied or theoretical environment at the completion of the program.

A final objective will be to develop executives or teachers (or both) who are not only leaders but are able to use their backgrounds to innovate, experiment and design so that large systems and complex organizations will benefit from their training and expertise.

Program Schedule The DBA will run on a year-round basis and will take approximately three years to complete; thirty-six months for completion of the nine modules of course work; and additional time for completion of comprehensive qualifying exams and the major concluding research project.

Each module will meet five times during a four month period, i.e., every three weeks. The meeting time will be on Saturday from 9:00 a.m. - 5:00 p.m., thereby providing a total of 40 class contact hours/module.

Program Format The DBA will be offered in the cluster format whereby approximately thirty students are organized to study a common curriculum in lock-step fashion from the commencement of the program to its completion. There will be a five year time limit for completion of the program measured from the commencement of the first instructional module. Like several other successful Nova programs, the DBA will have weekend classes and will operate on a year round basis. The first level administrator of the cluster will be a cluster coordinator who will be appointed to handle many of the administrative details of the cluster. The cluster coordinator will act as liaison between Nova University and the student members of the cluster. The coordinator will be an advisor, ally and academic mentor to all the participants.

Financial Information At the present time the expected tuition will be approximately $2000.00 per year for the three years of work for the initial cluster, $2,500.00 per year for later clusters.

Admission requirements for the student wishing to matriculate for the Doctorate in Business Administration will be as follows:

1. Masters Degree from an accredited college—preferably a Master in Business Administration or a Master of Science in Management.
2. Three letters of reference either academic or professional.
3. Submission of official transcripts from all previous academic institutions.
4. A genuine intellectual capacity and motivation to pursue graduate work as determined by credentials, interview and written essay.
5. Satisfaction of prerequisite course work and understanding in:
6. Submission of a test score from the Graduate Management Admission Test with a score of 500 or better. If the score on the GRE is 1100 or higher it may be used in lieu of the GMAT score.

The admissions committee will also examine, through its interview with the candidate and via the written essay, the applicant's capacity to be a leader and the potential for management sought by the program administration. Each applicant should have shown progressively greater job experience and responsibility as well as some indication that the program would be useful in his/her future career plans.
Program of Study

The curriculum will consist of nine modules which are general fields/areas of knowledge. They are as follows:

I. Administrative Theory and Practice
   - Structure
   - Organizational Theory
   - History of Management Thought and Theory
   - Communications
   - Managerial Planning
   - Leadership Styles
   - Overall Process of Management

   - Job Analysis and Design
   - Job Enrichment
   - Performance Appraisal
   - Leisure Time Utilization
   - Incentive Systems
   - Fringe Benefit Factors
   - Management Responsibilities
   - Unions and Collective Responsibility

II. Organizational Behavior and Development
   - Behavioral Science
   - Group Dynamics/Behavior
   - Theory of Personality
   - Creativity/Innovation
   - Interpersonal Factors
   - Power, Influence, Prestige and Authority
   - Roll Concept Theory
   - Change Strategy
   - Conflict Management
   - Intervention Theory

   - Foreign Relations and Business Trade
   - Comparative Public Control Systems
   - Social Change and Post-Industrial Organizations
   - Anti-Trust and the Market Mechanism
   - Business Influence and the PoiNt
   - Public Interest and Private Property
   - Social Cost Analysis
   - Commerce and the Creative Arts
   - National Economic Planning
   - Organized Labor and Corporations

III. Planning, Budgeting and Control
   - Planning Process
   - Financial Accounting
   - Managerial Accounting
   - Budgeting Process
   - Resource Allocation
   - Economic Analysis and Feasibility Studies
   - Administrative Control System
   - PERT, PPBS
   - Cost Effectiveness
   - Program Planning and Evaluation Systems Analysis
   - Taxes and Capital Formation

IV. Information and Decision Sciences
   - Quantitative Analysis/Statistics
   - Decision Making
   - Forecasting
   - Management Science and Operations Research
   - Simulations and Models
   - Implementation
   - Artificial Intelligence/Heuristic Techniques
   - Linear Programming
   - Game Theory
   - Computer Utilization

V. Human Resource Management
   - Manpower Utilization
   - Government Regulation and The Personnel Function

   - Reviewing Managerial Functions
   - Management Audits
   - Planning—Nature and Dimensions
   - Conceptual Planning Models
   - Operational Planning Models
   - Role of Top Management
   - Implementation Technologies
   - Business Games
   - Organized Growth Strategy

Comprehensive Exams

At the end of the first five modules, students will have either written or oral examinations (or both) as a proficiency check. These will also be used as a means of assessing and evaluating the delivery system of the DBA Program. At the conclusion of the last (ninth) module, another comprehensive, qualifying examination will be taken.

The candidate for the DBA must satisfy the graduate faculty that he/she has achieved:

1. Mastery of the Basic areas of concentration
2. A high degree of proficiency in a specialty area in which the student chooses to concentrate for his/her own benefit
3. Competency in the use of analytical and research tools in quantitative and research methodologies as well as information systems such as accounting, budgeting, economics and finance.

Prospective candidates will be held responsible for these areas of information and should, therefore, do appropriate investigation of each subject area as they work toward the program's conclusion.

Integrated Papers

At the completion of each module the student will be responsible for an integrated paper (comparative analysis) that will show the application of current theory and knowledge in an applied setting. Many of these will be of a problem-solving nature and will explore the opportunity for alternative solutions. The purpose of these papers will be to intergrate the latest theoretical information with the very best skills application resulting in a solution that might improve the job environment in which the participant operates.

Paper quality will be monitored through a grading process by staff at the Nova Campus. The staff will seek improvement in paper quality and growth in the stature and quality of the work as the student progresses towards his final goal in the DBA program. For this reason, it is expected that each paper will address itself toward major and significant problems of operating a business or solving the problems found in complex organizations.

Major Concluding Applied Research Project

By the third year, the student will select a topic for investigation and will begin writing definitively thereon. This concluding project will have all of the features of a dissertation and will be written in
scholarly style with appropriate research and references. It should reflect intensive specialization for the student in a specific area of interest.

**National Workshops** DBA students will be required to attend two national workshops for this program. The workshops will be held in conjunction with the Academy of Management's Annual Meetings which are held in major U.S. cities on a rotating basis and a schedule will be published for forthcoming meetings. Program participants should budget travel and living expenses for the national workshops.

**MASTER OF SCIENCE IN CRIMINAL JUSTICE**

Professional development of criminal justice personnel is vital for increasing the capacity of federal, state, local and community agencies to meet the challenges of a rapidly changing society. Future administrators will require not only a greater expertise in the techniques, resources and processes of the criminal justice system, but also increased comprehension of the criminal justice environment, policy objectives and management analysis.

The Master of Science Program in Criminal Justice is a career-related program with emphasis placed on a systems approach to criminal justice. The program is interdisciplinary in nature. It consists of 36 graduate credits, including a Criminal Justice Practicum. It has been designed primarily for criminal justice personnel, though it is adaptable to the needs of pre-service students as well. The curriculum has been devised to serve all the needs of criminal justice students, regardless of their career orientation. The primary objectives of the program are: to explore new approaches to the improvement of the criminal justice system; to provide students with the knowledge and skills needed to assume administrative roles in their employing agencies; and to provide them with the basis for a teaching career in criminal justice.

The criminal justice faculty are top personnel drawn from a national pool of scholars and professionals noted for their applied teaching, research accomplishments, publications and administrative experience. During class periods, theory and practice will be related by placing emphasis on discussion, basing it on the participants' experiences and on local situations which have actually arisen. Participants will learn more from a stimulating group analysis than from a lecture: thus, a special effort is made to bridge the gap between the world of the practitioner and the world of the scholar.
To achieve this, each participant will be required to complete outside reading assignments covering the concepts and issues which to him appear most pertinent in the context of experience. These readings will be used as the basis for seminar discussions. Participants who are particularly qualified in specific areas will be given opportunities to make special contributions to the seminar sessions.

Study Format Criminal justice students will be divided into clusters of approximately 30 participants. Each cluster will take two courses per semester (six credit hours). Since the program has been designed primarily for the in-service (employed) student, a cluster will meet with their instructor every third weekend per term (Friday evening, all day Saturday). Thus, instead of the traditional method of meeting often for short periods of time, criminal justice students will meet for intensive periods of study.

One of the features of the cluster concept is the mutual exchange of views and experience among practitioners from diverse backgrounds in law enforcement, court service, and parole and probation corrections.

The precise schedule for weekend sessions will be set up sufficiently in advance of a term to allow students to plan for it. Since students will carry six semester hours per three-month term, it is expected that they will be able to satisfy the Master of Science requirements in 18 months.

Local and National Clusters Instead of bringing students to courses, Nova University organizes students into regional clusters. Each cluster is made up of a maximum of 30 participants. Clusters meet in major cities throughout the nation, where participants develop close relationships to which all contribute and from which all benefit.

Weekend* Course Seminars Each study area is designed to be covered in a three-month period. Instruction is conducted in weekend (Friday evening and all day Saturday) intensive seminars under the direction of a national faculty member. In addition, one evening each month is devoted to a workshop session.

Cluster Directors Every cluster is organized by a coordinator who serves as an expeditor and motivator of participants. Acting as liaison with the Nova University Central Campus, the Cluster Director plays the role of ombudsman.

National Faculty Professional teacher-scholars with practical experience in the criminal justice system, from all parts of the country, promote and guide discussion rather than lecture. A special effort is made to integrate the practical with the theoretical.

Individual Study The program stresses the need for intense individual study prior to each weekend conference. To facilitate individual study, Nova has prepared curriculum statements, issued to each participant for each of the program components, which introduce the subject, identify issues, focus the attention on the principal concepts involved, indicate the required readings and present a problem or issue to be dealt with in the commentary.

Based on required readings, participants prepare commentaries indicating reactions and stating the principal issues from the perspective of their experience and expertise. These commentaries provide a basis for the seminar discussions at the weekend course conferences. Problem case studies are used to relate the specific problems facing the agency to general knowledge and methods derived from accumulated experience.

Curriculum All participants pursue a common program of study, but opportunities are provided to vary the content in both discussion and written work. This approach and the integrated nature of the program of study make it essential for each member of the group to participate fully in every sequence.

The curriculum is organized to focus on major professional leadership roles of criminal justice personnel. Each role is the concern of one of the curriculum sequences, and each involves three months of study. The detailed plan of study is outlined in the following pages.

When a cluster is formed, it will proceed through its 18 months of study on a logical schedule. As a consequence, students in a cluster can plan for the following program of study:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1</td>
<td>CJ 600</td>
<td>Crime and Justice in America</td>
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<tr>
<td></td>
<td>CJ 601</td>
<td>Policy Issues in Crime Control</td>
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</tbody>
</table>
Course Descriptions

**CJ 600** Crime and Justice in America/3 sem. hrs.
Theoretical and operational examination of social institutions and processes which promote conformity and deviance. The nature of deviant behavior and society's response to it. Study of criminal justice as a process and as a system or non-system. The interdependent role of law enforcement, courts and corrections as they administer justice. Examination of contemporary issues and attitudes.

**CJ 601** Policy Issues in Crime Control/3 sem. hrs.
Examines critical public policy issues relating to the control and reduction of crime. Focuses on those concepts, activities and programs which require innovations by criminal justice agencies and greater citizen involvement.

**CJ 602** Police Roles and Responsibilities/3 sem. hrs.
The nature and definition of the role of law enforcement agencies at all levels of government. Responsibilities for role definition. Citizen input. Articulation of role definition. Policies and priorities. Limits of authority. Effect of role definition on performance, personnel development and expectations. Role implementation.

**CJ 603** Issues and Trends in Judicial Administration/3 sem. hrs.
An examination of the impact of judicial decisions on police and corrections and the "hands off" doctrine. An examination of judicial reform efforts. Unification of court systems, court administration.

**CJ 604** Post-judicial Strategies/3 sem. hrs.

**CJ 605** Juvenile Justice/3 sem. hrs.
A survey of juvenile justice development in America from philosophica, legal and practical perspectives. Reactions by society and the juvenile justice system to such problems as delinquency, dependency, parental neglect, maladjusted youths, and the battered child syndrome. The dilemma of civil rights for juveniles. Responsibilities of police, courts, and rehabilitation departments (including Division of Youth Services).

**CJ 606** The Politics of Criminal Justice/3 sem. hrs.
The effects of politics on criminal justice processes and administration. Relationship between authority and power. Impact of special interest groups. The enactment of crime related legislation. Intr- and inter-agency politics: cooperation and coordination.

**CJ 607** Criminal Justice: Personnel Administration/3 sem. hrs.
An analysis of recruitment, selection, retention, training, education, personnel evaluation and promotional programs in criminal justice. Coverage of disciplinary systems, incentive pay plans. Unionization and collective bargaining, issues and trends in personnel development and administration.

**CJ 608** Criminal Justice: Organization and Management Theory/3 sem. hrs.
A study of major theories of organization and their application to criminal justice agencies with emphasis on the fundamental aspects of administration.

**CJ 609** Criminal Justice: Administrative Behavior/3 sem. hrs.
Examination of the dynamics of organization, levels of communication, decision making, and leadership styles.

**CJ 610** Developmental Concepts and Planning: Towards a more effective system/3 sem. hrs.
An examination of the role of and need for research and planning as tools for crime reduction and upgrading the criminal justice system. Establishing goals and objectives, problem analysis, collection and analysis of data, identifying alternatives and selecting solutions. Implementing planning, techniques of planning. Research methodology. Evaluation. Grantsmanship.

**CJ 611** Criminal Justice Practicum/3 sem. hrs.
A Nova Practicum is a project that promises to achieve improvements in a criminal justice agency. It is an action that addresses itself to a specific problem to the student's job.

A practicum may be an experiment or test project to ascertain whether a specific idea is valid or useful, but it must culminate in an action intended to effect improvement.

The performance of a practicum involves choosing an actual departmental problem, analyzing its causes, doing the research necessary to establish reasonable hypotheses on which to predicate action, and arriving at a practical solution.

In performing a practicum, the student applies his intellectual resources to enlarge his professional qualifications and contacts and, where applicable, to contribute toward advancing the standards of his profession.

**Criminal Justice Research and Evaluation Methods**

Students will be assisted in learning research and evaluation methods and the implementation of techniques to demonstrate their effectiveness in the criminal justice field. The sessions serve as a vehicle to improve the student's ability to apply research and evaluation methods in solving criminal justice problems. Instructors will assist the students to utilize knowledge gained from former courses in developing the final practicum.

**Admission Requirements**

Admission requirements for the student wishing to matriculate for the Master of Science in Criminal Justice are:

1. A Baccalaureate Degree (or its equivalent) from an accredited college.
2. Three letters of reference (academic or career).
3. The intellectual capacity and motivation to pursue graduate work as determined by credentials and in interview.
4. A minimum of 18 undergraduate credits in Criminal Justice courses or a related area. (The 18 hour undergraduate requirement may be waived for individuals employed with a criminal justice agency.)

**Masters Degree Requirements**

To complete the Master of Science Program in Criminal Justice, a student is required to complete successfully 36 specified credit hours of study. The Masters Practicum (included in the 36 credits) is required of all students. A student who successfully completes six semester hours of graduate credits each term will be able to satisfy the degree requirements in 18 months.
Administrative Policies for the Program

ATTENDANCE POLICY—Students must attend weekend seminars on a regular basis. Missing one of the weekend seminars will be allowed only if the matter is cleared with the instructor in advance. Excessive absences will result in a failing grade.

TRANSFER CREDITS—The University will accept up to six credits of graduate work (with a grade of not less than a "B") from an accredited program of graduate study at another institution, provided those graduate credits have not been applied toward another degree and the course content is the equivalent of courses offered in this program. Applications for approval of graduate transfer credits must be made to the Graduate Admissions Office.

Matriculation Policy—Admission to graduate study does not imply acceptance to candidacy for a degree. Conditions for candidacy are as follows:

1. A student admitted into the graduate program must maintain an overall average of B or better in the first 12 credits of study. Failing to maintain a cumulative scholastic index of 3.0, the student may be dropped from the program.
2. Students' records are reviewed after 12 credits have been completed. A student whose average is below 3.0 will be invited for counseling to assess his potential for completing the degree.
3. Students who earn a minimum of 3.0 grade point average or better automatically are admitted as degree candidates for the Masters Degree in Criminal Justice. At this time, all required documents relative to admittance to the program must be submitted to the Office of the Criminal Justice Graduate Program Admissions and Registration.

Candidacy Standing—A student is expected to enroll in courses on a continuous basis until he has completed all the requirements for the degree. A student must register each term for either:

1. Course attendance
2. Maintenance of matriculation

Failing to comply with the above, a student must file application for re-admission into the program.

Incompletes—The time period for completion of Incomplete courses (I) may not extend more than one term beyond the uncompleted term. Incompletes are given only in exceptional circumstances for students in good standing who are unable to complete course requirements prior to course-ending dates.

Courses not completed by the above extension date are entered as I (no credit) on the student's record. Once on the transcript record, the grade will not be changed.

Student Costs—Tuition for the Master of Science in Criminal Justice is $70 per credit hour ($420 per term). The one-time, non-refundable application fee is $15; and the graduation fee is $30. There is a $15.00 non-refundable registration fee each term.

Special Fees—

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<tr>
<td>Late Registration Fee</td>
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<tr>
<td>Split Payment Fee</td>
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</tr>
<tr>
<td>Make-up Fee for Incompletes</td>
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</tr>
<tr>
<td>Transcript of Record</td>
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</tr>
<tr>
<td>Service Charge for Checks with Insufficient Funds</td>
<td>$5.00</td>
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</tbody>
</table>

Tuition Payment—

Withdrawal and Refund Policy

1. All students must pay a non-refundable $15 registration fee each term.
2. Students may not re-register for additional courses if there is an outstanding balance against previous tuition. Special arrangements must be made with the office of Criminal Justice Program Admissions and Registration.
3. Any student who is unable to pay full tuition at the time of registration may request an exception by writing to the Office of the Criminal Justice Program Admissions and Registration.
4. A student in good standing may withdraw from a course up to the second weekend seminar and must notify the Office of the Criminal Justice Program Admissions and Registration in writing. A student wishing to withdraw from the Program must notify the Office of Criminal Justice Program Admissions and Registration in writing.
5. Refunds are made solely at the option of the University for conditions beyond the student's control. Refunds must be requested in writing and the refund is based on the date the request is received by the University. When granted, the refund will be ½ tuition, if the withdrawal is made prior to the second weekend seminar. No refunds will be made for withdrawals after that time.
Financial Assistance  Students who may be eligible for Veterans Administration benefits are invited to consult the VA counselor at the University. Individuals can also be assisted in applying for low cost Federally Insured Student Loans.

Note:  Requirements for admission or graduation, curriculum content, tuition or other fees, and other regulations affecting the participants of the Criminal Justice Program are necessarily subject to change. For specific information which may vary from that printed in this bulletin regarding this program of study, see the current Master of Science in Criminal Justice catalog. To obtain this catalog and other information, write: Criminal Justice Programs Nova University 3301 College Avenue Fort Lauderdale, Florida 33314

GRADUATE/INSERVICE PROGRAM

The continued professional development of the classroom teacher is necessary for the maintenance of a quality education program. Recognizing the need for teachers to take courses which will help them to maintain or update their teaching skills and to continue to expand their knowledge of the field of education, the Graduate/Inservice Program of Nova University has developed a number of teaching-centered courses which are offered for graduate credit. At certain times these courses may be offered for inservice credit in cooperation with a particular County School Board. The University graduate admission requirements will apply to courses which carry graduate credit. These include a Bachelor’s Degree from an accredited institution.

These courses may be used for recency of credit. Those courses required for specific teacher certification areas have been approved by the Florida Department of Education.

Certificate Program  The Certificate of Preparation in Elementary Education and the Certificate of Preparation in Secondary Education are issued to those students who enter the program with a Bachelor’s Degree and who take the required courses which prepare them to apply for a teaching certificate. Program requirements will be found in the section describing the B.S. in Education Program.

Study Format  Teaching-centered courses are offered year round. Most courses are offered on an eight-week cycle, although there are exceptions to this.
Costs: Most courses are offered for three graduate semester credits at a cost of $150.00 per course with a one-time application fee of $15.00. Some specialized courses which may be offered for a greater tuition fee will be described in the course announcement for the particular course.

Course Descriptions

COMPREHENSIVE EDUCATION

EDU 504 Principles of Administration/3 sem. hrs.
This is a basic school administration course covering all aspects of the organization and control of American schools. K through 12. Participative administration and accountability will be discussed.

EDU 505 Administration and Supervision of Exceptional Child Programs/3 sem. hrs.
This course will discuss the major issues involved in the management of exceptional child programs including administrative, supervisory, and instructional functions.

EDU 506 Directed Study/3 sem. hrs.
Special topics.

EDU 509 Educational Seminar/3 sem. hrs.
Special topics selected to meet the needs of the student.

EDU 512 Children's Literature/3 sem. hrs.
A study of children's literature including the history form and principles of writing and evaluating children's literature. Principles of teaching through the use of literature.

EDU 513 Instructional use of Audio-Visual Material/3 sem. hrs.
A general course for teachers at all grade levels. Methods of using audio-visual materials in the instructional program. The selection, production, and evaluation of instructional materials; techniques for inclusion in curriculum.

EDU 517 Instructional Materials in Elementary School/3 sem. hrs.
The use of a variety of materials in the elementary school program, including children's literature, media, and independent learning materials.

EDU 531 Reading Skills in Elementary School 1/3 sem. hrs.
An introduction to the teaching of reading in the elementary school; approaches to reading instruction, evaluation of reading skills. Prerequisite: basic personal reading skills to be evaluated by the program.

EDU 532 Reading Evaluation/3 sem. hrs.
Diagnosing reading problems: prescribing a variety of methods to increase reading ability: variety of approaches to the teaching of reading. Prerequisite: ELE 531.

EDU 533 Identification and Remediation of Learning Disabilities/3 sem. hrs.
A discussion of the nature of the variety of learning disabilities: techniques for their identification and remediation and assessing potential will be discussed.

EDU 534 Learning Assessment: Principles and Practices/3 sem. hrs.
Tests and measurements, the construction and evaluation of tests, methods and theories.

EDU 535 Survey in the Education of Exceptional Children/3 sem. hrs.
Identification of range of differences which cause children to be classified as exceptional. Survey of problems of such children and the need for providing appropriate educational experiences.

EDU 536 Methods of Teaching Reading in Middle School/3 sem. hrs.
Identifying reading skills, evaluating skills, recognizing and diagnosing reading problems in the secondary school. Discussion of prescriptive methods and materials to increase reading performance of students in the middle school.

EDU 537 Methods of Teaching Reading in Secondary School/3 sem. hrs.
Identifying reading skills, evaluating skills, recognizing and diagnosing reading problems in the secondary school. Discussion of prescriptive methods and materials to increase reading performance of students in the secondary school.

EDU 538 Educational Assessment of Exceptional Children/3 sem. hrs.
Educational assessment, including evaluative and instructional techniques, for exceptional children to provide an objective data base for individualized instruction.

EDU 539 Individualization of Diagnosis and Instruction for the Learning Disabled Child/3 sem. hrs.
Skills for the diagnosis of various learning disabilities and the planning of individual programs for the learning disabled child. Various models of curriculum, instructional methods and materials, and individual classroom designs for learning disabled children will be discussed with emphasis on techniques needed for developing individualized programs for learning disabled children.

EDU 540 Introduction to Language Development and Speech Disabilities/3 sem. hrs.
Study of language development and various speech and language disorders in children, with emphasis on the assessment of individual problems and programming for their remediation within the classroom.

EDU 541 Techniques of Corrective or Remedial Reading/3 sem. hrs.
Identification of reading disabilities and techniques of corrective or remedial reading will be discussed. Prerequisite is ELE 532 or equivalent.

EDU 542 Clinical Supervision and Curriculum in Reading/3 sem. hrs.
Techniques for developing reading curriculum, evaluation of curriculum materials, and supervision of reading program and teachers will be included.

EDU 543 Use of Aides, Volunteers and Auxiliary Personnel/3 sem. hrs.
A study of the roles and use of aides, volunteers and auxiliary personnel in the elementary and secondary school.

EDU 544 Designing the Elementary School Curriculum/3 sem. hrs.
Study of curricula and materials research in curriculum development, evaluation and discussion of innovative curriculum.

EDU 545 The Child in the Classroom/3 sem. hrs.
This course describes principles of teaching and general classroom management with particular emphasis on the relationship of the teacher to the child as an individual learner and the relationship of the teacher to the class as a learning group. It will discuss methods of teaching, of structuring the class and of handling the normal child in the normal class, of identifying problem areas for children. Techniques for the solving of class problems will also be discussed.

EDU 546 Identification and Remediation of Learning Problems in Math/3 sem. hrs.
Techniques and instruments for the identification of problems in mathematics and a discussion of the prescriptive techniques for corrective or remedial procedures in mathematics.

EDU 548 Classroom Management/3 sem. hrs.
Principles and Techniques of classroom management, including grouping, discipline, record keeping, evaluation, interaction with special teachers, planning.

EDU 549 Designing the Secondary School Curriculum/3 sem. hrs.
Study of curricula and materials research in curriculum development, evaluation and discussion of innovative curriculum. Principles of study in the modern school, curriculum evaluation in the junior and senior high school.

This course will include basic knowledge of gifted children, including characteristics, evaluation, and identification procedures. It will also include fundamentals of curriculum planning, utilizing an analysis of the strengths, weaknesses, and potentials of the gifted.

EDU 551 Educational Procedures for the Gifted Child/3 sem. hrs.
An introduction to computers and computer systems with emphasis on applications within the field of education.

EDU 552 Creative Problem Solving with Gifted Children/3 sem. hrs.
This course will include a discussion of the creative process; techniques for developing lessons in creative thinking; techniques for assessing creativity (fluency, flexibility, elaboration, and originality in the gifted); techniques for planning instructional activities and resource development.

EDU 554 Supervised Fieldwork with the Gifted/3 sem. hrs.
This course will include techniques for putting theory and knowledge of the gifted into educational practice. Methods for the effective use of teaching strategies, instructions, materials, equipment, and other resources for the gifted. Techniques for identifying individual student learning styles: techniques for developing curriculum to meet those styles. It will include demonstration lessons for the gifted.
EDU 555 Seminar for the Educator of Gifted Children/3 sem. hrs.
This course will include topics of special interest to the educator of gifted children.

EDU 556 Group Dynamics in the Classroom/3 sem. hrs.
This course will include discussion of techniques for perceiving similarities and differences in group members; techniques for relating to students and others on individual and group basis; techniques for participating in verbal and non-verbal communication; techniques for the identification of group roles in the interaction process; techniques for directing or modifying group behavior toward a specific goal.

EDU 560 Safety Education/3 sem. hrs.
Safety instruction applied to home, school and community.

EDU 561 Driver and Traffic Safety Education I/3 sem. hrs.
Basic instruction in traffic problems, analysis of action research and safe driving procedures. Variety of experiences will be discussed.

EDU 562 Driver and Traffic Safety Education II/3 sem. hrs.
Advanced professional preparation for secondary school instruction in driver education. Experience in working with simulator. Prerequisite: EDU 561. (May be taken on the undergraduate level as EDU 482.)

EDU 563 Principles of Coaching/3 sem. hrs.
Emphasis on theory and practice in coaching sports.

EDU 568 Structural Linguistics/3 sem. hrs.
A study of the structure of language, basic principles of linguistics. Survey of different approaches and techniques used in language study.

BLE 542 Curriculum Development in Bilingual Education/3 sem. hrs.
A study of curricula and materials; research in curriculum development and evaluation in vocational and technical education. Techniques for needs assessment, determining objectives, course design, and production of curriculum guides will be included.

BLE 543 Methods of Teaching Curriculum Content/3 sem. hrs.
This course will deal with the methodology involved in teaching curriculum through the medium of a first and second language.

BLE 545 Classroom Management in Bilingual Education/3 sem. hrs.
This course describes principles of teaching and general classroom management in the bilingual class with particular emphasis on the relationship of the teacher to the bilingual class as a learning group. It will discuss methods of teaching, of structuring the bilingual class, of handling the bilingual student in the bilingual class, of identifying problems of the bilingual student in the bilingual class. Culturally sensitive learning styles will be explored. Techniques for the solution of class problems will also be discussed.

BLE 561 Community Relations and Resource Development in Bilingual Education/3 sem. hrs.
A discussion of techniques for interfacing with the community, facilitating interagency procedures and community resource development.

BLE 564 Problems of Adaptation of Bilingual Students/3 sem. hrs.
This course deals with the psychological and sociological problems of limited English speaking students in adapting to a pluralistic society.

BLE 568 Linguistics for Bilingual Teachers/3 sem. hrs.
This is an introductory course to linguistics designed for teachers and bilingual multi-cultural programs.

EH 571 Curriculum Development and Instructional Methods in Reading for the Hearing Impaired/3 sem. hrs.
Overview of curriculum in educational programs for hearing impaired children with content varying for each level of specialization. Emphasis on teaching reading at all levels, including the psychology of the reading process, readiness, the development of reading skills and remedial measures for use with hearing impaired children.

EH 572 Speech Development of the Hearing Impaired I/3 sem. hrs.

EH 573 Methods and Materials for the Multi-Handicapped Hearing Impaired/3 sem. hrs.
Examination and evaluation of a variety of instructional methods and materials used with the multi-handicapped hearing and development of adapted and original methods and materials.

EH 574 Education and Psychology of the Hearing Impaired/3 sem. hrs.
Historical, philosophical, psychological and social aspects of the hearing impaired. An orientation to problems, issues and research in the field of education of the hearing impaired with a consideration of historic and current objectives, techniques and results.

PHYS 550 Recent Advances in Physics and
or C 550 Chemistry/3 sem. hrs.
Recent advances in physics and chemistry including such topics as laser, laser spectroscopy, nuclear topics, quantum mechanics, larmor spectroscopy, geology, and methods for introducing such topics into the curriculum.
Nova University at Coral Springs was established in January, 1976 to meet the educational needs of individuals living in north Broward and Palm Beach Counties. Classrooms and administrative offices are on the second floor of the Bank of Coral Springs Building at the corner of University Drive and Sample Road.

The uniqueness of this educational institution is its community-based mission. The goal of Nova University at Coral Springs is the design, development and testing of such community-based program models.

The Center offers undergraduate courses under the auspices of Nova College that satisfy the requirements for a variety of degrees. Programs of study include:

- Bachelor of Science Degree in Behavioral and Social Science with majors in: Psychology, Public Affairs, Sociology, Community Service, Criminal Justice
- Bachelor of Science Degree in Business Administration with majors in: Management, Accounting, Finance, Marketing, Computer Science
- Bachelor of Science Degree in Public Communications with options in: TV/Radio/Film, Public Relations, Advertising, Journalism

Selected graduate courses are offered.

In addition, non-credit seminars and workshops are offered in response to community needs. The facility also houses Nova University of the Air (NOVAIR), a program of studies offered via television, and the Laboratory for Community-Based Education. The Lab is responsible for information on community-based education on a national scale.

An extensive evening program is in operation. For detailed information telephone 753-3300 or write Nova University at Coral Springs, Suite 200, 3300 University Drive, Coral Springs, Florida 33065.
BILINGUAL ORIENTATION PROGRAM

This program is designed to meet the needs of the foreign student who wishes to prepare for entrance into college or graduate level work, as well as the needs of the foreign professional person. Students are given an Intensive English-as-a-Second Language program and a general orientation to study in American Colleges.

The course is specifically designed to meet the needs of the individual student by diagnostically determining the language ability of each student, and programming more advanced studies as the student progresses. The curriculum includes lessons in English grammar, writing, reading, pronunciation, and conversation, as well as language laboratories where multi-level tapes are transmitted and monitored by our instructors. The Bilingual program welcomes students from all languages and educational backgrounds.

The faculty for the program have advanced degrees from outstanding universities and experience in teaching English and English-as-a-Second Language.

College or Graduate Work Because of Nova University's open admission policy, students who reach a certain level of proficiency in the English language program, as determined by the faculty, will be able to pursue some college work as special students while they are still studying in the English language program.

Entering Students Prospective students will be evaluated as to their language proficiency before being placed in specific sections within the program. There is no charge for this evaluation, but it must be completed before they begin the course. New students may enter the program on the first of any month. The University will issue I-20 forms for students enrolled in the Program.
Length of Study The length of time needed for a student to become proficient in the English language, and to be able to leave the program to pursue studies on the college level, will vary. It depends on the student's prior knowledge of English, his motivation, and his ability to progress. It is estimated that a student entering with no knowledge of English will take about a year to become proficient enough in the English language to leave the Program.

Housing Living accommodations for students on the Nova University campus are severely limited and for this reason students coming from other countries must be prepared to find their own accommodations with the help of the Program's administration. They must be prepared to pay a two-months advance in the rent for these accommodations. Those students who plan on pursuing work at the University will receive a list of projected living costs for the program. It is important that they realize they must bring enough money with them for their living expenses. In addition, they will have to make provisions for medical expenses.

Costs The classes for this program meet from 9:00 a.m. to 4:00 p.m. daily. The cost is $250.00 per month with a $15.00 one-time application fee. Students who already live in the local area may pay monthly. Students from outside the local area must pay three-months tuition in advance. For those students who come from outside the country and who leave before the first three months of the program, a surcharge of one-months tuition will be made in addition to the tuition, prorated according to the time the student spends in the program. This is to cover the additional expenses incurred in making arrangements for the student to enter the country and to become settled in the community.
Financial Aid

STUDENT FINANCIAL AID

Nova University operates several programs of student financial aid in order to assist the greatest number of its students in meeting the direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources.

FINANCIAL AID POLICY*

1. The University's financial aid capacity is a mixture of grant and scholarship assistance as well as self-help opportunities through employment and loan programs.

2. The University's Financial Aid Office is responsible for implementing and carrying out Nova's financial aid policy via procedures which comply with applicable statutes and regulations governing our conduct of government-subsidized programs.

3. Financial Aid Office procedures are reviewed regularly by the University's Student Affairs Committee.

STUDENT ELIGIBILITY*

4. In distributing financial assistance the primary criterion for the selection of eligible student recipients is "financial need." Financial need is the difference between the student's (and his or her parents', where applicable) available resources and his or her educational expenses.

5. Student resources are measured individually and uniformly by Nova's participation in approved need analysis programs operated by the College Scholarship Service, American College Testing Program, and Basic Grants Program.

6. Educational expenses are measured individually and uniformly utilizing university-wide expense budgets issued annually by the Financial Aid Office.

7. Eligible student aid recipients must be citizens of the United States or holders of permanent resident visas.

8. Eligible student aid recipients are selected without regard to sex, age, race, religion, or national origin.

*This lengthy statement and accompanying charts are in compliance with Federal Regulations.
9. Eligible student aid recipients must meet and continue to meet the criteria for good academic standing and satisfactory progress established by the program in which the recipient is enrolled.

10. Eligible student aid recipients must affirm in writing that they are not in default on any educational loan, whatever the source and do not owe a refund on any grant issued by another educational institution.

11. Eligible student aid recipients must affirm in writing that all financial aid payments received will be used solely for expenses related to attendance at Nova University.

The following catalog pages describe the programs in which the University participates, our procedures for processing applications, awards, and financial aid payments, and provide facts relating to the cost of attendance at Nova based upon residence and marital status.

We are proud of our ability to assist our students, and we hope financial matters will not be a problem for you in 1977-78.

The Financial Aid Office is located in Room 323, Mailman Building and can be reached by telephone at (305) 587-6660 ext. 205.

**GENERAL INFORMATION**

Nova University participates in the following programs of financial aid. Those followed by "U" are available to undergraduates only. Those followed by "G" are available to graduate students only.

**SCHOLARSHIPS**

The Lucille Alexander Scholarship
American Express Foundation
Robert Baer
Elliot Barnett
Barzilay Scholarship
The Bay Branch Foundation
The Thomas O. Berryhill, Sr., Scholarship Award
The Broward County Bar Association
Coleman, Leonard and Morrison
The Albert and Birdie Einstein Fund
Ferrero, Middlebrooks and Houston
Fleming, O'Bryan and Fleming
The Gore Family Memorial Foundation

Mr. and Mrs. Melvin L. Green
The Abraham and Bluma Horvitz Foundation
The Lesdor Foundation
Mr. and Mrs. Irwin Levy
August C. Paoli and Toni M. Paoli
Dwight D. Rogers, Jr.
The Leo Rose Memorial Scholarship Fund
Simons and Schlesinger
The South Broward Bar Auxiliary
George J. Tallianoff
Joseph A. and Helen Varon
Welcom Watson
James C. Wemyss
The Elaine Johnson Wold Scholarship

**GRANTS**

Nova Ph.D. Tuition and Fee Waivers (G)
Nova Employee Tuition Waivers
Federal Basic Educational Opportunity Grants (U)
Federal Supplemental Educational Opportunity Grants (U)
Veterans GI Bill Benefits

**EMPLOYMENT PROGRAMS**

Nova University Student Employment (on-campus-jobs)
Federal College Work-Study Employment

**LOANS**

Guaranteed Student Loan Program (Bank Loans)
Florida Insured Loan Program (Florida Residents who are unable to obtain bank loans)
National Direct Student Loan Program
Veterans Loan Program

**Payment** Payment of financial aid awards is made in equal installments at each registration. Payment of awards under certain programs is made by credit to tuition accounts. Any amount credited in excess of the amount of tuition and fees due at registration is refunded by check within two weeks.

Payment of awards under all other programs is made by check payable to the recipient (sometimes payable jointly to Nova University and the recipient). When properly endorsed, these checks are acceptable as cash tuition and fee payments.
UNDERGRADUATE APPLICATION PROCEDURES

Financial aid applications for all programs may be obtained at the office of the Nova program in which you will be enrolled. Program office staff are available to assist in identifying programs for which you may be eligible and in preparing your applications.

BASIC EDUCATIONAL OPPORTUNITY GRANTS All undergraduates who are pursuing their first degree should apply for BEOG. Grants range from $225 to $1,400 per year dependent upon financial need. The BEOG application serves two purposes:

1. Establishes eligibility for BEOG assistance.
2. Computes a "family contribution" necessary for determining eligibility for Florida Grants, Nova's College Work-Study, Supplemental Grant, and National Direct Student Loan Programs.

The family contribution is a measure of your family's financial strength. The amount of the family contribution is the amount you will be expected to contribute in cash toward meeting your educational expenses.

BEOG applications are available at your Nova program office, contain all necessary instructions, and there is no application fee. The BEOG application is the first step in the financial aid application process, and it must be submitted annually to continue one's eligibility.

STATE STUDENT INCENTIVE GRANTS Nova is an approved institution for most state grant programs. Eligibility requirements among the fifty states vary widely. If you are not a Florida resident, contact your home State Education Department to determine whether or not your home state has such a program and whether or not the grant may be used at Nova.

In Florida the Florida Grants Program provides grants up to $1,200 per year dependent upon financial need. The application deadline is March 1. Applications may be obtained prior to the deadline at your Nova Program Office or by mail from:

Florida Grants
Student Financial Aid
Department of Education
Tallahassee, Florida 32304

In all cases, the amount of the grant, application procedures, and payment procedures are specified by the state agency. These procedures are usually found in the application packet.

VETERANS BENEFITS Eligibility and the amount of benefits are determined by the Veterans Administration after certification of your enrollment by Nova. Veterans should contact the Financial Aid Office for the necessary application forms.

GUARANTEED LOAN PROGRAM Relatively low-cost financing for educational expenses is available from banks throughout the country. Applications for loans are available from banks in your home town. Generally one may borrow up to $2,000 per year. Repayment begins nine months from the date you graduate or terminate your studies. Until that time no interest or finance charges accrue to the outstanding balance, and no repayments are required. Once repayment begins, the amount of your monthly payment will depend on the amount you borrowed, but in all cases the minimum monthly payment is $30.00, which will include interest (FINANCE CHARGE) at the ANNUAL PERCENTAGE RATE of 7%. Submit the completed application to your Nova program office.

Contracting debt to finance your education is a serious matter which you should discuss thoroughly with your family before borrowing.

Together with your family contribution, financial aid from one or more of the above sources usually will provide enough assistance to help meet your educational expenses. For those students whose financial needs are extreme, Nova participates in additional programs described below. Applications for these programs may be made only after application has been made for the BEOG, SSIG, and GLP assistance described above, and only after you have received official notification of awards under those programs.
COLLEGE WORK-STUDY PROGRAM An employment program of part-time work. Maximum hourly wage is $3.50.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS A limited grant program for students demonstrating exceptional need. The University will discontinue its participation in this program at the end of the 1977-78 academic year.

NATIONAL DIRECT STUDENT LOANS A low-cost educational loan program operated by Nova University. Repayment terms are similar to the Guaranteed Loan Program, and the interest rate is 3% per year. Funds available are the repayments of former borrowers. If you are awarded a loan from this program the responsibility for another student's education is yours.

To apply for assistance from these programs, obtain from your Nova program office and complete Nova University's Financial Aid Application. Awards are subject to the limitation of available funds. Our award procedures are described in the pages which follow.

EMPLOYEE TUITION WAIVERS Employee and dependent waivers are available as tuition credits and vary by program and department. Consult the Financial Aid office for full details.

Should you have additional questions or need assistance in applying for financial aid, contact your Nova program office or the Financial Aid Office at your convenience.

GRADUATE APPLICATION PROCEDURES

NOTE: Students enrolled in off-campus cluster programs are eligible to apply for only the Guaranteed Loan Program and Veterans Administration assistance described below.

LAW SCHOLARSHIP AND GRANT Applications are available in the Law Center Admissions Office. Scholarships and grants range from $500 to $3,000 per academic year. Recipients are selected based upon financial need and academic promise.

Ph.D. TUITION WAIVERS Applications are available at the office of the director of the center in which you are enrolled. Such waivers are usually in the amount of the full tuition charges. Recipients are selected based upon financial need and academic promise.

VETERANS BENEFITS Eligibility and the amount of benefits are determined by the Veterans Administration after certification of your enrollment by Nova. If you are a veteran, you should contact the Financial Aid Office for the necessary application forms.

NOVA UNIVERSITY STUDENT EMPLOYMENT is usually available through research and study grants from government and private sources. Application for employment is made to the director of the center in which you wish to work.

GUARANTEED STUDENT LOANS/FLORIDA INSURED LOANS Relatively low-cost financing for educational expenses is available from banks throughout the country. Applications for loans are available from banks in your home town. If you are a Florida resident, and are unable to locate a participating bank, you may be eligible to apply for a Florida Insured Loan made directly by the State Education Department. Florida Insured Loan applications are available from the Financial Aid Office.

Generally one may borrow up to $5,000 per year. Repayment begins nine months from the date you graduate or terminate your studies. Until that time, no interest or finance charges accrue to your outstanding balance, and no repayments are required. Once repayment begins, the amount of your monthly payment will depend on the amount you borrowed, but in all cases the minimum monthly payment is $30.00, which will include interest (finance charge) at the annual percentage rate of 7%. Submit the completed application to Nova's Financial Aid Office.

Contracting debt to finance your education is a worthy undertaking, but it is a serious matter which you should discuss fully with your family prior to borrowing.

The family contribution is a measure of your family's financial strength. The amount of the family contribution is the amount you will be expected to contribute in cash toward meeting your educational expenses. It is measured by completion and submission of the Financial Aid Form to the College Scholarship Service. This form must be submitted by April 15th each year to continue your eligibility for aid from the following programs. Applications for the
following programs may be made only after you have applied for Guaranteed Loan or Florida Insured Loan assistance as described above.

COLLEGE WORK-STUDY PROGRAM An employment program of part-time work. Maximum wage is $3.50 per hour. Work may be performed on-campus or off-campus for non-profit employers serving the public interest.

NATIONAL DIRECT STUDENT LOANS A low-cost educational loan program operated by Nova University. Repayment terms are similar to the Guaranteed Loan Program, and the interest rate is 3% per year once repayment begins. Nova's available loan funds each year are the repayments of former borrowers. If you are awarded a loan from this program, the responsibility for another student's education becomes yours.

To apply for assistance from these programs, you must complete and submit the following forms by April 15th of the preceding academic year: the Financial Aid Form of the College Scholarship Service and the Nova University Application for Financial Aid. Both forms are available in the Financial Aid Office. Should you have additional questions or need assistance in applying for financial aid, contact the Financial Aid Office at your convenience.

STUDENT FINANCIAL AID: AWARD PROCEDURES

If all student eligibility criteria are met, student financial aid is awarded subject to analysis of the resources available to the student, the total educational expenses associated with his or her attendance at Nova, and the availability of funds.

In practice, a budget is constructed for each eligible applicant. The format of that budget is illustrated below. External aid is distributed first. The selection of eligible students and the amounts awarded are determined by each agency in accordance with its own criteria. For the purposes of awarding internal aid, the Financial Aid Office monitors all family contributions and external agency awards.

STUDENT'S RESOURCES

$ ___ FAMILY CONTRIBUTION

EXTERNAL AID:

- Basic Grant
- State Grant
- Veterans Benefits
- Scholarships
- Waivers
- Guaranteed Loans
- Nova Employment
- Veterans Loans
- Other

= TOTAL EXTERNAL AID

= SUBTOTAL RESOURCES = TOTAL COST

STUDENT'S EXPENSES

$ ___ Room and Board
++ Transportation
++ Miscellaneous

= Living Expense Subtotal

++ Tuition and Fees
++ Books and Supplies
++ Extraordinary Expense

= TOTAL EXTERNAL AID

Financial Need is the difference between the Total Cost and Resources subtotal. The Financial Aid Office attempts to meet this need by internal aid from Nova University's Work-Study, Supplemental Grant, and National Direct Student Loan Programs. Awards from these programs are mailed to recipients in May and June.

NOTE: Student expenses are determined by standard university expense budgets calculated by the Financial Aid Office and reviewed by the Student Affairs Committee annually. Expenses vary by the student's program costs (tuition and fees), marital status, and location of residence while attending Nova.

Typical expense budgets for 1977-78 are illustrated on the following page. These are costs which you should expect to incur during a year at Nova. We suggest you use these pages, calculate your resources and your costs, and plan the financing of your first year now.
### Student Expense Budget 1977-78

<table>
<thead>
<tr>
<th>Marital Status Residence</th>
<th>Single with Parents</th>
<th>Single Nova Housing</th>
<th>Single Commercial Housing</th>
<th>Married Nova Housing</th>
<th>Married Commercial Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room and Board</td>
<td>480.00</td>
<td>3,276.00</td>
<td>4,020.00</td>
<td>3,516.00</td>
<td>4,560.00</td>
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<tr>
<td>+ Transportation</td>
<td>560.00</td>
<td>200.00</td>
<td>200.00</td>
<td>350.00</td>
<td>350.00</td>
</tr>
<tr>
<td>+ Miscellaneous</td>
<td>600.00</td>
<td>600.00</td>
<td>600.00</td>
<td>600.00</td>
<td>600.00</td>
</tr>
<tr>
<td>= Living Expenses subtotal</td>
<td>$1,640.00</td>
<td>$4,076.00</td>
<td>$4,820.00</td>
<td>$4,466.00</td>
<td>$5,510.00</td>
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<tr>
<td>+ Tuition and Fees*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Books and Supplies</td>
<td>250.00</td>
<td>250.00</td>
<td>250.00</td>
<td>250.00</td>
<td>250.00</td>
</tr>
<tr>
<td>= Total Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tuition and Fees*  
- Undergraduate (12) credits per trimester: $1,140.00  
- Master's: $1,950.00  
- Law School: $3,300.00  
- Ph.D. Programs: $2,530.00  

For purposes of compliance with regulations issued by the Department of Health, Education, and Welfare under the Higher Education Amendments of 1976, the following information is provided to all interested persons.

Retention rate equals the sum of June enrollment plus June graduates, that sum divided by Fall enrollment.
Faculty

MARTA ARANGO
Associate Professor of Curriculum
M.A. University of Wisconsin
Ph.D. University of California, Berkeley

ALBERT F. AX
Professor of Psychology
B.S. University of Washington
Ph.D. Harvard University

STEPHEN R. BAIG
Adjunct Professor of Oceanography
B.S. Mount Allison University
Ph.D. Dalhousie University

LARRY D. BARNETT
Assistant Professor of Law
B.A. University of California, L.A.
M.S. Oregon State University
Ph.D. Florida State University

RONALD M. BARRON
Adjunct Professor of Law
B.A. Emory University
J.D. Emory University School of Law
LL.M. Georgetown University

GEORGE M. BARTON
National Education Professor
B.S. Florida Southern College
M.Ed. University of Florida
Ed.D. University of Florida

THOMAS E. BAYNES, JR.
Associate Professor of Law And Public Administration
B.B.A. University of Georgia
J.D. Emory Law School
LL.M. Emory Law School
LL.M. Yale Law School

RICHARD H. BELL
Professor of Learning Technology
Coordinator of Learning Resources
A.B. Miami University
M.A. Teachers College, Columbia University
Ph.D. Ohio State University

JOEL BERMAN
Associate Professor of Law
B.A. Brooklyn College
J.D. University of Florida

IRVING BROOKS
Assistant Professor of Oceanography
B.E. City College of New York
M.S. Case Western Reserve University
Ph.D. Case Western Reserve University

JAMES J. BROWN
Associate Professor of Law
B.S. University of Pennsylvania
J.D. Cleveland State University
LL.M. Washington University School of Law

RONALD B. BROWN
Assistant Professor of Law
B.S. Northeastern College of Engineering
J.D. University of Connecticut
LL.M. Temple University School of Law

ANNA MAE W. BURKE
Program Professor
Director of B.S. in Education Program and Inservice Education Program
B.A. Manhattanville College
M.S. Fordham University
Ph.D. Fordham University

ROBERT L. BURKE
Program Professor
Director of National Teacher Education Programs
B.A. Michigan State University
Ed.D. Harvard University

MANUEL J. CARVAJAL
Associate Professor of Public Administration
B.A. Florida Atlantic University
M.S.A. University of Florida
Ph.D. University of Florida

GEORGE W. CONNELLY
National Education Professor
A.B. Northwestern University
A.M. Northwestern University
Ph.D. University of Chicago

ROY W. CRAWLEY
Professor of Public Administration
A.B. University of California at Los Angeles
M.A. George Washington University

CAROL CROSSWELL
Adjunct Professor of Law
LL.B. State University of New York
J.D. State University of New York at Buffalo

JOE DAVIS
Assistant Professor of Psychology
B.A. Georgetown College
M.S. Mississippi State University
Ph.D. University of Southern Mississippi
EDWARD DOANE DELAMATER
Adjoint Professor of Cryology
M.A. Johns Hopkins University
M.D. Columbia University
Ph.D. Columbia University

PHILIP E. DeLOREY
Professor of Nursing
Diploma in Nursing-
Westboro State Hospital School of Practical Nursing
A.A.S. Rockland Community College
B.S. Teachers College, Columbia University
Ph.D. The Fielding Institute for Graduate Studies

PHILIP H. DETURK
Program Professor
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

PATRICK J. DISTASIO
Adjunct Professor in Behavioral Sciences
A.B. Syracuse University
M.A. Syracuse University
Ed.D. Syracuse University

BARRY H. DUBNER
Associate Professor of Law
A.B. Hunter College
J.D. New York Law School
LL.M. University of Miami
LL.M. New York University
J.S.D. New York University

EUGENE E. DuBOIS
National Education Professor
A.B. Hillsdale College
M.S. Boston University
Ed.D. Wayne State University

CHERYL R. EISEN
Associate Professor of Law
B.A. University of Florida
J.D. University of Florida

LLOYD ELGART
Adjunct Professor in Business Administration
B.S. University of Pennsylvania
J.D. Columbia University

CHARLES FINKL
Adjunct Professor of Marine Geology
B.S. Oregon State University
M.S. Oregon State University
Ph.D. University of Western Australia

ABRAHAM S. FISCHLER
President
Dean of Graduate Studies
James Dunn Professor of Education
B.S.S. College of the City of New York
M.A. New York University
Ed.D. Columbia University

DAVID S. FLIGHT
Program Professor
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. University of Chicago

JOHN M. FLYNN
Professor of Psychology and Public Administration
Director of Living and Learning Center
B.S. University of Florida
M.Ed. University of Florida

PHYLLIS A. FRIEDMAN
Adjunct Professor of Learning Disabilities
B.A. National College of Education
M.Ed. National College of Education

JOAN A. GELORMINO
Program Professor of Early Childhood Education
B.S. Western Connecticut State College
M.A. University of Hartford
Ph.D. Nova University

EUGENE E. DuBOIS
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A.B. Hillsdale College
M.S. Boston University
Ed.D. Wayne State University

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J.D. University of Florida

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B.S. University of Pennsylvania
J.D. Columbia University

CHARLES FINKL
Adjunct Professor of Marine Geology
B.S. Oregon State University
M.S. Oregon State University
Ph.D. University of Western Australia

ANNA F. GOFF
Associate Professor of Psychology
M.A. University of Illinois
M.A. Southern Illinois University
Ph.D. Southern Illinois University

RICHARD M. GOLDMAN
Associate Professor of Education
M.A. University of Pittsburgh
M.E. University of Pittsburgh

JOHN M. FLYNN
Professor of Psychology and Public Administration
Director of Living and Learning Center
B.S. University of Florida
M.Ed. University of Florida

MURRAY HEYERT
National Education Professor
New York University
Columbia University

SAMUEL HUMES
Professor of Public Administration
Director of Center for Public Affairs and Administration
B.A. Williams College
M.G.A. University of Pennsylvania
Ph.D. University of Leiden

LAURANCE M. HYDE, JR.
Professor of Law
Dean of Law Center
A.B. University of Missouri
J.D. University of Missouri

BARBARA B. JACOBS
Associate Professor of Immunology
B.S. Michigan State University
M.S. Michigan State University
Ph.D. Indiana University

JAMES A. JOHNSON, JR.
National Education Professor
B.A. City University of New York
Ph.D. University of California at Irvine

SAMUEL O. KAYLIN
National Education Professor
B.A. City College of New York
M.A. New York University

JAMES M. KERRIGAN
Associate Professor of Cybernetics
B.A. Waynesville State University
Ph.D. Waynesville State University
School of Medicine

FRANKLIN P. KILPATRICK
Professor of Psychology and Public Administration
Director of Behavioral Sciences Center
B.A. University of Washington
M.A. University of Washington
M.A. Princeton University
Ph.D. Princeton University

PETER A. KORN
Program Professor
B.B.A. City College of New York
M.G.A. University of Pennsylvania

KARL KRASTIN
Professor of Law
A.B. Western Reserve University
J.S.D. Yale University

ALBERT KRIEGER
Adjunct Professor of Law
B.A. New York University
J.D. New York University School of Law

PIUSH K. KUNDU
Assistant Professor of Oceanography
B.S. University of Calcutta
M.S. University of Roanoke
Ph.D. Pennsylvania State University

KATHERINE LABELLE
Program Professor
B.A. Rosemary College
M.Ed. University of Miami
Ed.D. Barry College

CHERYL L. LANKENAU
Adjunct Professor in Behavioral Sciences
B.S. Springfield College
M.S. Nova University

WILLARD L. LEEDS
Professor Emeritus
A.B. San Jose State College
M.S. California Institute of Technology
Ph.D. University of Illinois

ANTS LEETMAA
Adjunct Professor of Oceanography
B.S. University of Chicago
Ph.D. Massachusetts Institute of Technology
### University Offices

#### OFFICE OF THE PRESIDENT

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  - Diploma in Nursing - The Long Island College Hospital of Nursing

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- **A.B.** University of Chicago
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- **B.S.** Georgia Institute of Technology
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- **Adjunct Professor of Oceanography**
- **B.A.** Oxford University
- **M.A.** University of Hawaii
- **M.A.** Oxford University
- **Ph.D.** University of California, San Diego

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  - B.A. Princeton University
  - M.S. Yale University
  - Ph.D. Yale University

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  - Program Professor of Elementary Education
  - B.S. Central Connecticut State College
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  - Associate Professor of Virology
  - B.S. University of Maine
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  - B.A. Wesleyan University
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  - B.S. Case Institute of Technology
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