Center for the Advancement of Education 1981-82 Bulletin

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

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

Abraham S. Fischler
President

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

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

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

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

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

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

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

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

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

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

With the New York Institute of Technology, Nova University maintains a center in Washington, D.C. It is located at 1511 K St., N.W. Suite 624.
Academic Centers and Major Programs of Study
The Center for the Study of Administration

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

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

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

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

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies. It helps develop programs based on knowledge and consideration of the needs and resources of the particular
community. The Center also provides an Urban Workshop where the application of system dynamics to local and state administrative issues can be undertaken by practitioners and research persons.

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

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

The Master of Science Degree Program in Human Services is offered at both on-campus and off-campus locations. Also within the Center are various institutes and clinics which provide facilities for research and service in the behavioral sciences: The Nova Psychological Clinic, The Nova University Clinic, Inc., The Children's Assessment and Treatment Program, The Biofeedback Clinic and Laboratory, The Institute of Child-Centered Education, and The Institute of Social Services to Families (Foster Parent Project).
Nova University at Coral Springs  Nova University established an educational center in Coral Springs specifically to meet the needs of men and women living in North Broward and Palm Beach Counties. The uniqueness of this branch of Nova University is its community based mission. The goal of Nova University at Coral Springs is the design, implementation, and evaluation of community based program models. Classrooms and administrative offices are located at 3501 University Drive.

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

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

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

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

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

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

The programs offered by the Center are:

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS

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

GRADUATE EDUCATION MODULE PLAN (GEM)

The participants include teachers, administrators, and health educators seeking Master's and Ed.S. degrees, certification, and "redirection" credit in 19 majors. The learning experiences are organized into six and nine-credit modules.

MASTER OF ARTS IN TEACHING

This program is designed to prepare the person for a career in teaching whose undergraduate degree was not in education. The program's major components include the completion of modules in the GEM program and a full year internship at the University School of Nova University.

ED.D. IN EARLY CHILDHOOD

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

Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY

This program is an on-campus, full-time degree experience. Applied research is emphasized for candidates who desire active involvement in the design and evaluation of systems and programs for young children.

Center for Higher Education

The Center for Higher Education offers programs leading to the Doctor of Education (Ed.D.) in Higher Education; Vocational, Technical, and Occupational (VTO) Education; and Leadership in Adult Education. All are practitioner-oriented, field-based programs that combine formal instruction, independent study, and institutional research into a three-year program of study.
The field-based delivery system requires that program participants be employed and remain employed in positions related to one of the three areas of specialization. A major characteristic of the program is the opportunity for the immediate application of newly acquired knowledge, skills, and techniques to "real world" problems and issues and for conducting research on problems actually encountered by participants.

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

**Intensive English Program for International Students**

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

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

**Institute for Labor and Industrial Relations**

The Institute seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide the opportunity for those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations and for recent college graduates to train for careers in the field. The Institute provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Institute presently operates at the New York Institute of Technology, Old Westbury Campus.
The Center for the Study of Law  The Center offers a full-time, traditional on-campus program of study leading to the J.D. (Doctor of Jurisprudence) degree. It received provisional accreditation from the American Bar Association in August, 1975. Students at provisionally approved law schools are entitled to the same recognition accorded to students and graduates of fully approved law schools.

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

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

The Law Center has responded to the need for continuing legal education. It provides educational experiences for lawyers consistent with the Florida Bar Association's mandating continuing attendance at legal enrichment courses by members of the practicing bar. Because the State of Florida is in the unique position of being at the hub of trade with South America, the Center provides programs to prepare attorneys to deal with the scope of international trade. Programs held at Oxford, England and Cali, Colombia have explored the comparative law of the United States and of Latin America. The Center has sponsored a major conference on Labor Law, as well as seminars on International Finance, Tax, and Marketing and the Revenue Act of 1978.
**Biology Laboratories** In conjunction with the Ocean Sciences Center, the biology laboratories now offer Ph.D. programs in a variety of sub-disciplines of the biological sciences. Students with master’s degrees interested in research opportunities are encouraged to make inquiries.

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

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

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

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

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

The Career Development and Corporate programs have been organized for adults. Courses are offered in the evenings and on weekends and are offered at institutional, industrial, and other off-campus locations convenient to the student. Although course content is designed to meet traditional educational requirements, courses are scheduled to meet the
needs of employed students and are taught utilizing a blend of university professors and knowledgeable practicing professionals in the community.

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

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

The Ocean Sciences Center offers the Ph.D. degree in Ocean Sciences.
The Institute for Retired Professionals

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

The yearly membership fee entitles an individual to enroll in an unlimited number of peer-taught and professionally taught IRP courses offered during weekdays and to benefit from other social and educational opportunities within the university.
School Center Programs included in the School Center are: THE UNIVERSITY SCHOOL, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 940 students; THE READING LABORATORY, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; THE LEARNING TUTORIAL PROGRAM.

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

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

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

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

The content of this program is based on the needs of practicing child care administrators.

GRADUATE EDUCATION MODULE PLAN (GEM).

Programs include nineteen majors for teachers, administrators, and health educators at the M.S. and Ed.S. levels.

MASTER OF ARTS IN TEACHING.

This program is designed to prepare the person for a career in teaching whose undergraduate degree was not in education. The program's major components include the completion of modules in the GEM Program and a full year internship at the University School of Nova University.

Ed.D. IN EARLY CHILDHOOD.

This program focuses on the responsibilities of a broad range of professionals in early childhood—administrators, teachers in early childhood, and special education, social workers and counselors. The program's design utilizes an external format.

Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY.

This program is an applied research degree which prepares the candidate for involvement in the design and evaluation of education systems and programs.
MASTER’S PROGRAM FOR CHILD CARE ADMINISTRATORS

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, 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 institute. 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 daycare, 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.

A student meeting the requirements of an earned bachelor’s degree and administrative responsibilities may begin the first study area as a special student. Special student status will be determined upon receipt of a completed application form and payment of the application fee and deposit ($115.00). Special students may not proceed beyond the first study area. Full admission to the program requires validation of one’s position as a child care administrator and validation of graduation from a four-year institution. A decision on admission to the full program will be made when a transcript and two satisfactory letters of recommendation have been received.

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

Admission is continuous (i.e., students admitted tomorrow can—logistical problems aside—begin the Program tomorrow).

Because the Program has been designed specifically for child care administrators, because it is an integrated program, and because few of the
materials or procedures used are similar to traditional programs, we are unable to grant transfer credit. However, a student well-versed in a given study area (e.g., curriculum) will be able to proceed rapidly through that particular area.

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 I and II, Development, Evaluation, 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 on-going 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 the 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 Institutes Week-long summer institutes held in Fort Lauderdale or another central location, are designed to provide interaction among staff and students from across the nation. At the workshops, students and staff will engage in 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.

Academic Expectations To graduate, a student must successfully complete all eight areas of study, successfully complete a special project, and attend and participate actively in a Summer Institute.
The Program is designed to require a typical (i.e., industrious and able) child care administrator about two years to complete. Some will be able to complete the Program more rapidly, some will require as much as five years. As soon as the required activities for a given study area are completed satisfactorily, the student may request an exam. When the exam is passed, the student moves immediately to the next area of study. Students have five years in which to complete the Program, dating from the receipt of materials for the first study area.

Students are evaluated on their performance in the eight areas of study and in the special project. Within each area of study, a number of required activities must be completed for review and commentary by the Nova staff. Unsatisfactory efforts may be repeated. Most areas of study also include an objective examination which may be repeated if necessary.

The special project requires substantial interaction between student and staff at the proposal development stage and at the point of providing the final draft. If the special project report is not judged satisfactory, it may be modified or, in some cases, redone entirely.

In addition to commentaries developed for individual students in response to their work in the special project and the required activities, constructive feedback is also provided for process assignments. Process assignments are optional activities designed to focus students' learning.

A Pass/No Pass grading system is used.

**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. The cost for each study area, regardless of the number of credits given for the study area, is $360. Payment is due at the time of registration for the study area. No additional fee is charged for the special project.

Degree and commencement fees are to be paid by the students.

**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%

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%

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.

Description of Study Areas

EC535 Management I 6 credits Focuses on organizations and organizational development. Participants develop competencies in the basic concepts of organization, staff management and planning.

EC536 Management II 3 credits Participants in the study area deal with simulated and actual situations related to fiscal and legal components. End products include an analysis of the student's budget and a legal file appropriate to the student's state and local situation.

EC510 Profession 3 credits Provides a historical review of child care in the United States as a socio-politico analysis of its status as an occupation and as a human service. Emphases include the formal study of professions and semi-professions, child care demographics, and the network of organizations and leaders within the child care field.

EC515 Resources 3 credits An intensive experience in identifying, evaluating and utilizing the public and private resources available to human services agencies, especially child care related agencies, to improve their programs. Particular attention is given to resources appropriate for staffing, funding, curriculum enrichment, individualization, and professional development.

EC520 Development 3 credits Physical, personality, and cognitive development of the child are examined through attention to the research and theoretical literature of child development. Special attention is given to a historical perspective of the field and to methodological issues and values related to research in child development. This course includes a series of observation and direct involvement interactions with young children.

EC545 Evaluation 3 credits Exploration of concepts and procedures for evaluating programs and products in early childhood education. Attention is provided both to the interpretation of large scale evaluations and to feasible procedures for conducting evaluations of small programs necessary to foster accountability and quality control.

EC565 Policy 3 credits An examination of the policy context of early childhood education. The policy systems approach is used throughout with special attention given to the concepts of policy as symbolic action, policy as rule-making, and policy as resource allocation.

EC585 Curriculum 3 credits Primary focus is on the design and implementation of formal Curriculum models (e.g., Head Start and Follow Through). Students examine the research completed on these models, as well as the conceptual basis for less formal models of curriculum. Each student develops a curriculum model unique to his/her child care center by adapting components from a variety of curriculum approaches.

EC615 Special Project 9 credits The student focuses on an area (or related areas) in the child care environment related to his/her administrative responsibility for which an improvement is desired. The documentation of this improvement — a detailed description of a plan, the implementation strategy, and analysis of the effect of the plan on the child care environment — is the core of the Special Project. Appropriate use of research literature and research methodology is required.
THE GRADUATE EDUCATION MODULE PLAN (GEM)

Center faculty members have developed a program format and organization of course content which allow full-time practitioners to pursue graduate degrees focusing sharply on the improvement of practice in education. You can earn academic credit in concentrated time blocks convenient to you as a working professional, and can apply what you learn in the development of more effective ways to meet immediate and long-term objectives.

The central feature of the Center for the Advancement of Education's (CAE) programs for graduate students is the Graduate Education Module Plan. The GEM Plan is the teaching of several courses within a single, integrated, learning Module extending over a multi-week period. Three courses in reading (9 semester hours of credit), for example, related in content and offered during fourteen, all day Saturday sessions, constitute a Major Module in that area. A team of faculty members collaborates in the development and implementation of instructional plans under the supervision of the central CAE staff. Subject matter is presented according to natural combinations of concepts and their applications and in light of essential prerequisites within each major field*. Students receive transcript credit for the three separate courses that make up the Module. A full degree program is fashioned by sequencing Modules in major and complementary fields, taking account of necessary certification requirements and student interests and career aspirations. The 36-semester-hour Master's and Educational Specialist programs can be completed within 12-month periods.

More specifically, the program leading to certification and a major in reading consists of two 9-semester-hour Modules within the field of reading; two 6-semester-hour Modules constituting Common Core Module experiences required of all students; and a 6-semester-hour Practicum Module, a problem-solving practicum project. In the math specialization area, on the other hand, the work of the major is accomplished in a single, 9-semester-hour Major Module plus the practicum in field, allowing for an elective Major Module in addition to the Common Core Modules.

In all programs, six semester hours of graduate credit from accredited institutions may be transferred. Individuals may enroll as special students for extension of certificate.

Major features of the GEM Plan are the following:

- The integration of large blocks of subject matter and the application of knowledge to the improvement of practice throughout these extended learning experiences enhance

*CAE offers 19 majors listed in this bulletin.
meaningful continuity of learning as well as smooth progression from preliminary ideas to more advanced concepts in each Module area.

- Faculty teams lead from their strengths in dealing with the essential basic learnings in each field of study, eliminating the repetition of content sometimes encountered in a course-by-course format.
- Students and faculty members become well acquainted, enjoy opportunities to collaborate in meeting the needs of particular groups and individuals within broad Module expectations, and have in the Module design considerable flexibility in scheduling tasks over extended periods of time.
- Interruptions in learning continuity because of administrative routines in starting and concluding courses are reduced; counseling needs are well accommodated as large blocks of requirements are met within the Modules; tuition is predictable over long time spans allowing for more effective financial planning by students.

Graduate Education Modules

There are five Modules in each graduate degree program offered by CAE. These are 1) MAJOR MODULE I, 2) MAJOR MODULE II, 3) COMMON CORE MODULE I (CORE-I), 4) COMMON CORE MODULE II (CORE-II), and 5) THE PRACTICUM. Graphically these five modules appear as:

You are required to complete a sequence of five Modules for the graduate degree. The requirements for the CORE and Practicum modules are different for Master's and Educational Specialist degree students.
You may select from 19 majors. Some require you to take both Major Module I and Major Module II in your major area. Other majors require only the Major Module I to be in the degree major; in these cases you take the Major Module I in your major area and any other 9-credit Module you choose as your Major Module II.

Each 9-credit Module is normally scheduled to meet for 14 full days spread over a 14 to 16 week period of time. Six-credit Common Core Modules are scheduled to meet one evening plus all day for eight weekly meetings. Saturday classes are scheduled to meet from 8:30 a.m. to 3:45 p.m. with lunch from 11:45 a.m. to 1:00 p.m.

The majors currently being offered are:

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<th>MAJOR</th>
<th>MAJOR MODULE I</th>
<th>MAJOR MODULE II</th>
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<tr>
<td>1) Administration and Supervision</td>
<td>A &amp; S-I</td>
<td>A &amp; S-II</td>
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<td>(K-12)</td>
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<td>Any Major Module</td>
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<td>2) Curriculum Design</td>
<td>Curriculum</td>
<td>Any Major Module</td>
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<td>3) Early Childhood Education</td>
<td>Early Childhood</td>
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<td>4) Elementary Education</td>
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<td>5) Emotionally Handicapped</td>
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<td>6) Gifted Child Education</td>
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<td>7) Health Education</td>
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<td>8) Learning Resources</td>
<td>LR-I</td>
<td>LR-II/Curriculum</td>
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<td>9) Reading</td>
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<td>10) Specific Learning Disabilities</td>
<td>SLD-I</td>
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<td>11) English</td>
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<td>12) Math</td>
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<td>13) Physical Education</td>
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<td>14) Science</td>
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<td>15) Social Studies</td>
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<td>16) Adult Education</td>
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<td>17) Bilingual Education</td>
<td>BE-TESOL I</td>
<td>BE II</td>
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<td>18) Teaching English as a Second</td>
<td>BE-TESOL I</td>
<td>TESOL II</td>
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<td>Language</td>
<td>Comp. Ed.</td>
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<td>19) Computer Education</td>
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General Information

Application Requirements
For the Master's degree program...
   A Bachelor's degree from an accredited institution.
For the Educational Specialist degree program...
   A Master's degree in education from an accredited institution.
For special-student status (non-degree seeking)... 
   A Bachelor's degree from an accredited institution.

Admission into Candidacy After completion of a Major Module or two Common Core Modules with a 3.0 or higher grade point average, you become eligible for admission as a candidate for the Master's or Educational Specialist degree. During the first Module, you must submit three letters of recommendation from colleagues in education who know your work, an official transcript from your previous degree-granting institution, and a copy of your teaching certificate, if appropriate, to complete the admissions process. (CAE does not offer programs yielding initial teacher certification.) The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade point average was earned on the initial Module, and notifies you of admission into degree candidacy.

Transfer of Credit Thirty-six credits of graduate work must be completed for the M.S. or Ed.S. degrees. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of “A” or “B”) may be allowed upon approval of the Candidacy Committee.

Student Costs Costs include a one-time application fee of $15.00 for students who have not previously applied to a Nova program. The tuition is $65.00 per credit for both 6 and 9 credit Modules. You may make a single payment for an entire Module at least one week before the first class session and receive a 10% discount. Or you may make an initial payment of $195 at least one week in advance of the first session and other payments at specified times during the Module. In addition, there is a graduation fee of $15.00. You are expected to purchase textbooks and other materials.
Tuition Refund Policy Any student wishing to withdraw from the Program must notify the Director of CAE in writing. No part of the application fee will be refunded. Refunds for 6 and 9 credit modules are based on the following:

- 100% refund if the withdrawal is prior to the first session*.  
- 75% refund if the withdrawal is prior to the third session.  
- 50% refund if the withdrawal is prior to the fifth session.  
- No refund after the fifth session.

Refunds for three credit courses are based on the following:

- 100% refund if the withdrawal is prior to the first session.  
- 75% refund if the withdrawal is prior to the second session.  
- 50% refund if the withdrawal is prior to the third session.  
- No refund after the third session.

Grading Since CAE students are expected to produce quality, graduate level work, you must maintain a grade-point average of at least a 3.0 (B average) for retention in the program.

The evaluation system includes:

- A = Excellent achievement  
- B = Good achievement  
- C = Below expectations for a graduate student  
- D = Poor achievement  
- F = Failure  
- I = Incomplete

Attendance Policy Due to the intensive nature of the Modules, you are expected to attend all class sessions. When unavoidable absences can be foreseen, you should confer with the instructional nature of the Modules, you are expected to attend all class sessions. When unavoidable absences can be foreseen, you should confer with the instructional team leader in advance about make-up work possibilities.

Registration Registration forms and tuition payments must be received at the CAE central office at least one week prior to the first class of the Module; otherwise a $10.00 late fee will be charged.

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. Details of the various programs are available from the Office of Financial Aid, Nova University. Telephone number (305) 475-7408.

*The same refund procedures are used during weeks 6 through 10 and 11 through 14 for the modules. If participant received the discount for prepayment, the entire discount is forfeited in the refund.
GEM Module Descriptions*

CORE I — Teaching Improvement (M.S. & Ed.S.) Using a systematic curriculum design model and an individual learning styles assessment, participants will develop and/or critique teaching competencies and utilize educational measurement techniques to plan how to evaluate teaching in the individual classroom and/or the larger school system. (CU 500 and CU 530 for the M.S.) (EDU 547 and EDU 580 for Ed.S.)

CORE II—Responsibilities of Education (M.S. & Ed.S.) Using Public Law 94-192 as a common reference point, participants will explore various aspects of school law and they will determine their responsibility, as teachers and as administrators, for exceptional students. (EP 560 and AS 516 for the M.S.) (AS 580 and AS 616 for the Ed.S.)

ADMINISTRATION AND SUPERVISION I — Support Systems How do budget concerns interact with attempts to implement educational theory in the form of educational innovations? Participants will attempt to answer this question, among others, as they learn how to develop and administer a school budget, to support or reject various educational innovations and how to administer efforts to convert educational theory into practical applications. (AS 500, CU 510, CU 545)

ADMINISTRATION AND SUPERVISION II — Practices Using Cogan’s supportive model of supervision, potential administrators will practice supervision skills for use with teachers and other school personnel as well as the supervision of total educational systems. These modules are designed to lead toward A&S certification in grades K-12 when the rest of the degree is completed. (AS 509, AS 520, AS 550)

ADULT EDUCATION — Administration of Adult Education Designed to add Adult Education to the certificate of those certified in Administration and Supervision, this module provides opportunities for participants to plan educational programs for all types of adult students. Skills needed for the administration and operation of Adult and Community Education programs are discussed and materials of instruction designed for use with adults. (AS 610, AS 630, AS 640)

BILINGUAL/TESOL — I In this module, students majoring in Bilingual Education and those majoring in the Teaching of English to Speakers of Other Languages (TESOL), join to explore the foundations of Bilingual Education as well as the development and evaluation of curricula for Bilingual Education programs. Participants will learn to compare two languages and cultures to help them become effective and sensitive teachers of the two areas involved.

BILINGUAL EDUCATION II In this module, students who are proficient in English and in a second language, will develop skills to enable them to function effectively as bilingual/bicultural teachers. Participants will develop skills in the management of the bilingual/bicultural classroom. These will include the use of various approaches to teaching of subject matter through the target and native languages as well as an ability to teach various aspects of the two cultures.

TESOL II — Teaching English to Speakers of Other Languages This module focuses on the linguistic and cultural/psychological factors involved in learning English as an additional language. Participants will take courses which include a comparison of the native and target language and culture and the methods involved in teaching and testing the target or second language and culture.

CURRICULUM DESIGN/LEARNING RESOURCES II — Preparation of Instructional Materials Using graphics, tv and film design techniques to prepare instructional materials in their major subject disciplines, participants explore various techniques, develop materials and validate the applicability of these materials to help students accomplish specific content objectives. (CU 643, LT 511, LT 513)

EARLY CHILDHOOD — The Young Child While leading to certification, this module blends research theory and practice with hands-on experiences for the teacher of young children. After they examine various early childhood model programs, participants use knowledge of child development to observe and participate in an early child setting. (EC 5281, EC 5282, HB 501)

ELEMENTARY EDUCATION — The Elementary Child This module involves participants in activities which integrate their classroom reading programs with creative approaches to teaching the elementary child and in becoming more expert in the design and selection of instructional materials. (CU 516, ELE 541, ELE 730)

*See pages 28 to 33 for descriptions of the courses in the modules.
EMOTIONALLY HANDICAPED — Helping the Emotionally Handicapped Child Using various techniques, such as behavior modification, participants will acquire skill in the design of materials, teaching and coping strategies and classroom management for the emotionally handicapped child. (EP 532, EP 530, EP 529)

ENGLISH — Improving the Content Background of English Teachers Certified English teachers will increase their content knowledge in the areas of mass communications, developmental writing, grammar, and other areas of English content. Participants will select specific areas of their discipline in which they will develop a unit of instruction in English content. (ENG 610, ENG 620, ENG 630)

GIFTED CHILD EDUCATION — Working With the Gifted Following an exploration of the nature and needs of the gifted child, effective techniques for the teaching and guidance of the gifted will be developed and practiced. (EDU 550, EDU 551, EDU 555)

HEALTH I — Contemporary Health Problems In examining ways to better teach the main concepts of human sexuality, gerontology and drug abuse, participants will explore techniques for ways to share this information with health professionals and other staff members (HE 565, HE 570, HE 575)

HEALTH II — Preventative Education An in-depth study of techniques for teaching preventative health care. Participants explore various methods of health counseling. The issues of stress management, relaxation techniques, and fitness education will be addressed. These tools will assist the health professionals in patient education programs. (HE 526, HE 580, HE 545)

HEALTH III — Social Implications of Health Education Concentrating on sociological issues encountered in the health education field, students will examine the implications of environmental health and social support systems. Participants will become familiar with health education as it relates to community resources. An additional component of this module involves an examination of health issues as they affect the consumer. (HE 502, HE 510, HE 505)

HEALTH IV — Community Health Education This module provides an in-depth look at the task of marketing health care systems and the various methods used to evaluate health programs. (HE 530, HE 540, HE 555)

LEARNING RESOURCES I — The Media Center To help media specialists, librarians and audiovisual personnel, stock and operate institutional media centers, participants will investigate and compare different techniques used in the operation of various types of media centers. (CU 516, CU 517, CU 518)

MATH — Improving the Content Background of Math Teachers Certified math teachers will increase their content knowledge in special topics in mathematics, including set and number systems and the logic of mathematics. Participants will select specific areas of their discipline in which they will develop a unit of instruction in math content. (MAT 610, MAT 620, MAT 630)

READING I — Reading Diagnosis and Remediation After becoming familiar with various models and theories of reading, participants will explore the purpose and use of various techniques for the diagnosis and remediation of reading disabilities. In addition, participants will acquire skill in the remediation of these reading disabilities. (RED 500, RED 554, RED 570)

READING II — Reading Theory Into Practice Development of an individualized reading curriculum with an emphasis on literature for children and adolescents is a major emphasis in this module. Where possible, participants are put into direct with young readers to give them an opportunity to practice the techniques of diagnosis, remediation, and other aspects of teaching reading. Completion of these modules in reading and the remainder of the graduate degree are designed to lead to state certification in reading. (RED 750, RED 5271, RED 5272)

SCIENCE — Improving the Content Background of Science Teachers Instructors certified in the area of science will improve their content knowledge in the chemical, biological, and physical processes involved in science and society in the eighties. Concepts in the physical and biological sciences to do with energy and ecology will be explored by all participants. Each participant will select specific areas of their discipline in which they will develop a unit of instruction in science content. (SCI 610, SCI 620, SCI 630)

SOCIAL STUDIES — Improving the Content Background of Social Studies Teachers Teachers in social studies will participate in an intense study of three topics in social studies: 1) Political Thought and Analysis, 2) Behavioral Science and 3) Contemporary Social Problems/Issues. Participants will demonstrate their skills in adapting the content of various social studies topics into effective units of instruction. (SST 610, SST 620, SST 630)
SPECIFIC LEARNING DISABILITIES I — Foundations of SLD  In this course, participants will investigate the theoretical basis of learning for children with specific learning disabilities. They will acquire the skills to individualize programs for the learning disabled child. This module is designed to give certification of SLD for those who are already certified in another area of exceptional child education; it will also move non-certified teachers toward the total number of credits required for new certification in the SLD area of exceptional child education. (EDU 558, EP 571, EP 573)

SPECIFIC LEARNING DISABILITIES II — Theories and Assessment  Beginning with an examination of learning theories related to specific learning disabilities, including brain-based research, participants in this module will become familiar with the techniques and instruments commonly used for the educational assessment of exceptional children. Investigations will then concentrate upon the nature of speech and language development and disorders with an emphasis on remediation and compensation. This module is designed to enable teachers without certification in the exceptional child area to satisfy two of the specific course requirements for SLD certification in Florida. This module also provides nine credits in the exceptional child area for certificate renewal. (EP 556, EC 580, CU 665)

PHYSICAL EDUCATION — Improving the Content Background of Physical Education  Teachers  Certified teachers in the area of physical education will increase their content knowledge in the adaptation of physical education for the physically handicapped, for the development of skill in demonstrating and instructing lifelong sports and in the knowledge of legal responsibilities in physical education programs to help avoid inappropriate liability. Participants will select specific areas of their discipline in which they will develop a unit of instruction in physical education content. (PED 710, PED 730, PED 750)

M.S. CORE I HEALTH — Foundations of Health Education  Health educators from business, industry and education will join together to explore the foundation of health education including strategies for intervention. Participants will develop the skills needed for grant and proposal writing, budgeting, report writing and the development and maintenance of health education resources and program evaluation. (HE 500, HE 535)

M.S. & E.D.S. CORE II HEALTH/LEARNING RESOURCES — Designing Learning Materials  Health educators and classroom teachers pursuing the master’s or the educational specialist degree in Health Education will join together to design multi-sensory materials to help learners accomplish specific objectives in their discipline area. Credits earned in this module will count toward the total required for media specialist certification. (CU 514, CU 519)

M.S. CORE I LEARNING RESOURCES — Modern Technology for School Media Centers  Following a review of the techniques for the successful operation of a media center, including the analysis, retrieval and dissemination of information, participants will examine the role that modern technology can play in the improvement of these services. Emphasis will be placed on acquiring facility in the use of micro-computers so that participants will be able to improve the effectiveness and/or efficiency of the school media center. This module is designed to provide credit toward the total required for those seeking certification in the media specialist area. (LT 521, LT 522)

ED.S. CORE I LEARNING RESOURCES — Improvement of Media Centers  Concentrating on common problems encountered in the operation of school media centers and in bibliographic control participation will seek ways to use modern technology to help solve some of these problems. Each participant will be expected to design a system which will help alleviate a specific problem in at least one area of the operation of a school media center. This module is designed to provide credit toward the total required for certification in the media specialist area. (LT 621, LT 622)

PRACTICUM — Action Research  The practicum is a problem-solving project designed by the student to lead to an educational improvement. Doing a practicum advances education. The emphasis is on the taking of action to solve a meaningful problem. The systematic problem-solving process includes documentation of the problem, a list of operational objectives, submission of a formal written proposal, implementation and evaluation. The Practicum Handbook describes each element of the final report.
Course Descriptions*

ADMINISTRATION

AS 500 Educational Resource Development (Budget) 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. Non-financial resources discussed include school volunteer programs and free-loaned, and reduced-rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and they will develop techniques for writing proposals.

AS 509 Clinical Supervision of Teachers This course emphasizes the development of practical competence in classroom supervision. Students observe and participate in supervision and their skills are analyzed and criticized.

AS 516 School Law 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 This is a basic administration course covering all aspects of leadership philosophy, style and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the chief building-level administrator.

AS 550 Supervision of School Personnel 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 580 Administration of Exceptional Student Programs in K-12 This course familiarizes students with federal regulations and state laws which surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special needs of exceptional students. Emphasis is placed upon developing the administrator’s ability to handle the responsibilities encountered for monitoring the preparation of individual educational plans, for providing due process within the laws, for parental involvement in educational planning and for documenting mandated procedures.

AS 610 Organization and Administration of Adult and Community Education Participants become familiar with theoretical and empirical foundations of adult and community education. Students in this course are able to describe appropriate ways in which they can organize, administer and evaluate adult-oriented educational programs.

AS 616 Applications of School Law The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations and precedents.

AS 630 Methods and Materials of Instruction for Adults Following an exploration of various concepts, materials and instructional techniques which are appropriate for reaching disadvantaged adults, participants develop materials and methods which are appropriate for use in their own educational settings.

AS 640 Community School Administration Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of a needs assessment, familiarity with life-long learning curricula and the planning needed to meet the cultural, recreational, academic and social needs of the community.

CURRICULUM

CU 500 Modern Curriculum Design This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. This course requires the development of instructional systems for an existing curriculum.

CU 510 Survey of Educational Innovations 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. The 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.

*Descriptions of the courses which are grouped together to form the 6 and 9 credit GEM modules.
CU 514 Utilization of Multi-Sensory Materials This course deals with the application of mediated 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 This course comprises methods of establishing, organizing and operating media facilities for schools, school systems and training operations: how to achieve media accountability, and equipment, material and procedural considerations.

CU 517 Bibliographic Methods for Learning Materials The student studies means of incorporating media materials into a school library structure and learns to catalog, process, store and retrieve learning materials in media formats.

CU 518 Selection and Evaluation of Learning Material This course provides the student with experience in distinguishing among media, and in selecting, analyzing, and valuing various learning materials.

CU 519 Design of Mediated Learning Materials 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.

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

CU 545 Educational Theory Into Practice This course focuses on the relationship between various disciplines and educational practice. In addition, new lines of research are explored that appear to have promise for improving educational practice.

CU 643 Preparation of Learning Materials Utilizing basic techniques of illustration, mounting, lettering, coloring and duplication, the participant prepares an inexpensive set of print and static visual learning materials which may be used in the classroom to help meet specific learning objectives.

CU 665 Theories of Learning and Effective Teaching This course examines both modern and traditional learning theories and their relationship to effective teaching behavior. Also included are new brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

EARLY CHILDHOOD

EC 5281 Workshop in Early Childhood I (Theory) Exploration of different early childhood model programs for young children, in-depth studies of curriculum including self-concept development, social studies experiences, activities and mathematics for early childhood programs.

EC 5282 Workshop in Early Childhood II (Practice) Application of techniques of instruction for the pre-school and kindergarten child. Observation and supervised participation in an early childhood setting.

EC 580 Speech and Language Development 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.

EDUCATION

EDU 547 Teaching: Principles and Practices Principles of effective teaching, different teaching styles, micro-teaching, techniques for teaching are emphasized in this course.

EDU 550 Introduction to the Nature and Needs of the Gifted Child This course includes basic knowledge of gifted children including characteristics, evaluation and identification procedures. It also includes fundamentals of curriculum planning, utilizing an analysis of the strengths, weaknesses and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child This course includes techniques for selecting teaching strategies matched to the needs and interests of the individual gifted child, and introduces specific strategies such as simulation, synectics, encounter, movement and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge
and skills needed to help guide gifted children in their current environment and in their future choices.

EDU 558 Classroom Management of the Learning Disabled Child This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EDU 580 Educational Measurement This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

ELEMENTARY EDUCATION

ELE 541 Creativity in Elementary School The emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 730 Reading in the Elementary Classroom Participants develop an understanding of the subjects that comprise the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as; various programs and approaches to reading, using readability formulas, developing reading skills, diagnosing reading difficulties, teaching decoding, grouping for instruction, assessing reading performance and evaluating reading materials, equipment and methodologies.

ELE 5281 Workshop in Individualized Instruction: Elementary Level Investigation of contemporary methods, materials and practice in the teaching of science and mathematics to elementary school children.

ELE 5282 Workshop in Individualized Instruction: Elementary Level Study and analysis of methods, materials and practices in the teaching of the social sciences, including conservation, to young children.

ENGLISH

ENG 610 Mass Communications Through this course, students explore problems in journalism, broadcasting, publishing, reporting and editing that affect communication in English.

ENG 620 Developmental Writing In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.

ENG 630 English Workshop Each participant is expected to synthesize from surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the content of English.

EXCEPTIONALITIES

EP 5261 Workshop in Learning Disabilities Theory 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.

EP 5262 Workshop in Learning Disabilities Practice Application of techniques of individualized instruction for the LD child. This course requires the demonstration and application of diagnostic and remediation skills.

EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child are emphasized.

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

EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining and behavior charting. Techniques used in precision teaching are examined.

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

EP 560 Survey of Exceptionalities This course is an intensive investigation of learning disadvantages in a school situation—including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbance and language or cultural difference.
EP 571 Foundations of Learning Disabilities
This course is an intensive investigation of learning disability from a theoretical point of view.

EP 573 Programming in Learning Disabilities
This course focuses on the development of skills for individualized programming of the learning disabled child.

HUMAN BEHAVIOR

HB 501 Child Development
This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, intellectual, social, emotional and creative.

HEALTH EDUCATION

HE 500 Foundations of Health Education
The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

HE 502 Implications of Environmental Health
Students examine the relationships of individual health to the physical environment and industrial process. Strategies for influencing change, special concerns, and needs of schools, medical care settings, industry and labor will be examined.

HE 505 Consumer Health Education
A study of reliable and fraudulent health products, services, information, and personnel. Educational methods for preventing and reducing consumer misconception and exploitation will be analyzed.

HE 510 Social Support Systems
The interrelation of economic, political and educational systems with community and personal health is explored. Students gain insight as to the accessibility of health resources, referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation is discussed as well as Health Systems Areas, Health and Rehabilitative Services.

HE 526 Stress Management
Students will be able to recognize and identify personal stressors, employ methods of relaxation to control the stress response, and to teach these techniques to others.

HE 530 Research and Evaluation of Health Problems
Statistical methods and research design will be applied to health programs. Sources of scientific information (census data, vital statistics), and collection and dissemination of health information will be examined.

HE 535 Program Development, Health Education
This course includes: Techniques for the management of programs in health including grant and proposal writing, program budgeting, program report writing, design and management of health education and resources and program evaluation.

HE 540 Health of the Community/Preventative Care
Identification and exploration of means for promoting and preserving the health of the community, including the development of skills in evaluating the effectiveness of community health efforts, are skills which the health educator will utilize.

HE 545 Fitness Education
Participants will gain knowledge of exercise programs, the psychology of fitness, types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 555 Marketing Health Care Systems
Organizational theory of marketing geared toward marketing health care will be a major focus of this course. Program promotion, strategies and how to successfully carry them out will be considered. Students will learn to identify needs of the community as opposed to want.

HE 565 Human Sexuality in Health Education
Participants will explore human sexuality as related to health issues, and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

HE 570 Gerontology and the Health Educator
Through this course, all health care professionals will become familiar with the problems, misconceptions and needs of the elderly of American society. Participants will compare and critique programs for the elderly, such as pre-retirement counseling, recreation and exercise programs. In addition, participants will examine various pedagogical techniques used in aging education.

HE 575 Drug Abuse in Health Education
Health care professionals will explore common drug abuse problems and investigate methods to address them.

HE 580 Health Counseling
Physical, mental, emotional, and social health problems are discussed. Students gain expertise in administration of remedial procedures, handling of confidential records, and various counseling techniques.
LEARNING TECHNOLOGY

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

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

LT 521 Innovative Operation of School Media Centers Students explore ways of improving the operation of media centers through the innovative use of modern technology. Students acquire basic literacy in the use of modern technology as it relates to their professional roles as media specialists.

LT 522 Analysis, Retrieval and Dissemination of Information Following an examination of various techniques for the analysis, retrieval and sharing of information in a variety of formats, students attain basic proficiency in the use of modern technology to help accomplish these tasks. Each student plans a project to handle information more efficiently in a media center using a specific technique as the focus of the project.

LT 621 Effective Functioning of School Media Centers Students examine common problems in the operation of school media centers, and they explore ways to use technology to improve the effectiveness of such centers.

LT 622 Use of Modern Technology to Improve Bibliographic Control Students explore currently available techniques to handle information in various formats. Each student designs a system for the efficient analysis, retrieval, and/or sharing of information commonly found in a media center.

MATH

MAT 610 Symbolic Logic Participants apply standard notations, methods and principles of symbolic logic to determine the validity or invalidity of arguments. Participants demonstrate successively more complex modes of argumentation.

MAT 620 Abstract Algebra and Number Theory Beginning with a thorough introduction to sets and functions, participants then develop their ability to use modern postulational methods and abstract postulational systems, using as a vehicle what is commonly known as "Abstract Algebra" and "Number Theory".

MAT 630 Probability Theory Participants associate probabilistic mathematical models with phenomena in the real world. They apply probability theory in deducing from the known content of the population the probable content of a sample.

PHYSICAL EDUCATION

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems and situations appropriate to all grade levels K-12 are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and elements of mental health into the existing school physical education classes. Examples, problems and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems of Negligence and Liability in Physical Education Programs Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education programs. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems; attention will be paid to special problems, such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped in physical education programs. Examples, problems and situations appropriate to all grade levels K-12 are included in this course.

READING

RED 500 Techniques of Corrective and Remedial Reading This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction and evaluation of remedial reading techniques and materials.
RED 5271 Reading Supervision and Curriculum Development I (Theory) This workshop is designed for reading majors as an integrated experience. Emphasis is on the development of an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development II (Practice) This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

RED 554 Assessment in Reading This course familiarizes the student with a variety of techniques both formal and informal for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

RED 570 The Reading Process This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

RED 750 Literature for Children and Adolescents Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

SCIENCE

SCI 610 Current Issues in Energy and Environmental Studies The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamical forces acting on the near-shore environments and effects on reef growth and distribution.

SCI 620 Biology and Human Affairs This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy, and behavior of the intact organism. In addition, a study of various biological factors which affect the health and survival of man in modern society, as well as the ecology and evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include: physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work and motion as governed by universal physical laws and technological developments as linked to human resourcefulness.

SOCIAL STUDIES

SST 610 Political Thought and Analysis Educators in the Social Sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical perspectives and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics, as they apply to counseling, emotional problems, criminal behavior, business and education, will be explored. The student will be expected to be familiar with classical theories and evaluate contemporary literature in such areas as self concept, self awareness, encountering, consciousness raising, promoting self and similar approaches.

SST 630 Contemporary Social Problems/Issues In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The student will develop skill in gathering information on problems encountered within the family, local government and the nation.
MASTER OF ARTS IN TEACHING

Based upon the premise that learning is most effective when theory and practice are united, the MAT (Master of Arts in Teaching) Program has been designed to prepare the non-education graduate for a teaching career. This program is a cooperative experience which offers the student a full-time teaching internship for an academic year in the University School of Nova University, in addition to modules offered by the Center for the Advancement of Education (C.A.E.).

Successful completion of the program will lead to the degree of Master of Arts in Teaching with a major selected from a number of areas which include Administration & Supervision, Curriculum Design, Early Childhood, Elementary Education, Gifted Child, Learning Resources, Reading, Specific Learning Disabilities, English, Math, Physical Education, Science, and Social Studies.

The student who is selected to participate in the Program accepts the opportunity and the obligation to participate as an intern in the ten month program at the University School and is, therefore, given a waiver of tuition by the school for the Master's Program courses for a maximum of thirty-six credits plus competency-based courses. MAT students will be accepted as fully contributing members of the instructional team and as such share in the full responsibilities of the University School Faculty.

The student must follow the University requirements for the major selected. The minimum thirty-six credits are required for the Master's Degree; several are met through competency-based courses. Three to six credits are received for the Practicum. The remaining courses are taken through Graduate Education Modules (GEM) in the C.A.E. program. Students must meet the requirements of the GEM program.

The program is designed so that it can be completed in one year plus a summer. Normally, students will take at least a nine (9) credit module during the summer prior to the University School Internship Experience. They will then take modules and competency-based courses during the Fall and Winter semesters. Remaining modules will be completed during the summer following the internship.

The University School is not responsible for the tuition for any course taken after this time unless special arrangements are made in advance with the Headmaster of the University School and the MAT Program Director. Students who incur additional costs because of withdrawal from a course, etc., will be responsible for the extra tuition costs involved.

Teacher Certification is awarded by the State and is not automatic upon receipt of a Master's Degree. Every student comes to the program with a different background. It is the student's responsibility to determine if he/she...
will meet the requirements of the State for the Certification desired. Depending on their backgrounds, students may have to take additional course work at their own expense in order to obtain certification.

Application for the program should be made directly to the Director of the MAT Program at the Center for the Advancement of Education.
Ed.D. PROGRAM IN EARLY CHILDHOOD EDUCATION

The Ed.D. Program in Early Childhood Education was created in 1972 to provide responsible leadership for this growing field. The program is designed to foster increased academic and leadership competencies for persons who have made a genuine commitment to the field of early childhood education and who have demonstrated exceptional capabilities within the field. Employed early childhood professionals who directly impact the quality of life for children (birth–age 8) are best suited for this program.

The Cluster Concept The Ed.D. Early Childhood Program is an external program. Formal instruction occurs in Saturday cluster seminars. Each cluster is a cohort of 25-30 early childhood professionals who live and work in a variety of settings but within geographic proximity. Students in each cluster begin the program at the same time and progress through the program components (study areas, practicums, and summer institutes).

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

Each cluster operates locally under the direction of a cluster coordinator. The coordinator is a manager of many administrative cluster details, facilitator of cluster activities, ombudsperson for students and counselor to students.

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

STUDY AREAS—There are five areas of study in the program each representing a core of knowledge and including a series of related experiences deemed necessary for the professional development of early childhood educators.

Each study area is designed to involve students in five months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a Senior Faculty
Member who, using the study guide, outlines and directs the academic experiences of the study area, provides suitable evaluation procedures to be used during and at the conclusion of the area of study, selects National Lecturers to visit the cluster and, finally, provides evaluative commentaries on each student's performance in that area of study. Study areas meet one Saturday per month for eight hours of instruction.

- **Child Growth and Development**: Because the general understanding of child growth and development is basic to everything done in early childhood education, this is the first study area covered in the program and meets six times during five months. The seminars include study in the infancy period, play and cognition, creativity and imagination, social and emotional development, language development and individual differences.

- **Research and Evaluation**: Application of the literature to the needs of practitioners in early childhood is essential. Skills in evaluating and using research, test administration and program evaluation are emphasized.

- **Program Development**: Knowledge of early childhood curricula is applied to the development of programs. Theory related to program development is studied. Skills in identifying funding sources and obtaining funds for new and existing programs are mastered.

- **Management and Organizational Leadership**: Study in supervision of personnel and leadership concepts, and the development of management skills are the central areas of study in this unit.

- **Social Issues and Political Processes**: The study of political systems and their relationship to early childhood settings is emphasized in this study area. Knowledge and understanding of the political structure within which each student is operating is developed.

When a cluster completes the five study areas, a WEEKEND RAP-UP is scheduled. All five Senior Faculty Members are invited back to the cluster for a two-day intensive culminating experience. The interaction among the five faculty and the cluster students serves to help students link the study areas, to "pull together" the various concepts highlighted during instruction in the five study areas.

**PRACTICUMS**—Nova University practicums are actions taken to improve a system, program, or product in early childhood education. Students take an active part in improving the educational system through direct involvement in a solution designed to solve an identified problem. The concept of the practicum stems directly from the belief that leadership
in all sectors of education requires action as well as reflective thought. Practicums require identification of a significant problem, designation of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students study problems of extensive scope in early childhood. Instruction in the practicum component is organized into two day-long cluster sessions. One of these sessions occurs about three months after the cluster begins the program; the second occurs half way through the program.

SUMMER INSTITUTES — The event in the program which brings students from all clusters together is the annual Summer Institute. These six-day conferences provide an opportunity for interaction among students from all clusters, faculty, cluster coordinators, central staff and invited lecturers and guests. The Institutes have a national focus and provide for a broad perspective around early childhood issues. A theme is selected and experts in related areas are present for formal presentations, small group sessions, workshops and individual discussions.

Each Nova student must attend two Summer Institutes. These are “live-in” experiences and students are responsible for their travel, room and board costs. The 1980 Summer Institute was in St. Petersburg, Florida; 1981 will be on the southeast coast of Florida; 1982 in Washington, D.C.

Admission Requirements The Ed.D. Early Childhood Program seeks competent, experienced early childhood educators actively involved in the field. It serves practitioners who demonstrate leadership abilities and who are committed to improving the quality of life for children and families.

Specific requirements for admission into the program appear below:

- A Master’s degree from an accredited institution in education, or a closely related field.
- Evidence that the candidate has the academic competence to be successful in the program. This judgment will be based upon previous academic records, academic activities since obtaining the Master’s degree, letters of recommendation and a personal interview.
- The candidate must occupy an early childhood position that requires or allows him/her to work independently.

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

Credits are awarded for work as it is *sequentially* completed.

- **Year One** 24 credits (first and second study areas and the introductory practicum proposal)
- **Year Two** 26 credits (third and fourth study areas and the introductory practicum report)
- **Year Three** 21 credits (fifth study area and the major practicum)

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 the Ed.D. requirements.

**Information Retrieval Service** The Information Retrieval Service was designed to provide Nova students with an opportunity to acquire resources that might not otherwise be available to them. Its function is to supply students with some of the resources (i.e., computer searches, ERIC microfiche, and consultation services) needed for performing practicums or for other research interests.

The result of a computer search is a printout that contains the full bibliographic citation of all documents and journal articles related to the requested search. The computer printout amounts to an annotated bibliography. Using the data in the printout, students can locate complete copies of desired materials.
Faculty and Visiting Lecturers  The Ed.D. Early Childhood Program is part of the Center for the Advancement of Education, directed by Dr. Richard Goldman. The program is administered from the Nova campus by Dr. Polly Ebbs. Drs. Marilyn Segal, Jethro Toomer, Polly Peterson, Johanne Peck and E. Robert LaCrosse act as Senior Faculty Members for the study area. Drs. Polly Peterson and Joan Gelormino work in the program as practicum reviewers. Among the outstanding national lecturers who visited cluster meetings in 1979-80 were: Larry Krafft (Temple University); Alice Honig (Syracuse University); Bob Anderson (Director, Bertha Abess Center, Florida); Betty Carnes, (Director of the Division of Child Development, South Carolina); Dorothy Rich (Trinity College); William Diepenbrock, (Administration for Children, Youth and Families) and Marian Hainsworth (Early Recognition Intervention Network, Massachusetts). These people have excellent qualifications and bring expertise in a variety of areas related to early childhood education to cluster participants.

Program Costs  Tuition for the Ed.D. Program in Early Childhood is $2,600 per year for each year of the three-year program. A single payment only of $750, is charged to participants requiring a fourth year to complete the program.

OTHER FEES — A one-time, non-refundable application fee of $25 is required and must accompany the completed application. A $15 registration fee is charged the second and third years. A diploma fee (currently $15) is charged at graduation and, if a graduate wishes to participate in commencement exercises, there is a cap and gown rental fee.

OTHER PROGRAM EXPENSES — Program students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. While there is no fee for the two required Summer Institutes, travel, room and board for each Summer Institute is at the students' expense.

TUITION PAYMENT PLANS

PRE-PAYMENT IN FULL — Students paying one year's full tuition prior to the first cluster meeting pay only $2,500 (plus application or registration fees). They avoid paying any service fee and receive a $100 reduction in tuition.

INSTALLMENT PLAN — Students may pay their tuition in three payments over the year. Those choosing this payment plan will be billed once a year and are responsible to adhere to the payment dates outlined in the billing. A breakdown of fees and dates for each year follows:
<table>
<thead>
<tr>
<th>DATE</th>
<th>YEAR 1</th>
<th>YEARS 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be paid before the first official cluster meeting</td>
<td>$225 (deposit* &amp; application fee)</td>
<td>$1015 (tuition &amp; registration fee)</td>
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<tr>
<td></td>
<td>$800 (tuition)</td>
<td></td>
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<tr>
<td></td>
<td><strong>$1025</strong></td>
<td></td>
</tr>
<tr>
<td>To be paid on or before the first day of the 4th month following the first official cluster meeting</td>
<td>$825 (tuition &amp; $25 service fee)</td>
<td>$825 (tuition &amp; service fee)</td>
</tr>
<tr>
<td>To be paid on or before the first day of the 8th month following the first official cluster meeting</td>
<td>$825 (tuition &amp; service fee)</td>
<td>$825 (tuition &amp; service fee)</td>
</tr>
</tbody>
</table>

LATE PAYMENT PENALTIES—All payments must be consummated according to this schedule. No exceptions will be made for students in the process of obtaining loans. A late payment penalty of $50 will be assessed each time a payment date is missed. Repeated late payments will result in the student being dropped from the program.

REFUNDS—The students paying full tuition in advance will receive a refund of $2,500 if they withdraw before the first meeting of the cluster; $1,600 if they withdraw before the date on which the second installment payment is due; $800 if they withdraw before the due date of the final installment payment.

All students must notify the Program Director in writing of their intention to withdraw. Refunds and liabilities are calculated from the date the Director receives written word of the student’s intentions. Students paying on the installment plan must notify the Director of their withdrawal before entering a new payment period, or they will be liable for an additional payment.

Re-entry into the program following withdrawal or as a result of being dropped due to non-payment must be discussed with the Program Director. A $100 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement.

STUDENT LOANS—Federally Insured Student Loans are available for eligible students. For more information, contact Nova’s Office of Financial Aid or your local bank.

* Program Deposit—A $200 deposit is required prior to the first official cluster meeting. The deposit and any paid tuition will be refunded if the applicant notifies the Program Director before the start of the cluster that she/he does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.
Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY

The Ph.D. in Applied Developmental Psychology is an applied research degree which prepares the candidate for active involvement in the design and evaluation of systems and programs for young children. It involves the student in four kinds of experiences.

1. Course work designed to provide the knowledge base in early childhood and the skills required for assessment, research and evaluation.

2. Field work designed to provide the student with opportunities to become actively involved in ongoing research projects, service oriented programs, curriculum development, and a variety of educational programs for parents, children, students and child-care providers.

3. Independent study designed to provide the student with opportunities to pursue individual interests under the guidance of a faculty member or committee.

4. Doctoral thesis designed as a culminating experience where the student asks a significant question relating to early childhood.

Admission Requirements The admission requirements are similar to those of the existing Ph.D. programs at Nova University.

1. 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.

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

3. Aptitude test scores from the Graduate Record Examination, administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540.

4. A baccalaureate degree or higher from an accredited university.

Tuition The tuition for the program is $3,600 per academic year.
Tuition Payment Policy

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

Tuition Refund Policy

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.

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. Details of the various programs are available from the Office of Financial Aid, Nova University.

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 appropriate center director.
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.

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

**Grading Policy** Course work in Ph.D. Program is assigned the following grades:

<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>—</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty</td>
<td>—</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>—</td>
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</table>

**Academic Program**

**YEAR I**

**SEMESTER 1 (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 701</td>
<td>Developmental Psychology I</td>
</tr>
<tr>
<td>RES 575</td>
<td>Intermediate Statistics</td>
</tr>
<tr>
<td>EDU 762</td>
<td>Cognitive Development and Learning</td>
</tr>
<tr>
<td>EDU 801</td>
<td>Internship I</td>
</tr>
<tr>
<td>PSY 750</td>
<td>Developmental Disability and Assessment</td>
</tr>
</tbody>
</table>

**SEMESTER 2 (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 702</td>
<td>Developmental Psychology II</td>
</tr>
<tr>
<td>RES 712</td>
<td>Research Design</td>
</tr>
<tr>
<td>EC 585</td>
<td>Curriculum Design in Early Childhood</td>
</tr>
<tr>
<td>EDU 802</td>
<td>Internship II</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Language Development and Pathology</td>
</tr>
</tbody>
</table>
### YEAR II

<table>
<thead>
<tr>
<th>SEMESTER 1 (15 hours)</th>
<th>SEMESTER 2 (15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CU 515 Design of Learning Materials (3)</td>
<td>EDU 580 Educational Measurement (3)</td>
</tr>
<tr>
<td>EC 581 Advanced Topics in Early Childhood I (3)</td>
<td>EC 582 Advanced Topics in Early Childhood II (3)</td>
</tr>
<tr>
<td>RES 703 Multivariate Statistics (3)</td>
<td>- Elective - (3)*</td>
</tr>
<tr>
<td>EDU 805 Internship III (3)</td>
<td>EDU 804 Internship IV (3)</td>
</tr>
<tr>
<td>PSY 752 Cognitive and Moral Development (3)</td>
<td>PSY 753 Seminar on Childhood Behavioral Disorders (3)</td>
</tr>
</tbody>
</table>

### YEAR III

<table>
<thead>
<tr>
<th>SEMESTER 1 (15 hours)</th>
<th>SEMESTER 2 (15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 805 Internship V (3)</td>
<td>EDU 801 Internship VI (3)</td>
</tr>
<tr>
<td>EDU 805 Thesis (12)</td>
<td>EDU 808 Thesis (12)</td>
</tr>
</tbody>
</table>

### Course Descriptions

**PSY 701 Developmental Psychology I** This course considers the physical and behavioral changes that take place in the child from conception through middle childhood. Specific topics include attachment behavior, language, perception, cognition, the development of imagination.

**PSY 702 Developmental Psychology II** This course considers the physical and behavioral changes that take place from adolescence through aging. Specific topics include development of moral thought, life styles, career choice, nature of humor, creativity, parenting, mid-life changes, aging and dying.

**PSY 750 Developmental Disability and Assessment** This course explores etiologies, manifestations, assessment techniques, and intervention strategies for the major categories of developmental disability. Training in observational and assessment techniques is provided in a field experience.

**PSY 751 Language Development and Pathology** This course focuses on the nature and development of speech, language, and communication processes in normal, delayed, and handicapped children. Students are provided opportunities to observe and assess both normal and deviant communication patterns in children one through seven.

**PSY 752 Cognitive & Moral Development** This course focuses on the development of cognition and moral reasoning and behavior in children in the middle and adolescent years. Topics covered include the relationship of moral reasoning and moral behavior, the development of concrete and formal operational thinking, sex related differences in cognitive abilities, and the effects of home, school, and other institutions on the development of socially acceptable behavior.

**PSY 753 Seminar on Childhood Behavior Disorders** This course examines theory, assessment, and intervention techniques for the major behavioral disorders of childhood. Special topics include: aggression; juvenile delinquency; fears, phobias and social isolation; early infantile autism; childhood schizophrenia; learning disabilities; hyperactivity; mental subnormality; and psychophysiological disorders.

**RES 575 Intermediate Statistics** This course will include a short review of descriptive statistics and

*Electives may be selected from the GEM Program (see page 22 of this bulletin).*
hypothesis testing. It will focus on inferential techniques beginning with correlation and working through analysis of variance. Partial correlation and more advanced models of analysis of variance than included in Quantitative Methods II will be covered in this course.

**EDU 762 Cognitive Development and Learning** This course is concerned with age related changes in the ways that young children perceive and structure their world. Behavioral and cognitive theories of learning are compared and contrasted.

**RES 712 Research Design** The integration of research hypotheses and statistical procedures (primarily analysis of variance) is studied. Strengths and weaknesses of designs are emphasized. The appropriate use and interpretation of post hoc techniques, single subject designs, strength of association indices and nested designs are among the topics studied. Examples illustrating studies with the appropriate use and the inappropriate use of designs are presented. The computer lab is continued with experience in FORTRAN provided.

**EC 585 Curriculum Design in Early Childhood** Study of curricula and materials—including the different basis of curriculum development techniques and strategies for curriculum development and methods for field-testing and evaluating curricula and materials.

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

**EC 581-582 Advanced Topics in Early Childhood** Students select a current topic or issue in early childhood for indepth study. The expected outcome of the course is an innovative product created as a group project.

**RES 703 Multivariate Statistics** The multivariate statistics sequence has three goals of instruction. When the graduate students have completed the course, they should:
1. Have the knowledge and skills to be scientifically literate in the area of multivariate statistics.
2. Have knowledge of the applications of multivariate data analytic procedures and the judgment as to their appropriate use.
3. Have knowledge of the application of multivariate hypotheses testing procedures and the judgment as to their appropriate use.

**EDU 580 Educational Measures** A study of statistical concepts, measurements, instruments, and techniques; their specific roles in educational diagnosis and their utilization in group and individualized program planning.

**EDU 801, 802, 803, 804, 805, 806 Internships** The internship experiences are a unique feature of the Ph.D. in Education. Each candidate is expected to participate in at least three different internships in the course of their program. These internships afford candidates practice in program development, implementation and evaluation, in the development of teaching strategies appropriate to the anticipated audience, and in participating in ongoing educational research. Opportunities for internships are likely to exist in the following Nova-based centers or programs: Center for the Advancement of Education, Nova University Family Center, School Center of Nova University, Foster Parent Training Program.

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

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

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

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

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

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

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

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

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

The Library Media Services also provides a complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.
The Information Retrieval Service provides computer searches for students in all CAE programs. The students have direct access to 300,000 ERIC documents.

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

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

NOVA UNIVERSITY POLICIES GOVERNING STUDENT RELATIONS

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

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

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

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

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

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

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

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

a. For purposes of audit and evaluation of Federal and State programs.

b. To authorized representatives of:
   1. The Comptroller General of the United States.
   2. The Secretary of the U.S. Dept. of Education and Commissioner of Education or their deputies.
   3. State educational authorities.

c. Nova personnel deemed to have a legitimate educational interest.

d. Persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition and enforcement of said aid.

e. Accrediting organizations in carrying out their functions.
f. Parents of students who have established the student as a dependent according to the provisions of the Internal Revenue Code.

g. Persons in compliance with a judicial order or lawfully issued subpoena.

h. Persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

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

a. The student is notified of the categories designated as directory information.

b. The student is given the opportunity to refuse disclosure of any or all of the categories.

c. The student is given a reasonable period of time in which to submit said refusals in writing.

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

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

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

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

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

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

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

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

CHOOSE ONLY ONE OF THE LEVELS INDICATED

☐ LEVEL I (PRE-COLLEGE; NURSERY THROUGH GRADE 12) SCHOOL CENTER

☐ LEVEL II (FOR PERSONS WITHOUT A BACHELOR'S DEGREE) UNDERGRADUATE PROGRAMS — NOVA COLLEGE

☐ Career Development Division (Business, Education, Human Sciences)
☐ Corporate Program (Computer Science, Electronics, Engineering)
☐ Day Division

☐ LEVEL III (GRADUATE PROGRAMS — MASTERS AND EDUCATIONAL SPECIALIST) SELECT NO MORE THAN THREE

☐ Administration (Business and Public Administration, Criminal Justice, Human Resource Management & Computer Science)
☐ Behavioral Sciences (Counseling, Guidance, Human Services, Psychology)
☐ Education (Administration/Supervision, Curriculum/Instruction, Child Care, Early Childhood, Elementary, Exceptional Child, Health & Reading)
☐ Ocean Sciences (Coastal Zone Management)

☐ LEVEL IV (DOCTORAL PROGRAMS) SELECT NO MORE THAN THREE

☐ Administration (Business and Public Administration)
☐ Behavioral Sciences (Clinical and Child Psychology)
☐ Education (Early Childhood)
☐ Higher Education (Community College, Vocational-Technical & Adult)
☐ Law
☐ Life Sciences
☐ Ocean Sciences
☐ School Leadership (Administration of Schools)

In addition to the above I would like information about:

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

COMMENTS: __________________________________________________

______________________________

NAME ____________________________________________________ 

ADDRESS ____________________________________________________________________________________________

CITY ________________ __ STATE ________________ ZIP ________________

HOME PHONE ( ) ______________________________________ BUSINESS PHONE ( ) ________________________________

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