1989

Center for the Advancement of Education Programs in Child and Youth Studies 1989-90

Nova University

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Center for the Advancement of Education

Programs in Child and Youth Studies
1989-90
Policies and programs set forth herein are effective through June 30, 1990. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.
Now well into its third decade, Nova University is seeing the impact that its graduates are having on 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 that 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 while it is meeting these needs.

Abraham S. Fischler
President, Nova University
Nova University

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

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

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

Richard Goldman
Dean

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

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

Good luck with your career.
The Center for the Advancement of Education

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

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

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

The Center for the Advancement of Education offers:

At the doctoral level--

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

At the master's or educational specialist level--

- M.S. in Child and Youth Care Administration
- The GEM Programs - M.S. and Ed.S. in 20 majors
- M.S. in Speech and Language Pathology
Director's Message

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

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

Abby Manburg
Director

Mission

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

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

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

Norman W. Powell
Associate Director

Diana Marcus
Director of Program Development

Vera Flight
Coordinator of Graduate Student Development

Sylvia Prant
Assistant to the Director

Sue Fassanella
Assistant to the Director

Christine Stenback
Administrative Assistant

Camille Vernon
Program Secretary

Susan King
Program Secretary

Peggy Stoops
Program Secretary

Elizabeth Kennedy
Program Secretary

Robert K. Greene
Practicum Research Assistant
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The Doctoral Programs

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

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

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

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

A fourth goal category of the programs emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support services needs of children and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that participants should assume a national perspective on child and youth related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

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

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

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

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

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

Study Areas

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

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

Summer Institutes

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

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

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

Practicums

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

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

Admissions Requirements

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

* A master's degree, in education, child development, child care, or a related field from a regionally accredited institution.

* Evidence that the applicant has the academic background to be successful in the program. This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.

* Applicants must occupy a position that requires or allows them to work independently and to have a direct or indirect impact on children and/or youth.

* Three years of work experience with children who are between the ages of birth and 18 years.

Acceptance to Program

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

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

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

Progress Report

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

Program Timelines

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

Counseling Services

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

Faculty and Guest Lecturers

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

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

Tuition for the Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies is $4400 per year. A payment of $2200 is charged to students who require all or part of a fourth year in order to complete program requirements. Students may receive a six-month extension beyond the fourth year with permission of the Student Affairs Committee. A fee of $1100 is charged for this additional period.

Other Fees

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

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

Tuition Payment Plans

PRE-PAYMENT IN FULL - Students may pay one year's full tuition at the first cluster meeting, thus avoiding service fees.

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 for adhering 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>$280 (deposit and application fee)</td>
<td>$1,600 (tuition)</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>$1,425 (tuition and $25 service fee)</td>
<td>$1,425 (tuition and $25 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>$1,425 (tuition and $25 service fee)</td>
<td>$1,425 (tuition and $25 service fee)</td>
</tr>
</tbody>
</table>
PROGRAM DEPOSIT - A $250 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 he or she does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.

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

Refunds

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

Financial Aid and Student Loans

Nova University participates in several programs designed to assist students in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Planning and Resources (305/475-1946 or 800/641-6682, Ext. 1946).

Grievance

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

Degree Requirements

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

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

The Programs in Child and Youth Studies are approved for veterans' training. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans' dependents should contact the office of the Registrar for more information. (305/475-7413, Toll-free 1-800/541-NOVA, Ext. 7413)

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers about 290,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September, 1976, the IRS has distributed over 80,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 300 databases, including many social and behavioral science databases, such as Psychinfo, Sociological Abstracts, Federal Index, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 175 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.
The Ed.D. Program in Child and Youth Studies

Program Overview

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

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

The four core study areas are:

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

The three areas of specialization are:

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

Areas of Specialization

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

1. School Based Management and Instructional Leadership
   * for teachers, teacher trainers, curriculum developers, and resource center personnel

2. Management of Programs for Children and Youth
   * for administrators, supervisors, coordinators of programs

3. Special Services for Children and Youth/Exceptional Education
   * for special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, social workers.
Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the Ed.D. Program Office.

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

**Grading System**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

**Credits and Certification**

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

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

**TOTAL**: 66 CREDITS
Course Descriptions

The Study Areas

Leadership I Study Area

Students select from one of the following:

LDR 8421 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (EARLY CHILDHOOD)
3 credits
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential early childhood education leader who works with children ages birth to five years. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8422 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (PRIMARY)
3 credits
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential primary education leader. Students assess their leadership styles and develop a personal and professional growth plan.

LDR 8423 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (ELEMENTARY)
3 credits
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential elementary education leader. Students assess their leadership styles and develop a personal and professional growth plan.

LDR 8424 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (SECONDARY)
3 credits
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential secondary education leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.
LDR 8425 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (SPECIAL SERVICES)  
3 credits  
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential special services leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

LDR 8426 LEADERSHIP I: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (MANAGEMENT)  
3 credits  
The course is designed to help students to understand (1) macro transitions that are occurring in society, (2) personal and group human resources development and organizational development, and (3) contemporary social problems as they relate to the development of the potential manager/leader of programs for children and youth. Students assess their leadership styles and skills and develop a personal and professional growth plan.

Leadership II Study Area

Students select from one of the following:

LDR 8431 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (EARLY CHILDHOOD)  
3 credits  
This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of early childhood (ages birth to five years) education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing early childhood educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8432 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (PRIMARY)  
3 credits  
This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of primary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing primary educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8433 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (ELEMENTARY)  
3 credits  
This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of elementary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.
LDR 8434 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (SECONDARY) 3 credits
This course is intended to provide opportunities for students to:
(1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of secondary education based on a critical analysis of variables affecting education professionals, (3) demonstrate proactive participation in developing secondary educational programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8435 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (SPECIAL SERVICES) 3 credits
This course is intended to provide opportunities for students to:
(1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of programs for children and youth based on a critical analysis of variables affecting the special services professional and the client, (3) demonstrate proactive participation in developing special services programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

LDR 8436 LEADERSHIP II: THE INDIVIDUAL, ORGANIZATIONS, AND SOCIETY (MANAGEMENT) 3 credits
This course is intended to provide opportunities for students to:
(1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of programs for children and youth based on a critical analysis of variables affecting the professional manager and the child and youth client, (3) demonstrate proactive participation in developing and managing programs and policy for the next decade, (4) develop the skills necessary for becoming a committed transformational leader.

Human Development Study Area

HUD 8441 CHILD AND ADOLESCENT DEVELOPMENT 3 credits
Theories of cognitive, social, language, and perceptual development of children and adolescents are examined. Information presented is based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions are stressed.

HUD 8442 OBSERVATION AND ASSESSMENT OF CHILDREN AND YOUTH 3 credits
This course familiarizes students with the expected characteristics and capabilities of children and adolescents and with instruments and techniques that are used to measure and record normal physical, language, perceptual, intellectual, social, and emotional development. Discussion of appropriate and inappropriate uses of evaluation and assessment techniques will be stressed.
HUD 8443 THE CHILD AND ADOLESCENT IN CONTEMPORARY SOCIETY 3 credits
This course focuses on current issues confronting children and youth within society -- family, community, and culture. Major emphasis is given to a study of the changes that are taking place in American families and within the society, and the impact of these changes on children, youth, and adolescents.

HUD 8444 ISSUES IN EXCEPTIONAL CHILD DEVELOPMENT AND EDUCATION 3 credits
Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children and youth. A sociobiological emphasis in determining the etiology of handicapping conditions is a particular focus of this course. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment and discrepancies among developmental capabilities of special needs children and adolescents.

Research and Evaluation Study Area

RES 8431 RESEARCH AND EVALUATION I 3 credits
This course provides education and social service professionals with the skills required to interpret research and assess evaluation procedures. An application orientation is offered to the understanding and use of statistical tools and research, and evaluation paradigms. Essential for today's practitioners, the goal of the course is to equip students to analyze, comprehend, synthesize, and evaluate the research literature.

RES 8432 TESTS AND MEASUREMENTS 1 credit
Measurement is a critical ingredient in research and evaluation, as well as in the areas of education, management, and the social services. This course is devoted to an understanding of major problems encountered in establishing the validity and reliability of procedures in research, evaluation and educational assessment. The focus is upon the selection and interpretation of educational tests.

RES 8433 RESEARCH AND EVALUATION II 3 credits
This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasi-experimental, (3) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 PRACTICUM RESEARCH FOR PROFESSIONALS 2 credits
Researchers and evaluators have developed the interest and skills to engage in qualitative methods which have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.
Political Processes and Social Issues Study Area

PSI 8451 THE POLITICS OF CHILDREN'S ISSUES
1 credit
A historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children and youth.

PSI 8452 POLITICAL DIMENSIONS OF PROGRAMS FOR CHILDREN AND YOUTH
3 credits
This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

Areas of Specialization

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

Specializations

School Management and Instructional Leadership
Students select from one of the following:

SML 8480 EARLY CHILDHOOD CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and design as background for the creation of early childhood level (ages birth to five years) instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.
SML 8481  PRIMARY CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of primary level instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8482  ELEMENTARY CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of elementary level instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8483  SECONDARY ENGLISH CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of secondary English/Communications instructional units from objectives through evaluation and revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8484  MATH CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of math instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8485  SECONDARY SOCIAL STUDIES CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of secondary social studies instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8486  SECONDARY PHYSICAL SCIENCE CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of secondary physical science instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.

SML 8487  SECONDARY BIOLOGICAL SCIENCE CURRICULUM/PROGRAM DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as background for the creation of secondary biological science instructional units from objectives to evaluation to revision. The unit will be designed following a systematic model, including the use of a variety of instructional strategies and technical media to match individual learning styles.
SML 8488  SECONDARY ART CURRICULUM/PROGRAM
DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of secondary art instructional units from
objectives to evaluation to revision. The unit will be designed following a
systematic model, including the use of a variety of instructional strate­
gies and technical media to match individual learning styles.

SML 8489  SECONDARY MUSIC CURRICULUM/PROGRAM
DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of secondary music instructional units from
objectives to evaluation to revision. The unit will be designed following a
systematic model, including the use of a variety of instructional strate­
gies and technical media to match individual learning styles.

SML 8490  SECONDARY PHYSICAL EDUCATION
CURRICULUM/PROGRAM
DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of secondary physical education instruc­
tional units from objectives to evaluation to revision. The unit will be
designed following a systematic model, including the use of a variety of
instructional strategies and technical media to match individual learning
styles.

SML 8497  CURRICULUM/PROGRAM
DESIGN AND EVALUATION
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of instructional units from objectives to
evaluation to revision. The unit will be designed following a systematic
model, including the use of a variety of instructional strategies and
technical media to match individual learning styles.

SML 8498  CURRICULUM/PROGRAM
DESIGN AND EVALUATION FOR TEACHERS
OF READING
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of units of reading instruction from objec­
tives to evaluation to revision. The unit will be designed following a sys­
tematic model, including the use of a variety of instructional strategies and
technical media to match individual learning styles.

SML 8499  CURRICULUM/PROGRAM
DESIGN AND EVALUATION FOR TEACHERS
OF ENGLISH TO SPEAKERS OF
OTHER LANGUAGE
3 credits
Students will explore curriculum development and curriculum design as
background for the creation of instructional units for speakers of Eng­
lish as a second language in TESOL and/or bilingual programs. Instruc­
tion will include the development of objectives, evaluation systems and
program revision techniques.
Students select from one of the following:

**SML 8463**  
COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SECONDARY ENGLISH CURRICULUM AND PROGRAM PLANNING  
3 credits  
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of secondary English education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

**SML 8464**  
COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN MATH CURRICULUM AND PROGRAM PLANNING  
3 credits  
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of math education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

**SML 8465**  
COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SOCIAL STUDIES CURRICULUM AND PROGRAM PLANNING  
3 credits  
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of social studies education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

**SML 8466**  
COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN PHYSICAL SCIENCE CURRICULUM AND PROGRAM PLANNING  
3 credits  
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of physical science education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

**SML 8467**  
COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN BIOLOGICAL SCIENCE CURRICULUM AND PROGRAM PLANNING  
3 credits  
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of biological science education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.
SML 8468  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SECONDARY ART CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of secondary art education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8469  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SECONDARY MUSIC CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of secondary music education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8470  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SECONDARY PHYSICAL EDUCATION CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of secondary physical education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8478  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN READING CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of reading education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8479  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN TESOL/BILINGUAL CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of TESOL/Bilingual education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.
SML 8491  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN EARLY CHILDHOOD CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of early childhood education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8492  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN PRIMARY CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of primary education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8493  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN ELEMENTARY CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of elementary education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

SML 8494  COMPUTER TECHNOLOGY AND INNOVATIONS: APPLICATIONS IN SECONDARY CURRICULUM AND PROGRAM PLANNING
3 credits
Investigating new technology and innovative applications, students will seek ways to apply these developments to the improvement of secondary education of children and youth. Special attention will be given to individual learning styles. Students will communicate electronically with fellow students and faculty and they will conduct online information searches of commercial databases.

Students in this specialization are required to complete SML 8495 and CED 8496:

SML 8495  SCHOOL-BASED MANAGEMENT: PRACTICES AND POLICY DEVELOPMENT
3 credits
The principles for the operation of a school using local control practices and policies are examined. Students then analyze and plan for the operation of a school using school-based management techniques. Funding sources will be explored and a formal grant application will be developed in the area of the student's expertise.
CED 8496  COMPUTER LITERACY: APPLICATIONS IN  
SCHOOL-BASED MANAGEMENT  
3 credits
Word processing, spreadsheets, and databases form the basis for this introduction to the use of high technology to increase the efficiency and effectiveness of the school-based manager and instructional leader.

Special Services for Children and  
Youth/Exceptional Education

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

SPS 8471  INDIVIDUAL DIFFERENCES: ASSESSMENT PRACTICES AND CURRICULUM DEVELOPMENT  
3 credits
Following an in-depth examination of the research on individual differences, the tools and "best practices" strategies for the identification of developmental discrepancies are reviewed. Techniques designed to improve academic and social competence as well as functional abilities are demonstrated. Model programs and behavior change techniques are examined from individual and collaborative team approaches.

SPS 8472  INTERVENTION STRATEGIES AND REMEDIAL SERVICES FOR EXCEPTIONAL CHILDREN AND YOUTH  
3 credits
The focus of this course is on the development of intervention strategies and remedial services required by children and youth with exceptionalities. Students assess the educational needs of exceptional populations from a case management perspective. Curriculum models are analyzed and new curriculum, appropriate for specific exceptional populations, is designed, implemented and evaluated.

SPS 8473  ETHICAL, MORAL, AND LEGAL ISSUES IMPACTING EXCEPTIONAL CHILDREN AND YOUTH  
3 credits
This course examines major legislative and judicial decisions affecting the provision of services to exceptional children and youth. Moral development of children with individual needs is traced, and ethical considerations are examined. The impact of legal and social concerns such as labeling, peer group affiliations and parental rights are considered and federal and selected state guidelines are analyzed.

CED 8474  COMPUTER TECHNOLOGY: APPLICATIONS IN SPECIAL SERVICES FOR CHILDREN AND YOUTH  
3 credits
This course investigates current technology and innovative applications to curriculum development and program planning for children and youth requiring special services. Students will seek ways to apply these technological developments to meet the individual needs of children. Participants will communicate electronically with fellow students and faculty, and will conduct online information searches of commercial databases.
Management of Programs for Children and Youth

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

**MCY 8461 DEVELOPMENT AND MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH**

3 credits

This course will focus on the analysis and assessment of programs for children and youth from the manager/leader's perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary to provide an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis, and strategies that enhance the effectiveness of the managerial/leadership role will be emphasized.

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

3 credits

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

**MCY 8463 BUDGETING AND FUNDING PROCESSES**

3 credits

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

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

3 credits

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

**Practicums**

**PCY 8491 PRACTICUM I ORIENTATION**

6 credits

This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification and documentation, causal analysis, literature review, goal and objective writing, evaluation, and selection of solution strategies. Students select a problem
within their specialty area and appropriate for their instructional level or professional role. Completion of this course requires attendance and participation at the orientation and gaining approval for the Practicum I proposal.

**PCY 8492 PRACTICUM I REPORT**
3 credits

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

**PCY 8493 PRACTICUM II ORIENTATION**
6 credits

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

**PCY 8494 PRACTICUM II REPORT**
6 credits

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

**Summer Institute**

**SED 7521 USING TECHNOLOGY TO ENHANCE LEARNING**
0-1 credit

During this weeklong institute leading thinkers and practitioners in the field will model the use of technology to enhance learning. Students will have direct experience with state of the art technology and will evaluate related materials and equipment for potential use in their work settings.

**SED 7522 LEADERSHIP AND MANAGEMENT**
0-1 credit

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

**SED 7523 THE PROFESSIONAL AS CHILD ADVOCATE**
0-1 credit

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

Program Overview

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

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

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

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

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

Credits are awarded for work as it is completed.

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

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

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

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

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

The Study Areas

Child Growth and Development

EC 606 THE CHILD AND THE FAMILY 3 credits
This course focuses on the child within his total life space—his family, community, society, and culture. Major emphasis is given to a study of the changes that are taking place in the American society and the impact of these changes on the family.

EC 625 SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDREN 3 credits
Beginning with a study of early bonding and attachment behavior in the infancy period, this course examines social and emotional development in children. Particular emphasis is placed on theory and research relating to the development of both aggressive and prosocial behavior.

EC 630 OBSERVING AND ASSESSING THE YOUNG CHILD 3 credits
This course familiarizes students with the characteristics and capabilities of young children and with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Students are required to participate in settings in which they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the student is expected to have developed skills in the use of a variety of formal and informal instruments and to recognize the usefulness and limitations of testing.

EC 635 TRENDS AND ISSUES IN EXCEPTIONAL CHILD EDUCATION 3 credits
Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to main streaming, interpretation of least restrictive environment, definition of specific learning disability, labeling practices, and parental involvement.

EC 700 PRACTICUM ORIENTATION WORKSHOP 3 credits
This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification, analysis and documentation; literature review; goal setting and assessment, and selection of solution strategies. Completion of this course requires an approved Practicum I Proposal.
Research and Evaluation

RS 610  DESCRIPTIVE AND INFERENTIAL STATISTICS
3 credits
This course provides for development of understanding of the basic analytic tools of quantitative inquiry. Focus is on development of sound understanding of probability theory and inferential techniques. Considerable attention is given to the demonstration of interpretive skills.

RS 712  RESEARCH METHODOLOGY AND DESIGN
3 credits
A skill building course in the selection and utilization of appropriate research design and analysis. Student experiences include understanding of basic design concepts, conducting critiques of actual research designs, and utilization of research methodologies to attack student-generated problems.

AS 655  EVALUATION FOR ADMINISTRATORS: EARLY AND MIDDLE CHILDHOOD
3 credits
This course is designed to prepare administrators of early and middle childhood programs to evaluate the full range of activities for which they are responsible. Techniques will range from informal, in house methods to those for more sophisticated research.

Program Development

CU 605  MODERN CURRICULUM DESIGN: EARLY AND MIDDLE CHILDHOOD
3 credits
This course considers curriculum and materials design based on performance criteria required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

EDU 644  GRANTSMAINSHIP
1 credit
Participants become familiar with grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals on problems concerning early and middle childhood.

CU 665  THEORIES OF LEARNING AND EFFECTIVE TEACHING
3 credits
This course examines both modern and traditional theories and their relationship to effective teaching behaviors. Also included are brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

CU 666  CURRICULUM: THEORY AND PRACTICE
3 credits
Students examine the historical antecedents to early and middle childhood curricula. They track the effect of numerous persons (e.g., Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Montessori, Piaget) on current curriculum practices. A culminating activity involves the students in observing numerous early and middle childhood environments. From those observations and interviews with staff, the students infer relationships between the ideas of the historical leaders and current practices in early and middle childhood.
EC 701 PRACTICUM 1
6 credits
This practicum involves the exposure to a sequential series of experiences designed to insure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and in analyzing problems in actual childhood settings. Students assume a leadership role in solving the identified problem; they implement a solution and evaluate its effectiveness. The proposal approved in EC 700 is implemented and a written report prepared.

Management and Leadership Study Area

AS 525 HUMAN RELATIONS IN EDUCATIONAL CHANGE
3 credits
This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

EC 516 BUDGET AS A MANAGEMENT TOOL
2 credits
This course introduces students to the basic concepts and procedures of budgeting. It is a skill building course in which program budgets are actually designed, critiqued, and modified to achieve given objectives. The course introduces budgeting techniques appropriate to small and large scale operations and to private and public programs.

AS 551 OVERVIEW OF EDUCATIONAL ADMINISTRATION
3 credits
This is a course designed to provide the essential understanding of administration in America's public education on federal, state, intermediate, local, and individual levels. Concepts, processes, and organization; decision making; and roles of administrators and teachers are explored.

SU 605 SUPERVISION IN EDUCATIONAL SETTINGS
3 credits
This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

Political Policies and Social Issues

AS 651 POLICY AND POLITICAL PROCESSES IN THE AMERICAN SYSTEM
3 credits
This is a graduate course in the dynamics of the American political system. Students are expected to gain familiarity with basic concepts of government and policy making as they are revealed in ongoing political systems. The development of policy related to human services provides a focal point for study of national, state, and local political systems.
EC 567  POLICY ANALYSIS IN EARLY AND MIDDLE
CHILDHOOD
3 credits

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

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

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

EC 702  PRACTICUM II
12 credits

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

ED 751  SUMMER INSTITUTE: LEADERSHIP AND
MANAGEMENT
NC

This weeklong seminar focuses on the leadership and management role
of the childhood professional.

ED 752  SUMMER INSTITUTE: THE PROFESSIONAL
AS CHILD ADVOCATE
NC

Direct experience in lobbying; advocacy skill building sessions; field
trips to model programs, embassies; commitments to advocacy projects.
Faculty and Staff of the Doctoral Programs

ABBIE MANBURG
Program Director
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

MARY ELLEN SAPP
Director of Practicums
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

VERA FLIGHT
Coordinator of Graduate Student Development
B.S. Eastern Connecticut State University
M.S. Nova University

SUE FAUSSANELLA
Assistant to the Director

WILLIAM ANDERSON
Practicum Advisor
A.B. Asbury College
M.S. University of Virginia
Ed.D. University of Virginia

CAROLE BENEDET
Coordinator of Marketing

JERLEEN DANIEL
Practicum Advisor
B.A. University of Pittsburgh
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

VICTORIA DIMIJIAN
Senior Faculty Member and Practicum Advisor
B.A. Harpur College
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

RICHARD GOLDMAN
Center Dean and Practicum Advisor
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

ROBERT K. GREENE
Practicum Research Assistant
B.A. Florida Atlantic University

WARREN GROFF
Senior Faculty Member
B.Ed. Millersville State College
M.Ed. The Pennsylvania State University
Ed.D. Temple University

JOHN GUIDUBALDI
Senior Faculty Member
B.S. Youngstown State University
M.A. Kent State University
Ph.D. Harvard University

DOMINIC GULLO
Senior Faculty Member
B.S. University of Wisconsin
M.S. University of Wisconsin
Ph.D. Indiana University

ANTOINETTE HEPPLER
Coordinator of Instructional Resources
B.S. Nova University
M.S. Nova University

ELIZABETH KENNEDY
Program Secretary

SUSAN KING
Program Secretary

GEORGIANNA LOWEN
Practicum Advisor
B.A. Wellesley College
M.S. Florida State University
Ed.D. University of Southern Mississippi

MURIEL LUNDY
Practicum Advisor
B.Ed. Kent State University
M.Ed. Boston University
Ed.D. University of North Carolina

AL P. MIZELL
Senior Faculty Member
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University
PEGGY MORENO
Senior Faculty Member and Practicum Advisor
B.A. University of Florida
M.Ed. University of Florida
Ed.D. University of Florida

POLLY PETERSON
Senior Faculty Member and Practicum Advisor
B.S. University of Michigan
M.A. Michigan State University
Ph.D. Michigan State University

ELIZABETH A. POLINER
Director of Information Retrieval Services
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

JOELLEN SALCE ROGERS
Practicum Advisor
B.A. Florida State University
M.S. Florida International University
Ph.D. Florida State University

MARILYN SEGAL
Senior Faculty Member
B.A. Wellesley College
M.S.W McGill University
Ph.D. Nova University

STEPHEN SIPLET
Director of Student Affairs
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

WANDA SLAYTON
Practicum Advisor
B.A. Florida Atlantic University
M.S. Florida International University
Ph.D. University of Miami

GERALD SROUFE
Senior Faculty Member
A.B. North Central College
Ph.D. The University of Chicago

PEGGY STOOPS
Secretary Practicums Department

CHRISTINE STENBACK
Administrative Assistant Practicums Department

JETHRO TOOMER, JR.
Senior Faculty Member
B.A. Morehouse College
M.Ed. Temple University
Ph.D. Temple University

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Master's Program for Child and Youth Care Administrators

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

Admission Requirements

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

Admission requirements for administrators of programs for young children:

(1) A baccalaureate degree from a regionally accredited institution.

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

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

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

(1) A baccalaureate degree from a regionally accredited institution.

(2) Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting.

(3) Administrative or supervisory responsibility in a youth or child care setting.

(4) Evidence of ability for successful independent study at the graduate level.
Transfer of Credit

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

Program Overview

Students in the Master's Program for Child and Youth Care Administrators enter at specified times and form a "cohort" that follows the same schedule and meets at the required summer institute session during the program. Members of a cohort may be widely distributed geographically but will have opportunities to interact and share assignments through the summer institute.

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

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

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

Specialization in Administration of Day Care and Preschool Programs

Nine-Credit Module: Development of Programs for Young Children

Nine-Credit Module: Administration of Children's Program

Six-Credit Module: Politics and Policy in Child Care

Nine-Credit Module: Management: Legal and Financial Issues and Program Evaluation

Practicum (6 credits)

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

Summer Institute

"Leadership and Management in Programs for Children and Youth" (one credit, one week, required)
Academic Expectations

Admission to Candidacy

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

Grading

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

The evaluation system include:

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

Degree Completion Requirements

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

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program and resume their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to the new cohort.

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

Students register through the director of the Master's Program for Child and Youth Care Administrators. Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy. Students may register for the practicum at any time after admission to degree candidacy.

Grievance

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

Student Costs

Costs include a $30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is $165.00 per credit with a $200.00 materials fee for guided study coursework. A nine-credit module costs $1,685.00; a six-credit module, $1,190.00; the practicum module, $1,065.00 (tuition plus $75.00 for materials); the summer institute, $165.00. Total cost for the program is $7,475.00. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study coursework.

Tuition and fees are subject to change without notice.

Students may receive an extension of nine months beyond the 26-month limitation by submitting a written request to the director. The director will make a determination based on the amount of work outstanding and the probability of completion within nine months. The director will respond to the student's request in writing. A fee of $600 will be charged for the nine-month extension.

Tuition Payment Policy

Application Fee: -- $30.00 payable with all new student applications

Nine-Credit Module: -- $1,485.00 plus $200.00 materials fee
-- $695.00 payable two weeks before the cohort's starting date for the module
-- $495.00 payable by the end of the fifth business week of the module
-- $495.00 payable by the end of the ninth business week of the module
Six-Credit Module:  
-- $990.00 plus $200.00 materials fee  
-- $695.00 payable two weeks before the cohort’s starting date for the module  
-- $495.00 payable by the end of the fifth business week of the module  

Practicum:  
-- $990.00 plus $75.00 materials fee  

Summer Institute:  
-- $165.00 payable upon registration prior to the week of the institute  

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

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

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

**Tuition Refund Policy**  
Any student who wishes to withdraw from the program must notify the director of the Master’s Program for Child and Youth Care Administrators in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:  
For 100% refund, withdrawal in writing prior to the official beginning of the module;  
For 75% refund, withdrawal in writing before the third week of the cohort’s involvement with the module;  
For 50% refund, withdrawal in writing before the fifth week of the cohort’s involvement in the module;  
No refund after the fifth week. Refunds will be based on the postmark date of the written notification.
Module Descriptions

POLITICS AND POLICY IN CHILD AND YOUTH CARE, 6 credits
This module is an introduction to child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.
(CCM 510, CCM 565)

MANAGEMENT: LEGAL AND FINANCIAL ISSUES AND PROGRAM EVALUATION, 9 credits
This module provides basic background in financial management and budgeting and laws relating to nonprofit and proprietary programs for children and youth, and an investigation of the administrators' responsibilities.
(CCM 525, CCM 545, AS 505)

DEVELOPMENT OF PROGRAMS FOR YOUNG CHILDREN, 9 credits
This module covers theory and research in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation skills.
(HB 501, EC 5281, CU 501)

THERAPEUTIC PROGRAMS FOR CHILDREN, 9 credits
This module provides an overview of theory, research, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.
(CCM 501, CCM 502, CCM 503)

ADMINISTRATION OF CHILDREN'S PROGRAMS-MANAGEMENT SKILLS, 9 credits
This module is designed to provide current administrators with the skills required to run small and large scale programs or projects. There is an emphasis on program planning, grantsmanship, budgeting, and program development in addition to leadership and supervisory skills.
(AS 500, AS 520, AS 550)
Course Descriptions

Child Care Management

CCM 501 THEORIES AND RESEARCH IN THE DEVELOPMENT OF PERSONALITY BEHAVIOR
This course covers theories and research in child development, personality, and learning that form the foundations for therapeutic and support programs for children and youth.

CCM 502 COUNSELING AND INTERVENTION TECHNIQUES FOR CHILDREN'S PROGRAMS
This course is an overview of counseling and intervention techniques and practices for use in residential treatment, and community-based programs for children and youth.

CCM 510 PROFESSION
An historical review of child and youth care and a socio-political analysis of its status as an occupation and as a human service.

CCM 525 LEGAL ISSUES IN CHILD CARE MANAGEMENT
This course surveys the manager's legal responsibilities. Issues addressed include personnel law, licensing, child abuse and neglect, and liability.

CCM 535 LEGAL AND FINANCIAL ASPECTS OF CHILD CARE MANAGEMENT
This course covers basic background in financial management and law relating to proprietary and nonprofit programs for children and youth. Topics include financial management and planning, budgeting, personnel law, licensing, and child custody issues.

CCM 545 FINANCIAL CHILD CARE MANAGEMENT
The budget process is surveyed from the perspective of fiscal management, program planning, and policy determination.

Administration

AS 500 EDUCATIONAL RESOURCE DEVELOPMENT
This course covers major sources of financial resources for programs. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Nonfinancial resources discussed include 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 505 EVALUATION FOR ADMINISTRATORS
This course will prepare the administrator to evaluate the full range of activities for which he or she is responsible. Techniques will range from informal, in-house methods to the employment of sophisticated consultants.
AS 520  PROFESSIONAL SEMINAR IN ADMINISTRATION AND SUPERVISION
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 administrator at each level in the organizational hierarchy.

AS 550  SUPERVISION OF PERSONNEL
This course provides an orientation to planning, organization, personnel motivation, inservice training, supervision and evaluation of personnel, and the techniques of successful supervision.

CCM 565  POLICY
The policy-making process as it relates to children and families. A review of current agencies and organizations involved in developing and implementing child and family policy programs. Principles of child advocacy are covered.

Curriculum

CU 501  CURRICULUM
Study of the design and implementation of formal curriculum models. An examination of the research completed on these models as well as the conceptual basis for less formal models of curriculum.

Early Childhood

EC 5281  INDIVIDUALIZED INSTRUCTION IN EARLY CHILDHOOD EDUCATION I (THEORY)
Exploration of different early childhood model programs for young children, in-depth studies of curriculum including self-concept development, social studies experiences and activities, and mathematics for early childhood programs.

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. These include the physical, intellectual, social, emotional, and creative.
**Practicum**

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

**Summer Institute**

**CCM 651 and CCM 652 LEADERSHIP AND MANAGEMENT IN CHILD AND YOUTH CARE**

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

ABBYE MANBURG
Program Director
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

NORMAN W. POWELL
Associate Program Director
B.A. The American University
M.Ed. The American University
Ed.D. The American University

MARY ELLEN SAPP
Director of Practicums
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

SYLVIA PRANT
Assistant to the Director
B.S. Nova University

CAROLE BENEDICT
Coordinator of Marketing

VERA FLIGHT
Coordinator of Graduate Student Development
B.S. Eastern Connecticut State University
M.S. Nova University

RICHARD GOLDMAN
Dean and Practicum Advisor
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ed.D. University of Pittsburgh

JEAN HARRELL
Faculty Member and Practicum Advisor
B.S. State University of New York-Oneonta
M.S. Rollins College
Ed.D. Nova University

ANTOINETTE HEPPLER
Coordinator of Instructional Resources
B.S. Nova University
M.S. Nova University

IRVING HERSHEY
Faculty Member
B.S. City College of New York
M.S. Columbia University

B. MATHEWS HILL
Practicum Advisor
B.S. Utah State University
M.Ed. Brigham Young University
Ed.D. Nova University

SELMA KAHN
Faculty Member
B.A. Brooklyn College
M.A. Brooklyn College
Ed.D. Nova University

FLORENCE KORR
Practicum Advisor
B.A. Brooklyn College
M.A. Bank Street College of Education
MARK KRUEGER  
Faculty Member  
B.S. University of Wisconsin  
M.S. University of Wisconsin  
Ph.D. University of Wisconsin

JEROME LEVITT  
Faculty Member and Practicum Advisor  
B.S. Brooklyn College  
M.A. University of Toledo  
Ph.D. University of Michigan

MARIANNE MC GUIRE  
Faculty Member  
B.S. State University of New York Plattsburg  
M.S. University of Miami

JUDITH PETERSON  
Practicum Advisor  
B.A. Muhlenberg College  
M.S. Kutztown University  
Ed.D. Nova University

ELIZABETH POLINER  
Director of Information Retrieval Services  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova University

SUSAN PRATT  
Faculty Member  
B.A./B.S.W. McMaster University  
M.S. Syracuse University

MADGE SHELBY  
Practicum Advisor  
B.A. California University of Pennsylvania  
M.S. California University of Pennsylvania  
Ed.D. Nova University

STEPHEN SIPLET  
Director of Student Affairs  
B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University

MARCIA SKOPP  
Faculty Member  
B.S. University of Maryland  
M.Ed. American International College  
Ed.D. Nova University

WANDA SLAYTON  
Faculty Member and Practicum Advisor  
B.A. Florida Atlantic University  
M.S. Florida International University  
Ph.D. University of Miami

NICHOLAS SMIRAR  
Faculty Member  
A.B. St. Meinrad College  
A.M. The University of Chicago  
M.S.W. University of Illinois  
Ph.D. University of Illinois

CHRISTINE STENBACK  
Administrative Assistant  
Practicums Department

PEGGY STOOPS  
Secretary, Practicums Department

CAMILLE VERNON  
Program Secretary
Academic Advisory Board of the Master's Program

CUBIE BRAGG
B.A. North Carolina Central University
M.A. Bowie State College
President, The National Organization of Child Care Worker Associations and Senior Training Specialist, Department of Human Services, Washington, D.C.

LARRY BRENDTRO
B.A. Augustana College
M.S. South Dakota State University
Ph.D. University of Michigan
Director of Special Education, Augustana College, Sioux Falls, South Dakota

CAROLING
B.A. University of Lethbridge
M.S. Nova University
Coordinator, Child and Youth Care Program, Lethbridge Community College, Lethbridge, Alberta

MARK KRUEGER
B.S. University of Wisconsin
M.S. University of Wisconsin
Ph.D. University of Wisconsin
Director, Child and Youth Care Learning Center University of Wisconsin, Milwaukee, Wisconsin
The Conference Series for Child and Youth Care Administrators

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

For information about upcoming conferences, phone 305/475-7031 or 800/541-6682, Ext. 7031.

The Child and Youth Care Administrator

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

Editorial Mission

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

The Child and Youth Care Administrator is published twice annually, Spring and Fall.
Center for the Advancement of Education, Faculty and Administrative Staff

THELMA ALBRITTON
Associate Director, Master's Program in Speech-Language Pathology
A.B. Greensboro College
M.Ed. University of Oregon

JOAN C. BELLOWS
Director of Programs for the Hearing Impaired
B.S. Iowa State University
M.S. University of Wisconsin
Ed.D. Nova University

CAROLE BENEDICT
Coordinator of Marketing Center for the Advancement of Education

ADA CHRISTIE
Assistant to the Director Programs for Higher Education

JOANN CONDIT
Assistant Coordinator of Western Programs

MARA CONWAY
Student Advisor
GEM Programs
B.A. University of Kentucky

CARMEN E. DUMAS
Director of Practicums
GEM Programs
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

LLOYD A. DUVALL
Director, National Ed.D. Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

CHARLES L. FAIRES
Director of Field Relations
National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. The University of Georgia
Ph.D. Kent State University

SUE FASSANELLA
Assistant to the Director
Ed.D. Programs In Early and Middle Childhood and Child and Youth Studies

DAVID S. FLIGHT
Director of Practicums
National Ed.D. Program for Educational Leaders
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. The University of Chicago

VERA FLIGHT
Coordinator of Graduate Student Development Programs in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova University

FRAN FRIEDMAN
Speech-Language Pathologist
Communication Disorders Center
B.A. Herbert H. Lehman College
M.A. Herbert H. Lehman College

RICHARD GOLDMAN
Dean, Center for the Advancement of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

JOSEPH GONZALEZ
Coordinator of Curriculum and Research
Master's Program in Speech-Language Pathology
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE
Student Advisor, GEM Programs Practicum Research Assistant
Programs in Child and Youth Studies
B.A. Florida Atlantic University
BARBARA PACKER
Coordinator of Audiology and Aural Rehabilitation
M.S. Program in Speech Language Pathology
B.A. Rutgers University
M.S. Columbia University

JOHANNE PECK
Assistant Dean for Research and Program Development, Center for the Advancement of Education
B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

ELIZABETH A. POLINER
Director, Information Retrieval Service
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova University

NORMAN W. POWELL, JR.
Associate Director, Master's Program for Child and Youth Care Administrators
B.A. American University
M.Ed. American University
Ed.D. American University

SANDRA K. RAMIREZ
Supervisor of Operations GEM Programs

MARY ELLEN SAPP
Director of Practicums Program in Child and Youth Studies
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

MARILYN SEGAL
Dean, The Family and School Center; Senior Faculty Member, Ed.D. Program in Early and Middle Childhood
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SEDLUNE
Student Advisor GEM Programs
B.A. University of South Florida
M.Ed. Florida Atlantic University

STEPHEN I. SIPLET
Director, Student Affairs Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

J. DONALD STANIER
Director, GEM Programs
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS
Operations Manager Center for the Advancement of Education

SHELLEY VICTOR
Coordinator of Communications Disorder Center
M.S. Program in Speech Language Pathology
B.A. State University of New York at Stoneybrook
M.A. University of Miami

MARY ELLEN SAPP
Director of Practicums Program in Child and Youth Studies
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

MARILYN SEGAL
Dean, The Family and School Center; Senior Faculty Member, Ed.D. Program in Early and Middle Childhood
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SEDLUNE
Student Advisor GEM Programs
B.A. University of South Florida
M.Ed. Florida Atlantic University

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Nova University Policies Governing Student Relations

General

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

Institutional and Academic Information

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

Educational Records and Privacy

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

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

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

1. for purpose of audit and evaluation of federal and state programs;
2. to authorized representatives of:
   a. the Comptroller General of the United States,
   b. the Secretary of the U.S. Department of Education and Commissioner of Education or their deputies;
3. to Nova personnel deemed to have a legitimate educational interest;
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid;

5. to accrediting organizations in carrying out their functions;

6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;

7. to persons in compliance with a judicial order or lawfully issued subpoena;

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

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided--

1. the student is notified of the categories designated as directory information;

2. the student is given the opportunity to refuse disclosure of any or all of the categories;

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

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

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

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

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

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

Academic Rights and Responsibilities

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

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

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

Student Conduct

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

Original Work at Nova University

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

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

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

When to Apply

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1989-90 academic year are April 1, 1989 and May 1, 1990.

Veteran's Benefits

All programs described in this document are approved for veteran's training by the Florida Department of Education. Eligible veterans and veterans' dependents should contact the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone (305) 475-7414.

Standards of Progress for VA Students

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

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

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

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

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

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

Reservation of Power

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

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

Privacy of Records

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

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

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

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.
Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record. If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the United States Department of Education.

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

Grievance

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

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

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

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

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

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

Learning Technology Laboratory

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

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

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

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

Doctor of Arts (D.A.) in:
- Information Science
- Information Systems
- Training and Learning Technology

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

Doctor of Business Administration--

Doctor of Business Administration--
- International Management (D.B.A.-I.M.)

Doctor of Education (Ed.D.) in:
- Child and Youth Studies
- Computer Education
- Early and Middle Childhood
- Higher Education
- Leadership in Adult Education
- Educational Leadership
- Vocational, Technical,
  Occupational Education

Doctor of Philosophy (Ph.D.) in:
- Child Clinical/Applied Developmental Psychology
- Clinical Psychology
- Oceanography

Doctor of Psychology (Psy.D.) in:
- Clinical Psychology

Doctor of Public Administration (D.P.A.)

Doctor of Science (D.Sc.) in:
- Computer Science

Specialist Degrees
Educational Specialist (Ed.S.) in:
- Computer-Based Learning Education (20 majors)
- School Psychology

Master's Degrees
Master of Accounting (M.Ac.)
Executive Master of Business Administration in Banking (M.B.A.-Ex.)

Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Public Administration (M.P.A.)

Master of Science (M.S.) in:
- Child and Youth Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Counseling Psychology
- Criminal Justice
- Education (20 majors)
- Health Services Administration
- Human Resource Management
- Human Services
- International Economics and Finance
- Marine Biology
- Microcomputer Applications in Management
- School Guidance
- Speech-Language Pathology
- Telecommunications Management

Bachelor's Degrees
Bachelor of Science (B.S.) in:
- Accounting
- Administrative Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- General Psychology
- Legal Studies
- Professional Management
- Secondary Education
About Nova University

Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's, educational specialist, and doctoral degrees, and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are available.

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

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

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-75, I-95, and Florida's Turnpike.

Call the University on a Toll-Free Number for Program Information

Broward County 475-7440
Dade County 940-6447, Ext. 7440
All other Florida Counties, 1-800-541-NOVA, Ext. 7440
all other states
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of Human Resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

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

The Nova University general policies on Student Relations are on file in the office of the registrar.
Programs in Child and Youth Studies
3301 College Avenue
Fort Lauderdale, Florida 33314