Nova Southeastern University

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Master's Programs in Life Span Care and Administration Catalog 1994-1995

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

Master's Programs in Life Span Care and Administration

CATALOG 1994 - 1995
Includes Application and Admission Forms

FOR CHILD AND YOUTH CARE ADMINISTRATORS
FOR CHILD CARE ADMINISTRATORS
FOR ELDER CARE ADMINISTRATORS
IN FAMILY SUPPORT STUDIES

FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION
STATES DISCLOSURES

CALIFORNIA

“Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814 (916) 445-3427.”

INDIANA

“This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number (800) 227-5695, or (317) 232-1320.”

SOUTH CAROLINA

Nova Southeastern University is “Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288.”

MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.
Master's Programs in Life Span Care and Administration

Catalog 1994-1995

For Child and Youth Care Administrators
For Child Care Administrators
For Elder Care Administrators
In Family Support Studies

Policies and programs set forth in this catalog are effective through June 30, 1995. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

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

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404/679-4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education and the Council of Great City Colleges of Education.

Published July, 1994
President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.
The University

Nova Southeastern University is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in health professions, and in physical, social, and computer sciences.

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

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

Nova Southeastern 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, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern 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 Southeastern 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 Southeastern 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, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Mission Statement

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

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

Nova Southeastern is a recognized leader in programs that cover the life cycle. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child Care Administrators. In 1982, the Master's Program for Child and Youth Care Administrators was inaugurated. In 1991, we added the specialty in Family Support. Our newest specialty in Elder Care Administration is designed for practitioners interested in the management and development of programs for the elderly. The many graduates of the earlier programs occupy leadership positions in programs throughout the United States, Canada, and other areas of the world.

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. 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 Southeastern's master's programs that span the life cycle. Good luck with your career.
The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners. Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Fischler Center for the Advancement of Education offers:

At the master's or educational specialist level—

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

At the doctoral level—

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

"From the day your baby is born, you must teach him to do without things. Children today love luxury too much. They have detestable manners, flout authority, have no respect for their elders. They no longer rise when their parents or teachers enter the room. What kind of awful creatures will they be when they grow up?"

Socrates

Our University has undergone a number of changes over the past two years. We have a new president, a new name, and a new look to the ever-changing face of our expanding main campus. Likewise, our Master's program has also undergone some important changes. The new specialty in Elder Care Administration has been added, and we now provide graduate education to practitioners across "the life span." Thus, the new name for our program is MASTER'S PROGRAMS IN LIFE SPAN CARE AND ADMINISTRATION. Though the above mentioned changes have had a significant impact, the mission and founding vision of the University have remained constant.

The many challenges and problems that confront the constituencies of the students that we serve throughout the human life span continue to grow in magnitude and complexity. We are all familiar with many of the statistics and the list of social challenges: child victimization, drug abuse, youth suicide, the lack of day care, staff turnover, youth violence, family dysfunction, etc. Historically, the care, education, and services to children, youth, families, and our elderly have not been given sufficient priority by governments or the citizens in our communities. As a consequence, there continues to be a great lack in the number and quality of innovative and effective programs that educate and develop those who have the responsibility for serving and educating our children, youth, families and the elderly.

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

The Master's Program for Child Care Administrators began in 1977 and, in 1982, the specialty for Child and Youth Care Administrators was inaugurated. The year 1991 marked the addition of the specialty in Family Support Studies and in 1993 the fourth specialty in Elder Care Administration was added and the name was changed to Master's Programs in Life Span Care and Administration. The master's programs have been highly successful in providing graduate education to a population of professionals who, traditionally, have been underserved and overlooked.

To date, there have been more than 600 program graduates. These individuals continue to be successful as leaders in the profession and have a positive impact on the field. This unique population requires a specialized curriculum, emphasizing leadership and management skills, but one conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas of knowledge is essential for bringing about needed changes in the human-service field. These professionals also require a degree program that can complement their ongoing administrative and service responsibilities.

Finally, this special population of learners needs a degree program that is flexible in its design, has a proactive orientation, and can be delivered to any location. These programs are consistent with Nova Southeastern University's mission to serve the underserved and to contribute to the invaluable investment that this important professional population can make throughout the human life span and to our future. We care about the future!
Faculty and Staff of the Master’s Programs

ADELA BECKERMAN  
Program Professor, Family Support Studies and Director of Practicums  
B.S. State University of New York at Stony Brook  
M.S.W. State University of New York at Stony Brook  
Ph.D. State University of New York at Albany

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

GEMA HERNANDEZ  
Associate Professor, School of Business, Elder Care Administration  
B.A. University of Florida  
M.A. Louisiana State University  
D.P.A. Nova Southeastern University

IRVING HERSHEY  
Academic Adviser  
B.S. City College of New York  
M.S.W. Columbia University

GREGORY BELL  
Adjunct Professor, Child Care Administration  
B.A. University of Maryland  
M.Ed. Howard University  
Ph.D. The Ohio State University

RALPH HOGGES  
Program Professor, Child and Youth Care Administration  
B.S. Tuskegee University  
M.Ed. Tuskegee University  
Ed.D. Nova Southeastern University

SHERYL BRISSETT-CHAPMAN  
Leadership Development Facilitator  
A.B. Brown University  
M.S.W. University of Connecticut  
M.A. Harvard University  
Ed.D. Harvard University

SANDRA J.E. KLANDERMAN  
Adjunct Professor, Child Care Administration  
B.A. Michigan State University  
M.A. Michigan State University  
M.Ed. Columbia University  
Ed.D. Columbia University

MARK KRUEGER  
Adjunct Professor, Child and Youth Care Administration and Practicum Adviser  
B.S. University of Wisconsin  
M.S. University of Wisconsin  
Ph.D. University of Wisconsin

ROBERT J. BEHLING  
Adjunct Professor, Elder Care Administration  
B.S. Northern Illinois University  
M.A. Sangamon State University  
Ph.D. The Union Institute

PETER GABOR  
Adjunct Professor, Child and Youth Care Administration  
B.A. McGill University  
B.S.W. McGill University  
M.S.W. McGill University  
Ph.D. Arizona State University

MICHAEL FORSTER  
Adjunct Professor, Child and Youth Care Administration  
B.A. Louisiana State University  
M.S.W. University of Illinois  
Ph.D. University of Massachusetts

MARK KRUEGER  
Adjunct Professor, Child and Youth Care Administration and Practicum Adviser  
B.S. University of Wisconsin  
M.S. University of Wisconsin  
Ph.D. University of Wisconsin
JEROME LEVITT
Adjunct Professor, Child and Youth Care Administration and Practicum Adviser
B.S. Brooklyn College
M.A. University of Toledo
Ph.D. University of Michigan

JAMES P. McCABE
Adjunct Professor, Elder Care Administration
B.S. Loyola University
M.S.W. Loyola University
Ph.D. University of Illinois

VICKY PEARSON
Program Secretary, Publications and Marketing

NORMAN W. POWELL
Director, Masters Programs in Life Span Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

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

WILMA J. ROBLES de MELENDEZ
Program Professor, Child Care Administration and Practicum Adviser
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

NICHOLAS SMiar
Adjunct Professor, Child and Youth Care Administration
A.B. St. Meinrad College
M.S.W. University of Illinois
Ph.D. University of Illinois

JETHRO TOOMER
Summer Institute Lecturer in Leadership and Management
B.A. Morehouse College
M.Ed. Temple University
Ph.D. Temple University
Central Office and FCAE Administrative Staff

CAROLE BENEDICT
Coordinator of Center Marketing

JEANETTE DRAIZIN
Computer Assistant

AL MIZELL
Director of Technology
B.Ed. University of Miami
M.S. Florida State University
Ed.D. Indiana State University

JORGE PUJOLS
PC Specialist/Network Administrator
B.S. Florida Atlantic University
M.S. Nova Southeastern University

ELLEN SCHECHTER
Word Processor
B.S. Nova Southeastern University

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

J. DONALD STANIER
Assistant Dean
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

LINDA SWAILS
Director of Administrative Operations

JUDY WEBLEY
Data Processing Specialist

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

The Master's Programs in Life Span Care and Administration offer four field-based master's specializations designed for professionals who work with children, youth, the elderly, and families:

1. for Child and Youth Care Administrators,
2. for Child Care Administrators,
3. for Elder Care Administrators,
4. in Family Support Studies.

These specializations were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of child, youth, and elder care administrators and family support professionals are the central ingredients in creating and maintaining quality programs. The second is that child, youth, and elder care administrators and family support professionals have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

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

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

Summary

Students in the master's programs enter at specified times and form a "cohort." They follow the same schedule and meet at the required summer institute session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer institute. Course work for the program is grouped into six-credit modules and nine-credit modules. Modules are units of two or three related courses under the supervision of the same faculty member. Each cohort will have its own guided study schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Course work will require approximately 20 months. An additional period may be taken by students to finish the practicum. A total of 26 months may be taken for completing the program. Students are required to attend summer instruction during their first year in the program. The summer instruction is an intensive learning experience where students study with members of their cohort, other students in the program, Nova Southeastern faculty, and other experts in their fields.

Summer instruction is held in Fort Lauderdale, Florida, in July. Students receive detailed information regarding summer instruction arrangements in the spring. Students are responsible for travel and lodging costs related to summer instruction.

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

Broward County, Florida
475-7457

Dade County, Florida
940-6447, Ext. 7457

United States and Canada
(800) 986-3223, Ext. 7457

Transfer of Academic Credit

Forty credits of graduate work must be completed for the master of science degree. Transfer of graduate-level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past 10 years.

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

Admission to Candidacy

Attention Applicants: This distance education graduate degree program is designed in a guided study format. Successful completion of this two-year program will depend greatly on your ability to work independently, complete assignments and projects within the prescribed timelines, and on your ability to demonstrate in writing and verbally, a comprehensive understanding of the required course content.

After completion of the first nine-credit module with a 3.0 grade point average or higher, 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 Southeastern University from the previous degree-granting institution. The candidacy committee then evaluates completed files and notifies the student of admission.

Attendance/Student-Instructor Participation Policy

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

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

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

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

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

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

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

Academic Advisement

Ensuring that our distance education field-based guided study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the programs. Full-time and part-time faculty are available and provide academic advisement on request through the utilization of the telephone, electronic mail, and the summer instruction sessions. Full-time campus-based faculty are available between the hours of 8:30 A.M. and 5:00 P.M. EST to ensure the continuity of access.

Grading

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

<table>
<thead>
<tr>
<th>NUMERICAL POINTS</th>
<th>LETTER GRADE</th>
<th>GRADE POINT EQUIVALENT</th>
<th>PERFORMANCE LEVEL</th>
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<td>D</td>
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<tr>
<td>0 - 59</td>
<td>F I P</td>
<td>0.0</td>
<td>Failure Incomplete Pass</td>
</tr>
</tbody>
</table>

**Student Progress Report**

Students receive progress evaluations and reports at the end of each module of courses. The program office maintains a current record of the student's on-going progress in the program.

**Degree Completion Requirements**

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, for a total of 33 credits, and a seven-credit practicum. In addition, students are required to attend and actively participate in every session of summer instruction during their first year in the program. Students must assume the expenses for the travel, lodging, and meals.

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

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

**Incomplete Course Work**

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

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

1. An “Incomplete Request Form” will be included with books and materials at the beginning of each module.
2. When the student finds it necessary to request an incomplete, he or she must first discuss it with the instructor and obtain approval.
3. After receiving the instructor's approval, the student then fills out the “Incomplete Request Form” and mails it to the program office.
4. The request for an incomplete is to be made at least one month prior to the ending date of the module.
5. Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an incomplete is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student’s responsibility to request the incomplete and mail the “Incomplete Request Form.”

**Extension Policy**

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

The procedures for the program extension are as follows:

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

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

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

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

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

**Incomplete Practicum Proposal Course Work**

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

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

**Extension Policy for the Practicum Report Course**

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

**Temporary Withdrawal**

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

**Registration**

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

The total program cost is $10,120.00

All tuition and fees are due on the scheduled due dates.

Please note that tuition and fees are subject to change without notice.

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

A fee of $85 must accompany the degree application at the conclusion of the course of study.

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

Tuition Breakdown

Application Fee = $40 (non-refundable) and payable with all new student applications

Cost per credit hour = $225.00

Materials fee per module = $230.00

Nine-Credit Module = $2,255.00
  ($2,025 plus $230 materials fee)

Six-Credit Module = $1,580.00
  ($1,350 plus a $230 materials fee)

Summer Instruction materials fee = $100.00

Seven-Credit Practicum Module = $1,675.00

Proposal course = $775.00
  ($675 plus $100 materials fee)

Report course = $900.00

TOTAL PROGRAM COST = $10,120.00*

*This total does not include the $40 application fee or the $65 degree application fee.

Tuition Refund Policy

Students are entitled to a refund of all tuition payments (not including registration/application fees; not to exceed $100) if the registration agreement is cancelled in writing by the student prior to, or during, the first day of instruction.

In addition, students will receive a full refund of tuition payments, and registration/application fees paid for a cancelled course, seminar, workshop or a cluster that does not begin.

After the first day of instruction, students who inform the program director in writing of their intention to withdraw will be entitled to a tuition refund based on the following schedule:

During the first 60% of a course, term, semester, study area, seminar, workshop, cycle, or summer instruction, a withdrawing student will receive a prorated refund for the percentage of time not attended.

Refunds will be made within 30 days after the effective date of withdrawal.

Example #1:
Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was $1100.

Based on no. of classes
9 - 3 = 6 classes not attended
6 + 9 = 67% of the term not completed
67% x $1100 = $737.00 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 + 45 = 67% clock hours not completed
67% x $1100 = $737.00 refunded

Example #2:
Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1675.

Based on no. of classes
13 - 5 = 8 weeks not attended
8 + 13 = 62% not completed
62% x $1675 = $1038.50 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 + 45 = 62% clock hours not completed
62% x $1675 = $1038.50 refunded

Note: This policy is designed to meet or exceed refund requirements of various states, e.g., California, South Carolina, Washington, and Florida.
Probation Policy

All students must successfully complete their first nine-credit module with a minimum of a 3.0 (B) grade point average. A student with less than a 3.0 will be put on probation for the duration of the second module. If the student’s grade point average is less than a 3.0 at the completion of the second module, the student will be recommended for program termination.

Student Termination Policy

The program reserves the right to terminate any student, at any time, if he or she has failed to maintain a grade point average of 3.0 or above and/or to complete any of the program requirements within the established time limits, and/or in the judgement of the program faculty the student has demonstrated an inability to successfully meet the academic standards established by the Program.
The Master's Program for Child and Youth Care Administrators

Program Overview

The specialization for child and youth care administrators is a field-based degree program designed specifically for managers, administrators, and directors of programs for children and youth.

This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials that enable them to do readings and assignments related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction. Summer instruction enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of child and youth care. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

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

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

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

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

Program Sequence

Specialization: Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth

- Foundations for Therapeutic Programs for Children and Youth (9 credits)
- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Children and Youth (9 credits)
- The Profession and Public Policy in Child and Youth Care (6 credits)
- The Practicum (7 credits)

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

Residential Treatment, Group Care, and Community-Based Programs Specialization

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

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

Courses

THER 501 Developmental Foundations for Child and Youth Care Practice This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youth This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

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

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

Courses

MGTR 505 Program Evaluation for Child and Youth Care Administrators This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

MGTR 525 Legal Aspects of the Management of Programs for Children and Youth This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTR 545 Financial Aspects of the Management of Programs for Children and Youth This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

MODULE III The Administration of Programs for Children and Youth (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program development in addition to leadership and supervisory skills.

Courses

ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

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

ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youth.

MODULE IV The Profession and Public Policy in Child and Youth Care (2 courses, 6 credits)

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care...
is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction in Fort Lauderdale, Florida.

Courses

POLR 510 The Profession for Child and Youth Care Administrators This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrators This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

ADDITIONAL PROGRAM ACTIVITY AREAS

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

PRAR 691 The Practicum Report (4 credits) This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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

CEDR 6501 Continuing Education (no credit)
The Master's Program for Child Care Administrators

Program Overview

The specialization for child care administrators is a field-based degree program designed specifically for managers, directors, and administrators of early childhood, preschool, and early childhood education programs. This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction. Summer instruction enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of child care. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

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

Admission requirements for administrators of programs for young children are the following:

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

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

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

Program Sequence

Specialization: Administration of Early Childhood, Preschool, and Early Education Programs

- Foundations of Early Childhood Development (9 credits)
- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Young Children (9 credits)
- The Profession and Public Policy in Early Childhood (6 credits)
- The Practicum (7 credits)

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

Early Childhood Specialization

MODULE I Foundations of Early Childhood Development
(3 courses, 9 credits)

This module covers theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

Courses

DEVE 511 Development Foundations for Early Childhood
This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
This course explores early childhood program models along with various in-depth studies of curriculum including self-concept development, social studies activities, and mathematics experiences.

DEVE 513 Curriculum Design
This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

MODULE II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation
(3 courses, 9 credits)

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

Courses

MGTE 505 Program Evaluation for Early Childhood Administrators
This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MGTE 525 Legal Aspects of the Management of Early Childhood Programs
This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTE 545 Financial Aspects of the Management of Programs for Young Children
This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

MODULE III The Administration of Programs for Young Children
(3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

Courses

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

ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADME 550 Supervision Methods and Approaches for Early Childhood Administrators
This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

MODULE IV The Profession and Public Policy in Early Childhood Education
(2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction in Fort Lauderdale, Florida.
Courses

POLE 510 The Profession for Early Childhood Administrators This course reviews historical highlights and contemporary issues in the field of early childhood education.

POLE 565 Public Policy and The Field for Early Childhood Administrators This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

ADDITIONAL PROGRAM ACTIVITY AREAS

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

PRAE 691 The Practicum Report (4 credits) This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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

CEDE 6501 Continuing Education (no credit)
The Master's Program for Elder Care Administrators

Program Overview

The specialization for Elder Care Administrators is a field-based degree program designed specifically for managers, directors, and administrators of elder care programs. This degree program is offered in a guided study format at a distance. It emphasizes the practical application of knowledge in elder care and prepares the student for leadership positions in the elder care field. Students will receive the information needed to manage and administer agencies, organizations, and facilities that serve the elderly population. During the period of the program, students attend one summer instruction. Summer instruction enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of elder care. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

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

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

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university
2. Two years of full-time experience as an elder care worker
3. Administrative or supervisory responsibility in a program for the elderly
4. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: Administration of Elder Care Programs

- Foundations for Programs in Elder Care (9 credits)
- Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for the Elderly (9 credits)
- The Profession and Public Policy in Elder Care (6 credits)
- The Practicum (7 credits)

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

Elder Care Administration Specialization

MODULE I Foundations for Programs in Elder Care (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practices in the field of aging. Special attention is given to issues related to changing roles, caregiving, and relationships. Identification of therapeutic models and intervention strategies are presented.

Courses

FNDL 501 Overview of Aging: Working with the Elderly This course reviews the various theories of aging that form the foundations for medical and social intervention. It examines processes and structures in families with aged persons, as well as identifies effective therapeutic models and preventive strategies. Analysis of the factors that promote wellness is explored.

FNDL 502 Biological, Sociological, Psychological, and Cultural Aspects of Aging This course provides an overview of biological, psychological, social, and cultural factors that play a role in or contribute to the aging process. An analysis of the impact of aging upon the individual and society is explored, including an exploration of changes in roles and status, intergenerational relationships, and sociocultural differences. A review of the biological theories of aging, with emphasis on the nutritional, exercise, and safety aspects, is included.

FNDL 503 The Aging Network: Programs and Services for the Elderly This course examines community resources for the elderly at the local, state, and national levels. It explores evaluation and assessment tools used by different agencies and assesses intervention strategies with older adults and their families, including therapeutic approaches and several models of treatment in settings within and outside the community. The course introduces the concept of "aging in place."

MODULE II Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides a basic background in the practical application of knowledge to the management of agencies, organizations, and facilities that serve the elderly. Special attention is given to financial aspects, program evaluation, and legal issues related to program management.

Courses

MGTL 505 Program Evaluation for Elder Care Administrators This course explores the principles and procedures for assessing needs, collecting resources, and implementing programs for older adults. The emphasis is on identifying the relationship between evaluation and management functions, with a focus on maintaining and expanding the funding base.

MGTL 525 Legal Aspects of the Management of Programs for the Elderly This course examines many of the legal elements involved in the daily management of programs for the elderly, including licensing, elder abuse, living wills, liability, competency, and guardianship.

MGTL 545 Financial Aspects of the Management of Programs for the Elderly This course deals with the fundamental principles of the tools of financial management and budget preparation in the public and nonprofit sectors. Selected topics include revenue and expenditure policies, fiscal planning and budgeting, fiscal control measurement, contract negotiations, and Medicaid waiver reimbursement issues.

MODULE III The Administration of Programs for the Elderly (3 courses, 9 credits)

This module provides practical application of theories and techniques to the administration of community service programs for the elderly, with a focus on the elderly services network. In addition, this module explores the relationship of administration to public opinion and special interest groups and their impact on program funding for the elderly.

Courses

ADML 500 The Development and Acquisition of Resources for Elder Care Programs This course presents the development and refinement of skills in grant writing and grant maintenance. Rationale and mechanics involved in setting up several funding sources will be explored. Acquisition of financial and nonfinancial resources is presented.
ADML 520 The Elements and Styles of Leadership for Elder Care Administrators
This course reviews the various components of leadership and management philosophy, approaches, and styles. The role and responsibilities for the administration of adult day care centers, area agencies on aging, and senior centers are also examined.

ADML 550 Supervision Methods and Approaches for Elder Care Administrators
This course applies the theories and techniques of supervision to staff and volunteers. Critical issues in supervision such as staff motivation, in-service training, evaluation of personnel, and quality of output are presented.

MODULE IV The Profession and Public Policy in Elder Care (2 courses, 6 credits)
This module is an introduction to elder care policies and advocacy. Special attention is given to the role of case managers and ethical issues confronting the profession.

Lectures and presentations for this module are provided during summer instruction in Fort Lauderdale, Florida.

Courses

POLL 510 The Profession for Elder Care Administrators
This course presents an overview of case management as a profession. Special attention is given to ethical issues confronting the case manager. The course reviews contemporary case management formats and analyzes the case manager's future status in terms of occupation and as a sociopolitical force and human service provider.

POLL 565 Public Policy and the Elder Care Field for Program Administrators
This course presents an analysis of policy issues affecting the older adult; a review of major legislation and programs; an overview of policy trends; and the changing roles of local, state, and federal agencies. It explores the relationship of public policies to public opinion, and special interest groups and their impact on program funding for the elderly.

ADDITIONAL PROGRAM ACTIVITY AREAS

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

PRAL 691 The Practicum Report (4 credits) This course follows from the work completed during PRAL 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAL 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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

CEDL 6501 Continuing Education (no credit)
Program Overview

This specialization in Family Support Studies is a field-based degree program designed specifically for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

The program is built on the premise that the members of all families are interdependent, and that the interests of the child are best served by an optimally functioning family. When a family is unable to care for a child and that child is removed from the home, a plan that provides substitute care and strives to achieve family reunification when feasible and possible is needed. Consistent with these premises, the course work is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

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

Admission Requirements

Because the Master's Program in Family Support Studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements are the following:

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

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

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

Program Sequence

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

- Human Growth and Development: A Transactional Perspective (9 credits)
- Family Systems (9 credits)
- Leadership and Family Support Services (9 credits)
- The Profession and Public Policy in Family Support Services (6 credits)
- The Practicum (7 credits)

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

Family Support Specialization

MODULE I Human Growth and Development: A Transactional Perspective (3 courses, 9 credits)

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

Courses

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

DEVF 572 Growth and Development of the Young Child This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

DEVF 573 Middle Childhood and Adolescence This course describes ways in which growth and development in the transitional years affect and are affected by the family, the peer group, and an expanding number of significant others.

MODULE II Family Systems (3 courses, 9 credits)

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

Courses

SYSF 575 Family Systems This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 576 Program Models This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education This course examines the acquisition of knowledge and technical skills for practitioners working with families.

MODULE III Leadership and Family Support Services (3 courses, 9 credits)

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

Courses

LEDF 580 Assessment and Evaluation of Family Support Programs This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 581 Administration and Organizational Leadership This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 582 Supervision of Family Support Programs This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

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

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

Lectures and presentations for this module are provided during summer instruction in Fort Lauderdale, Florida.

Courses

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

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

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

PRAF 691 The Practicum Report
(4 credits) This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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

CEDF 6501 Continuing Education
(no credit)
General

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

Institutional and Academic Information

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

Nondiscrimination

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

The Code of Student Conduct and Academic Responsibility

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

Nova Southeastern University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

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

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

   At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.
3. Tendering of Information. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

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

Violations of academic responsibility include, but are not limited to:

a. Plagiarism;
b. Any form of cheating;
c. Conspiracy to commit academic dishonesty;
d. Misrepresentation;
e. Bribery in an attempt to gain an academic advantage;
f. Forging or altering documents or credentials; and

g. Knowingly furnishing false information to the institution.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to:

a. Theft;
b. Vandalism;
c. Disruptive behavior;
d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
e. Possession, transfer, sale, or use of illicit drugs;
f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
g. Violations of housing regulations;
h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
i. Threats of or actual damage to property or physical harm to others;
j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and

k. Failure to pay tuition and fees in a timely manner.

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

C. Supplementary Standards

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

D. Violations

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

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

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

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

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

- Have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- Limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova Southeastern University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- Be in compliance with federal copyright laws and the Nova Southeastern University Copyright Code.

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

Drug-Free Schools and Campuses

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

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

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

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.
On Campus:
Nova Southeastern University Student Counseling Service
Mailman Building
(305) 475-7552

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

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

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

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

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

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

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

Under §316.193, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state.

Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

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

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

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

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

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

### Drug and Penalty Table

<table>
<thead>
<tr>
<th>Drug</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHAMPHETAMINE</strong></td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>100 gm or more or 1 kg or more mixture</td>
</tr>
<tr>
<td><strong>HEROIN</strong></td>
<td>100-999 gm mixture</td>
<td>1 kg or more mixture</td>
</tr>
<tr>
<td><strong>COCAINE</strong></td>
<td>500-4,999 gm mixture</td>
<td>5 kg or more mixture</td>
</tr>
<tr>
<td><strong>COCAINE BASE</strong></td>
<td>5-49 gm mixture</td>
<td>50 gm or more mixture</td>
</tr>
<tr>
<td><strong>PCP</strong></td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>100 gm or more or 1 kg or more mixture</td>
</tr>
<tr>
<td><strong>LSD</strong></td>
<td>1-10 gm mixture</td>
<td>10 gm or more mixture</td>
</tr>
<tr>
<td><strong>FENTANYL</strong></td>
<td>40-399 gm mixture</td>
<td>400 gm or more mixture</td>
</tr>
<tr>
<td><strong>FENTANYL ANALOGUE</strong></td>
<td>10-99 gm mixture</td>
<td>100 gm or more mixture</td>
</tr>
</tbody>
</table>

### Federal Trafficking Penalties – Marijuana

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more; or 1,000 or more plants</td>
<td>Marijuana Mixture containing detectable quantity</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>100 kg to 1,000 kg; or 100-999 plants</td>
<td>Marijuana Mixture containing detectable quantity</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>10 to 100 kg</td>
<td>Hashish</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>1 to 100 kg</td>
<td>Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
</tr>
<tr>
<td>50-99 plants</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $250,000 other than individual.</td>
</tr>
</tbody>
</table>

*1 Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.  
2 Does not include marijuana, hashish, or hash oil.*
### Controlled Substances – Uses & Effects

<table>
<thead>
<tr>
<th>DRUGS' CSA SCHEDULES</th>
<th>TRADE OR OTHER NAMES</th>
<th>MEDICAL USES</th>
<th>DEPENDENCE</th>
<th>TOLERANCE</th>
<th>DURATION (Hours)</th>
<th>USUAL METHODS OF ADMINISTRATION</th>
<th>POSSIBLE EFFECTS</th>
<th>EFFECTS OF OVERDOSE</th>
<th>WITHDRAWAL SYNDROME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NARCOTICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opium</td>
<td>II III V</td>
<td>Dover's Powder, Panamor Paraphetol, Hydromorphone</td>
<td>Analgesic, antiinflammatory</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked</td>
<td>Slow and shallow breathing, clammy skin, convulsions, coma, possible death</td>
</tr>
<tr>
<td>Morphine</td>
<td>II III</td>
<td>Morphine, MS-Contin, Roxanol, Roxanol SR</td>
<td>Analgesic, antiinflammatory</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked, injected</td>
<td>Watery eyes, yawnig, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating</td>
</tr>
<tr>
<td>Codeine</td>
<td>II III V</td>
<td>Tyenol w/Codin, Robitussin AC, Empirin w/Codin, Fentanyl</td>
<td>Analgesic, antiinflammatory</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td>I</td>
<td>Diacetilmorphine, Horse, Smack</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected, sniffed, smoked</td>
<td></td>
</tr>
<tr>
<td>Hydromorphone</td>
<td>II</td>
<td>Dilaudid</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Meperidine (Pethidine)</td>
<td>II</td>
<td>Demerol, Mepergan</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Methadone</td>
<td>II</td>
<td>Deloprin, Methadone, Methadose</td>
<td>Analgesic</td>
<td>High</td>
<td>High-Low</td>
<td>Yes</td>
<td>12-24</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Narcotics</td>
<td>II III V</td>
<td>Numorphan, Perocid, Percocet, Tylox, Mepergan</td>
<td>Analgesic, antiinflammatory</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chloral Hydrate</td>
<td>IV</td>
<td>Nectec</td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>5-8</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>IV</td>
<td>Alivin, Dalmame, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcon, Puxapam</td>
<td>Antiinxiety, antiinconvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Methaqualone</td>
<td>I</td>
<td>Qualudil</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Glutethimide</td>
<td>III</td>
<td>Doriden</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Other Depressants</td>
<td>III IV</td>
<td>Equanil, Miltwon, Noludar, Placidyl, Vainmid</td>
<td>Antiinxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td><strong>STIMULANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine</td>
<td>II</td>
<td>Coke, Flax, Snow, Crack</td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>1-2</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitement, euphoria, increased pulse rate &amp; blood pressure, insomnia, loss of appetite</td>
</tr>
<tr>
<td>Amphetamines</td>
<td>II</td>
<td>Bipharamine, Delocobar, Desoxyn, Dexedrine, Obetol</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td>Agitation, increased body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Phenmetrazine</td>
<td>II</td>
<td>Preludin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td>Apathy, long periods of sleep, irritability, depression, disorientation</td>
</tr>
<tr>
<td>Methylphenidate</td>
<td>II</td>
<td>Ritalin</td>
<td>Attention deficit disorders, narcolepsy</td>
<td>Possible</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Other Stimulants</td>
<td>III IV</td>
<td>Adderall, Cylert, Ditrex, Ionamin, Metrill, Plegine, Sarlex, Senuate, Seralin, Preludin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>HALLUCINOGENS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSD</td>
<td>I</td>
<td>Acid, Microdot</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
</tr>
<tr>
<td>Mescaline and Peyote</td>
<td>I</td>
<td>Mecc, Buttons, Cactus</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td>Longer: more intense &quot;trip&quot; episodes, psychosis, possible death</td>
</tr>
<tr>
<td>Amphetamine Variants</td>
<td>I</td>
<td>2.5-DMA, PMA, STP, MDA, MDMA, MTA, TMA, DOM, DOB</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Variable</td>
<td></td>
<td>Oral, injected</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Phencyclidine</td>
<td>II</td>
<td>PCP, Angel Dust, Hog</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td>Phencyclidine Analogue</td>
<td>II</td>
<td>PCE, PCP, TOP</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td>I</td>
<td>Butoteneine, Iboigne, DMT, DET, PSIOLYBIN, PSILOCYN</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>CANNABIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana</td>
<td>I</td>
<td>Pot, Acapulco Gold, Grass, Reeper, Sinsemilla, Thai Sticks</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td>Euphoria, relaxed inhibitions, increased appetite, disoriented behavior</td>
</tr>
<tr>
<td>Tetrahydrocannabinol</td>
<td>II</td>
<td>THC, Marinol</td>
<td>Cancer chemotherapy anitnauseant</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td>Fatigue, paranoia, possible psychosis</td>
</tr>
<tr>
<td>Hashish</td>
<td>I</td>
<td>Hash</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td>Insomnia, hyperactivity and decreased appetite occasionally reported</td>
</tr>
<tr>
<td>Hashish Oil</td>
<td>I</td>
<td>Hash Oil</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
</tbody>
</table>

1 Designated a narcotic under the CSA
2 Not designated a narcotic under the CSA
Smoking and Nonsmoking

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

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

Alcohol and Other Drugs

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

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

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

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

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

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

Substance Abuse Awareness, Education, and Prevention

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

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

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

1. Alcohol and Drug Resource Center. The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

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

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

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

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

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

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**Communicable Diseases Policy Guidelines**

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

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues. The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

**Guidelines**

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
   a. Members of the Board of Trustees
   b. Guest lecturers
   c. Vendors

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

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

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

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

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

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

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

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

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

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

Policy on Sexual Harassment

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

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

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

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

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

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.

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

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

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

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

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

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

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

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

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

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

4. Unwelcome patting, pinching, or touching;

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

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

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

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

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

Privacy of Records

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

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

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

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

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

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

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

Reservation of Power

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

Grievances

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

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

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

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

1. If the administrative review panel decides that further inquiry should be made, then the director of student affairs may invoke one of the following procedures:
   a. *Informal Resolution Procedure*: The director of student affairs may meet informally with all parties and try to resolve the issues raised.
   b. *Formal Resolution Procedure*: If the director of student affairs is unable to resolve the issue informally, then a grievance committee will be convened to make a final determination of the issue.

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

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

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

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

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

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

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

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

**FOR ARIZONA STUDENTS ONLY**

In compliance with the Arizona State Board for Private Postsecondary Education, the following policy has been reproduced for your information. If you have any questions, please contact:

Director of Student Affairs  
F.C.A.E.  
Nova Southeastern University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
Phone: (800) 986-3223

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

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**Financial Aid**

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7410 or (800) 522-3243.

**When to Apply for Financial Aid**

It is recommended that students apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 6 to 8 weeks and possibly up to 12 weeks. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1994 for the 1994-95 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1994-95 is May 1, 1995.

**Additional Information - General Eligibility Requirements**

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

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

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

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

4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and

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

International Students

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

Veterans' Benefits

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

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 35 specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog.

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

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

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682 (automated attendant - enter number for “General Student Services” or (305) 475-7388).

The entire microfiche collection of ERIC, more than 300,000 documents, is available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Fischler Center for the Advancement of Education of Nova Southeastern University.

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

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

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

Center for Media and Technology

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

Computing Facilities

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

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

Textbooks

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone (800) 509-2665 or (305) 476-4750.
Unix Account for Electronic Communication

Nova Southeastern University offers its students a unique opportunity to enter the communications age. You can be in immediate contact with your faculty, classmates, and professional colleagues around the world without charge if you follow these steps:

- Ask the Program Office for a Unix Account Request Form.
- Complete the form and send it back to the Program Office. Indicate if you need a copy of communication software (Kermit or Procomm) to use with your modem.
- Have access to a computer, modem, and local Tymnet telephone number or a nearby University or State Educational Electronic Network that will provide you with an account on their system with a gateway into the Internet (just ask them if they do).

You will then be ready to go online.

- Once we receive your request, you will be sent a letter with your usercode and password and an introductory booklet ("Accessing Alpha") to explain how you (login:) to NSU's computer (named "Alpha").
- If you need help, call or send e-mail to the NSU "helpdesk" (instructions will be provided to you).
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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>THELMA ALBRITTON</td>
<td>Associate Director of Development and</td>
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<td></td>
<td>Marketing, Master's Program in Speech-</td>
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<td>M.Ed. University of Oregon</td>
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<tr>
<td>Hector Barajas</td>
<td>Coordinator of Curriculum Development,</td>
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<tr>
<td></td>
<td>Ed.D. Program in Child and Youth Studies</td>
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<tr>
<td>Adela Beckerman</td>
<td>Program Professor, Master's Programs in</td>
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<tr>
<td>Carole Benedict</td>
<td>Coordinator of Center Marketing, Center for the Advancement of Education</td>
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<tr>
<td>Paul B. Borthwick, Jr.</td>
<td>Senior Educational Leadership Professor,</td>
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<tr>
<td>Chip Bowden</td>
<td>Coordinator of Administrative Operations,</td>
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<tr>
<td>Walter Cegelka</td>
<td>Assistant Director, Education</td>
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<td>B.S. University of Scranton</td>
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<tr>
<td>Ada Christie</td>
<td>Coordinator of Administrative Operations,</td>
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<td>Ed.D. Programs for Higher Education</td>
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<tr>
<td>Cleveland O. Clarke</td>
<td>Director of Education Programs,</td>
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<td>Farquhar Center, Associate Professor</td>
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<tr>
<td>Clayton Condit</td>
<td>Recruiting Assistant, Western Programs</td>
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<td>B.S. University of San Francisco</td>
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<td>Joann Condit</td>
<td>Coordinator of Western Programs</td>
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<td>Elizabeth Darvas</td>
<td>Associate Professor, Education</td>
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<tr>
<td>Carmen E. Dumas</td>
<td>Program Professor of Education,</td>
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<tr>
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<td>Ed.D. Program in Child and Youth Studies</td>
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<tr>
<td></td>
<td>Senior Editor, Florida ASCD Journal</td>
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<td>Philip H. DeTurk</td>
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<td>Undergraduate Studies, Associate Professor</td>
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<td>Ken Dose</td>
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<tr>
<td>Lloyd A. Duvall</td>
<td>Program Development Coordinator, National Ed.D. Program for Educational Leaders</td>
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<tr>
<td>KAMELIA EL-KOLALLI</td>
<td>Student Counselor, GEM Program</td>
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<td>B.A. Alexandria University</td>
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<td>Charles L. Faibes</td>
<td>Associate Director, National Ed.D. Program for Educational Leaders</td>
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<td>Sue Fassanella</td>
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<td>Abraham S. Fischler</td>
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</tbody>
</table>
MELBA FLETCHER  
Assistant Professor, Education  
B.S. University of New Mexico  
M.S. Troy State University  
Ed.D. University of Alabama

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

VERA FLIGHT  
Director of Student Development and Admissions, Ed.D. Program in Child and Youth Studies  
B.S. Eastern Connecticut State University  
M.S. Nova Southeastern University

ELANE FRIEDEL  
Audiologist/Coordinator of Internships, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech  
B.S. Emory University  
M.S. Emory University

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

LINDA H. GOLDSMITH  
Program Professor, GEM Program  
B.A. University of Pennsylvania  
M.A. Fordham University  
Ed.D. Western Michigan University

JOSEPH GONZALEZ  
Associate Director of Curriculum/Research, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech  
B.A. University of Florida  
M.A. University of Florida  
Ph.D. Florida State University

ROBERT K. GREENE  
Practicum Associate, Ed.D. Program in Child and Youth Studies  
Managing Editor, The Child and Youth Care Administrator  
B.A. Florida Atlantic University

MONA R. GRIFFER  
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech  
B.A. Brooklyn College  
M.S. Brooklyn College

DIANE GUPTA  
Clinical Supervisor for the Hearing Impaired, LaBonte Institute for Hearing, Language, and Speech  
B.A. Fontbonne College  
M.A. Memphis State University

EDIE R. HAPNER  
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech  
B.S. University of Missouri  
M.S. Fontbonne College

AUDREY H. HENRY  
Program Professor, GEM Program  
B.S. Tuskegee Institute  
M.Ed. University of Florida  
Ed.D. University of Florida

TONI HEPPLER  
Director, Center for Media and Technology  
B.S. Nova Southeastern University  
M.S. Nova Southeastern University

LOIS ANN HESSER  
Program Professor of Education, Ed.D. Program in Child and Youth Studies  
B.S. State University of New York at Potsdam  
M.S. State University of New York at Potsdam  
Ed.D. State University of New York at Albany

RALPH HOGGES  
Program Professor, Master's Programs in Life Span Care and Administration  
B.S. Tuskegee University  
M.Ed. Tuskegee University  
Ed.D. Nova Southeastern University

JOAN D. HORN  
Director of Field Experiences, GEM Program  
B.A. Florida Atlantic University  
M.Ed. Florida Atlantic University  
Ed.D. Nova Southeastern University

DEE HOWARD  
Student Counselor, GEM Program  
B.S. Barry University

BRIAN D. HUMPHREY  
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech  
B.A. University of Rochester  
M.A. University of Minnesota

JOHN A. KAUFHOLD  
Program Professor, National Ed.D. Program for Educational Leaders  
B.S. West Chester University  
M.Ed. University of Virginia  
Ed.D. University of Virginia

BRIAN S. KELLMAN  
Coordinator for Program Marketing, GEM Program  
B.S. University of Florida
GEORGE KONTOS  
Program Professor, GEM Program  
B.A. University of Athens, Greece  
M.A. University of Texas at Austin  
Ed.D. University of Houston  

MARY KREUTZER  
Student Counselor, GEM Program  
B.S. Trenton State College  

SIDI LAKHDAR  
Program Professor, GEM Program  
B.A. Salem State College  
M.A.T. Salem State College  
Ed.D. Boston University  

MICHELLE LEONARD  
Assistant Professor, Education  
B.A. University of Alabama  
M.A. University of South Alabama  
Ed.D. University of Alabama  

MARIA ROSA LIGAS  
Adult Education Professor,  
Ed.D. Programs for Higher Education  
B.Ed. Universidad de Carabobo, Venezuela  
M.Ed. University of Southern Mississippi  
Ed.S. University of Southern Mississippi  
Ph.D. University of Southern Mississippi  

JOHN LOSAK  
Director of University Research and Planning,  
Program Professor, Center for the  
Advancement of Education  
B.A. University of Florida  
M.A. University of Florida  
Ph.D. Florida State University  

MARY ELLEN MAHER  
Program Professor of Education,  
Ed.D. Program in Child and Youth Studies  
B.A. Jersey City State College  
M.Ed. University of Florida  
Ph.D. University of Florida  

ABBIE MANBURG  
Director, Ed.D. Program in Child and  
Youth Studies  
A.B. Temple University  
M.S. City College of New York  
Ed.D. Nova Southeastern University  

DIANA MARCUS  
Director of Program Development,  
Ed.D. Program in Child and Youth Studies  
B.A. Hunter College  
M.S. Queens College  
Ph.D. University of Connecticut  

JOAN M. MIGNEREY  
Program Professor of Education,  
Ed.D. Program in Child and Youth Studies  
B.S. Defiance College  
M.S. Bowling Green State University  
Ph.D. Michigan State University  

ROBERT C. MILES  
Director of Licensure and State Relations  
B.S. University of Oklahoma  
B.A. Connecticut State College  
M.A. University of Connecticut  
Ph.D. University of Connecticut  

JACK MILLS  
Director, Master's Program in  
Speech-Language Pathology, LaBonte  
Institute for Hearing, Language, and Speech  
B.A. University of Texas  
M.A. University of Texas  
Sc.D. Johns Hopkins University  

PETER K. MILLS  
Associate Director,  
Ed.D. Programs for Higher Education  
A.B. Saint Peter's College  
Ed.M. Rutgers University  
Ed.D. Rutgers University  

AL P. MIZELL  
Director of Technology,  
Center for the Advancement of Education  
B.Ed. University of Miami  
M.S. Florida State University  
Ed.S. Indiana University  
Ed.D. Indiana University  

ROSS E. MORETON  
Director, Ed.D. Programs for Higher  
Education  
B.S. Carson-Newman College  
M.A. East Tennessee State University  
Ed.D. University of Mississippi  

ANNE M. MULDER  
Higher Education Professor, Ed.D. Programs  
for Higher Education  
B.A. Transylvania University  
M.A. University of Michigan  
Ph.D. University of Michigan  

DENNIS MURPHY  
Program Professor, GEM Program  
B.S. Worcester Polytechnic Institute  
M.S. Northeastern University  
Ph.D. Nova Southeastern University  

DEO NELLIS  
Director of Academic Operations,  
GEM Program  
B.A. State University of New York at Buffalo  
M.S. Nova Southeastern University  
Ed.D. Nova Southeastern University  

RON NEWELL  
Program Professor, National Ed.D. Program  
for Educational Leaders  
B.S. Southern Illinois University  
M.S. Southern Illinois University  
Ed.D. University of Arizona  

37
WREN NEWMAN
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.S. Ithaca College
M.S. University of Oklahoma

VESNA OSTERTAG
Program Professor, GEM Program
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova Southeastern University

BARBARA PACKER
Coordinator of Audiology and Aural Rehabilitation, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.A. Rutgers University
M.S. Columbia University

ROBIN PARKER
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

MARTIN B. PARKS
Vocational Education Professor, Ed.D. Programs for Higher Education
B.A. East Washington University
B.A. East Washington University
Ph.D. The Ohio State University

ROBERT PARKS
Instructor, Education
B.A. Belmont Abbey College
B.B.A. Florida Atlantic University
M.Ed. Florida Atlantic University

SHIRLEY PATCHIN
Coordinator of Student Services, GEM Program

DIANE L. PAUL
Director of Practicums and Cluster Development, Ed.D. Programs for Higher Education
B.S. Trenton State College
M.Ed. Trenton State College
Ed.D. Nova Southeastern University

JOHANNE PECK
Director, GEM Program
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 of Resource Information for External Programs
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova Southeastern University

NORMAN W. POWELL, JR.
Director, Master's Programs in Life Span Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

SYLVIA PRANT
Assistant to the Director, Master's Programs in Life Span Care and Administration
B.S. Nova Southeastern University
M.S. Nova Southeastern University

JORGE R. PUJOLS
PC Specialist/Network Administrator, Center for the Advancement of Education
B.S. Florida Atlantic University
M.S. Nova Southeastern University

CECELIA R. RICHARD
Coordinator of Instructional Materials, GEM Program
B.A. University of South Carolina

YOLANDA RIVERO
Program Professor, GEM Program
B.A. Queens College
M.A. Columbia University
Ed.D. Columbia University

ELIZABETH ROBERTS
Instructor, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.A. Henderson State University
M.S.E. University of Central Arkansas

WILMA J. ROBLES de MELENDEZ
Program Professor, GEM Program
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

KAREN ROCKEY
Coordinator of Administrative Operations, National Ed.D. Program for Educational Leaders

MARILYN RUSSO
Coordinator, Insurance/Billing, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech

SHARON SANTILLI
Program Professor, National Ed.D. Program for Educational Leaders
B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts
REGINA SCHAWAROCH
Admissions Supervisor,
Center for the Advancement of Education
B.S. Nova Southeastern University

Marilyn Segal
Dean, Family and School Center,
Senior Faculty Member,
Ed.D. Program in Child and Youth Studies
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova Southeastern University

Mark Seldine
Senior Student Counselor, GEM Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

Elisa Serio
Coordinator of Administrative Services,
Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech

Maria M. Shelton
Director, National Ed.D. Program for Educational Leaders
B.S. Abilene Christian University
M.Ed. Southwest Texas State University
Ed.D. Texas A & M University

Thrisa G. Shiver
Director of Academic Services,
National Ed.D. Program for Educational Leaders
B.S. Howard University
M.S. Florida International University
Ph.D. Pennsylvania State University

Stephen I. Siplet
Director of Student Affairs and Admissions,
Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova Southeastern University

Arlene Smitherman
Audiologist, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

Suzanne P. Spahn
Academic Computing Specialist/Instructional Designer, Center for the Advancement of Education
B.A. Florida International University
M.S. Florida International University

J. Donald Stanier
Assistant Dean, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

Donna Starr
Program Professor, GEM Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

Linda Swails
Director of Administrative Operations,
Center for the Advancement of Education

Allan S. Tyler
Program Professor, GEM Program
B.S. University of Southern Mississippi
M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

Shelley Victor
Coordinator, Communication Disorders Clinic,
LaBonte Institute for Hearing, Language, and Speech
B.A. State University of New York at Stony Brook
M.A. University of Miami

Chris T. Waters
Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.S. East Carolina University
M.A. University of Miami

Noreen Webber
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

Carole Zangari
Program Professor, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.A. University of Pittsburgh
M.Ed. Trenton State College
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**Master of International Business Administration (M.I.B.A.) in:**
- International Business Administration

**Master of Public Administration (M.P.A.) in:**
- Public Administration
- Public Administration/Coastal Zone Management
- Public Administration/Marine Biology

**Master of Science (M.S.) in:**
- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Information Systems
- Computer Science Education
- Dispute Resolution Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services Information Systems
- Information Technology and Resource Management
- Management of Quality and Technology
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology
- Training and Learning

**Master of Arts (M.A.) in:**
- Liberal Studies

**Bachelor’s Degrees**

**Bachelor of Science (B.S.) in:**
- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Mathematical Sciences
- Ocean Studies
- Physician Assistant
- Professional Management
- Secondary Education

**Bachelor of Arts (B.A.) in:**
- Liberal Arts
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

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

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

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

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

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

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

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

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

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's Programs in Life Span Care and Administration, with specialties in the following:

- for Child and Youth Care Administrators
- for Child Care Administrators
- for Elder Care Administrators
- in Family Support Studies

Included in the Packet are:

- A graduate admissions application
- Three admissions recommendation forms.
- One transcript request form.
- Financial aid survey form.
Graduate Admissions Application

M.S. Specialization for Child and Youth Care Administrators
M.S. Specialization for Child Care Administrators
M.S. Specialization for Elder Care Administrators
M.S. Specialization in Family Support Studies

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

Please send this completed form and your $40 check (application fee) payable to Nova Southeastern University.

NOTE: All application material must be mailed directly to:
Director
Master's Programs in Life Span Care and Administration
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue, Fort Lauderdale, Florida 33314

Expected starting date ______/______/_____

Soc. Sec.# ______/______/_____

Sex: ( ) Male ( ) Female

Date of birth ______/______/_____

Month Day Year

Last Name ____________________________ First Name ____________________________
Middle Initial ____________________________ Maiden Name ____________________________

Legal/Permanent Address: Street and Number

City ____________________________ State ______ Zip ____________________________

Home Telephone ____________________________ Business Telephone/Extension ____________________________

Employer

Business Address: Street and Number

City ____________________________ State ______ Zip ____________________________

Emergency Contact:

Name ____________________________ Street and Number ____________________________

City ____________________________ State ______ Zip ____________________________

Home Telephone ____________________________ Business Telephone/Extension ____________________________

Applicant for: Check appropriate master's specialization

☐ Administration of Early Childhood, Preschool, and Early Education Programs
☐ Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth
☐ Administration of Elder Care Programs
☐ Family Support Studies

How did you first hear about this degree program? Please be specific:

☐ received brochure by mail
☐ from a graduate, student, or other person
☐ visited NSU booth at conference

☐ read ad in publication ____________________________ Name ____________________________

☐ other (explain) ____________________________ Name ____________________________
Please list all colleges and universities attended. An official copy of your bachelor’s transcript is required. Send it to:

Director
Master’s Programs in Life Span Care and Administration
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314:

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<th>Name of College/University</th>
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Did you receive your degree from a three- or four-year B.A. or B.S. degree program?  

| _____ Yes | _____ No |

Citizenship Status:  

- U.S. citizen
- Nonresident alien
- Resident alien

International Students:  

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

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

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

- Check one of the following:  
  - Hispanic origin
  - White (not of Hispanic origin)
  - Asian or Pacific Islander
  - Black (not of Hispanic origin)
  - American Indian or native Alaskan

Applicant Status at Time of Application:  

- First time attending Nova Southeastern University? Yes No
- If no, in what program were you enrolled?
- Dates of attendance

Financial Aid:  

- Have you applied for financial aid? Yes No
- Have you filed a Free Application for Federal Student Aid (FAFSA)? Yes No
- If yes, when was the FAFSA sent to Iowa?
- Date
# Professional Information

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

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- **The major assignments and responsibilities in your present position:**
- **The proudest accomplishments in your present position:**
- **Your greatest disappointments:**
- **Your strengths:**
- **Your weaknesses:**

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

<table>
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<tr>
<th>Dates</th>
<th>Employer Name and Address</th>
<th>Brief Description of Responsibilities</th>
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3. **Recommendations:**

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

1. 
   - Name: 
   - Title: 
   - Telephone:

2. 
   - Name: 
   - Title: 
   - Telephone:

3. 
   - Name: 
   - Title: 
   - Telephone:

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

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Do you intend to transfer any graduate-level credits toward your master's degree?  
   - Yes  
   - No

If yes, list course number, title, institution, and dates:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Personal Information

Wife/Husband _______________________________________

Children (names and ages): __________________________________

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

Hobbies or recreational interests: __________________________________

Civic or community activities and offices held: __________________________________

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

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

a) ___________________________________________________________________________

b) ___________________________________________________________________________

c) ___________________________________________________________________________

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

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Narrative Section

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

1. The attached article, “Mediating Staff Differences”, by Marjorie J. Kosteluik examines many of the challenges involved in mediating staff differences. Discuss the ideas presented and apply them to your own work setting.

2. Provide an autobiographical summary. Include details that shed light on your decision to apply for this degree program and the leadership role that you have played in the field.

Acknowledgement of Program Requirements:

Attention Applicants: This distance education graduate degree is designed in a guided study format. Successful completion of this two-year program will depend greatly on your ability to work independently, complete assignments and projects within the prescribed time lines and on your ability to demonstrate in writing and verbally, a comprehensive understanding of the required course content.

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

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

Signature ______________________ Date _________________

Nova Southeastern 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 Southeastern University practices a policy of nondiscrimination in employment and admission. Nova Southeastern University does not discriminate on the basis of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Mail your completed application to:

Director
Master's Programs in Life Span Care and Administration
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
MEDIATING STAFF DIFFERENCES

Taking on the role of mediator involves utilizing steps similar to those commonly described for group problem solving.

Although it is most desirable for staff members to settle their own interpersonal conflicts, inevitably there are times when they fail to do so. When this occurs the preferred role of the administrator is to mediate the conflict rather than to impose sanctions on any of the parties involved. Taking on the role of mediator involves utilizing steps similar to those commonly described for group problem solving. However, certain adaptations must be made for use with individuals who perceive the situation as irreconcilable.

The following mediation model has been used successfully with both adults and children, in pairs and in groups. Its ultimate aim is to help individuals resolve conflict as independently as possible and in ways that both satisfy and maintain the dignity of the parties involved (Kostelnik, Stein, Whiren & Soderman, 1988).

The model has the greatest chance of success when it first is introduced to agency staff in a general meeting. The purpose of such a meeting is to describe each person's role in the process and to define all steps of the model. In this way youth care workers generally treat this as positive contact related to their own well being rather than accusation or the antecedent to punitive action. If the workers think that further discussion on their own will be fruitless, then the administrator should announce that she or he is going to begin the mediation process.

THE MODEL

STEP ONE: BECOME AWARE OF DEVELOPING CONFLICTS BETWEEN INDIVIDUALS

There are three ways that administrators learn of inter-staff conflict. The first is through personal observation of discontent. In this instance, it is a good idea to document observations to use as evidence when confronting those involved. For example, “I noticed that when you left the building you slammed the door and seemed very angry” or “This is the third time you’ve refused to share a shift with Rod.”

The second way administrators learn of potential problems is when one or both of the disgruntled employees come to them with complaints about the other. The final way is when a third party points out that dissension exists between fellow workers.

STEP TWO: INITIATE MEDIATION

As soon as the supervisor discovers interstaff conflict, he or she should approach each person separately, state that a problem seems to exist, and indicate an interest in seeing it resolved. Workers who enjoy open communication with the administrator generally treat this as positive contact related to their own well being rather than accusation or the antecedent to punitive action. If the workers think that further discussion on their own will be fruitless, then the administrator should announce that she or he is going to begin the mediation process.

Active listening consists of summarizing what another person says without evaluating the relative merits of the message conveyed.

STEP THREE: FEELINGS

Conflict situations generate a multitude of intense emotions. Frequently, when those involved attempt to describe their perceptions of the problem, their responses consist of angry denunciations, accusations, or defensive attacks. Later, they may regret the vehemence of their initial outbursts. The central aim of Step Three is to give each staff member an opportunity to express feelings openly without antagonizing fellow employees. The most effective way to accomplish this is for the administrator to utilize active listening skills while discussing the situation privately with each individual. Active listening consists of summarizing what another person says without evaluating the relative merits of the message conveyed. It forces the administrator to recognize the staff member's view of a situation even when those perceptions are very different from the administrator's own. Once each person has had a chance to "blow off steam," it is easier for each to view the situation more objectively and rationally. When this has been accomplished, all parties should be brought together to pursue steps four through nine.
STEP FOUR: IDENTIFY THE REAL SOURCE OF CONFLICT
All persons directly involved in the problem should be present for Step Four. The major focus at this point is clarification of each person's ultimate goal regarding the conflict. The administrator solicits from each person in turn a statement of the situation from their point of view. The ground rule here is that the situation must be described in terms of personal claims rather than phrased as an accusation about another person. An acceptable statement might be, "I wish I spent less time on cottage clean-ups." An inappropriate remark would be, "She makes me do all the clean-ups and saves the fun things for herself." The administrator may have to remind participants frequently of this ground rule or help them phrase their statements accordingly by saying something like, "Tell me what it is that you want rather than focusing on what you think she is doing." It is important to allow each worker ample opportunity, without interruption, to state his or her ultimate desire with regard to the problem at hand. The assurance that each worker will have an opportunity to speak is critical. In order for the administrator to be an effective mediator, staff members must trust him or her not to make an arbitrary decision in favor of one person or the other. The mediator establishes neutrality by withholding any evaluation of the merits of any position. Paraphrasing each person's view to the other is another effective way to demonstrate impartiality. It ensures that the administrator correctly perceives each worker's notion of the problem and helps clarify that position for everyone involved.

Individuals who are very upset may require several opportunities to describe their position accurately. It must be emphasized that, depending on the level of the worker's distress, Step Four may take from a few to several minutes.

In addition, staff members may need help from the mediator when articulating their desires. The administrator should try to be as accurate as possible when paraphrasing by checking back with each person in turn and asking whether the rewording was on target.

STEP FIVE: SUM UP THE PROBLEM
Step Five occurs when the administrator has elicited enough information to understand each worker's view of a desirable outcome. At this time the administrator should define the problem in mutual terms implying that each staff member has a responsibility for both the problem and its solution. "From what you've said here it sounds like you're both interested in fostering children's independence, but have very different ways of approaching that goal. It is important that we work toward a strategy that will satisfy each of you."

STEP SIX: GENERAL ALTERNATIVES
Generating possible alternative solutions is the purpose of the sixth stage of the mediation process. Suggestions may be offered by the adversaries themselves or by the administrator. Each time a possible solution is offered, the mediator should paraphrase it back to both individuals. "Mary thinks you could allow the children to select their own clean-up jobs." At this point, each person is asked to evaluate the merits of the recommendation. "What do you think, Sarah?" "What do you think Mary?"

The mediator elicits as many divergent ideas as possible and should have no stake in which solution is eventually selected. Administrators are cautioned that each worker should be a willing participant in the outcome and that no particular alternative should be forced on either employee. It is typical during this procedure for individuals to reject certain possibilities that they may later find acceptable. Therefore, when a suggestion is repeated, the mediator should present it, rather than assuming it will be vetoed again. If the workers are not able to originate alternatives, the administrator could help them by saying something like: "One compromise I can think of is __________. What do each of you think?" The administrator may also provide information that would be pertinent to any alternative such as, "There are x dollars left in the petty cash fund this month that is available for this purpose."

STEP SEVEN: AGREE ON A SOLUTION
Staff members will reject certain suggestions outright and will indicate that others seem more palatable. The ultimate aim of Step Seven is to get both parties to agree on a plan of action that is mutually satisfying. The role of the administrator is to help the parties explore all the possibilities that seem most acceptable to them. The plan should not include any alternatives that either person fervently opposes.

The final agreement usually involves some concessions on the part of each worker and so may not represent any action the individual would take if he or she did not have to consider another person's point of view. Eventually each worker will indicate that he or she can find a way to accept one idea or a combination of ideas. The mediator can facilitate compromise by paraphrasing points of mutual
agreement. This process continues until the possibilities have been narrowed down to a workable solution. When this finally occurs, it is important for the mediator to identify that a resolution has been achieved. For example: “You think the children can pick their own clean up jobs as long as we buy a wipe off board to post them on. And we do have some money available to buy one. It sounds like you’ve solved the problem.”

STEP EIGHT: REINFORCING THE PROBLEM SOLVING PROCESS
The purpose of the eighth stage is to praise each person for developing a mutually beneficial solution. The message to be conveyed is that the process of reaching a solution was as important as the solution itself. The way the mediator achieves this is to acknowledge the emotional investment each person had in the original conflict as well as the hard work involved in reaching an agreement. For example: “Mary, it was important to you that children have an opportunity to do more for themselves. Sarah, your major concern was getting everything done. You worked hard at figuring out how to approach both goals at the same time.”

STEP NINE: FOLLOW THROUGH
The conclusion of the mediation process involves helping the individuals carry out the terms to the agreement. This is accomplished by reminding them what the terms were and, if necessary, writing up an agreement of how the plan will be carried out and evaluated. At this point, records should be maintained to indicate the degree of success that eventually is achieved. If the plan begins to falter, bring the individuals together again to discuss possible revisions.

PITFALLS TO AVOID: RELUCTANCE TO TAKE ACTION
Probably the most devastating mistake an administrator can make is to avoid taking action for fear of offending someone or because a complaint seems too small to warrant administrative attention. No matter how ridiculous or implausible a worker's concern may seem, it is very real to him or her and deserves prompt and serious consideration (Berkely, 1978). Only in this way can minor irritations be reconciled before they develop into full-blown arguments that are much more difficult to resolve.

INCONSISTENCY
Another difficulty occurs when administrators are haphazard in their approach to problem situations. Coming down hard on one staff member while being lax with another is a sure way to sow seeds of discontent among youth care workers.

AVOIDING THE ISSUE
In an effort to put a worker at ease, the administrator may initiate the mediation process by discussing some unrelated topic - the latest fashions, bowling, or the weather. Although such an approach may momentarily relieve the administrator's anxiety, it only serves to heighten the employee's distress, particularly if he or she has some notion about why the meeting has been requested. At times like this it is natural for the worker to wonder why the administrator doesn't get down to business or to feel that a "cat and mouse" game has begun. Neither impression enhances the worker's view of the administrator as an interested listener or possible mediator.

TAKING SIDES
In order to establish credibility and to be accepted in the mediating role, the supervisor must be perceived as impartial. For this reason, he or she should avoid indicating initial agreement or disagreement with any position that is stated. This means paying strict attention to nonverbal cues such as nodding, smiling, frowning, fingertapping, and refraining from verbal indications of support, sympathy, disdain, or revulsion.

DENYING A PERSON'S PERSPECTIVE
There will be times during individual or group problem situations when a staff member expresses a point of view that seems ludicrous or untrue. In those circumstances it is tempting to try to correct that person's perception. For example, "I really don't think that's what Mary is trying to accomplish!" or "You shouldn't feel so upset about this situation." or "You know we divided the work fairly from the start." While any one of these statements may be accurate, they do not correspond to the worker's impression of the situation. As a result, what began as mutual problem solving will end in a fruitless argument. As hard as it may be, it is the
administrator's responsibility to exercise patience and to allow staff members to work through their own perceptions about the problem under discussion.

MASTERMINDING

It is natural to want to resolve conflicts quickly. Sometimes to accelerate problem solving, administrators step in with their own solution rather than permitting staff members to work out the problem themselves. A related topic is to force workers toward a preconceived conclusion by using leading questions such as: “Don't you think _______?” or “Doesn't it seem that you should _______?” or “Wouldn't it be nice if we _______?”

If the administrator has chosen to initiate the problem solving process, he or she should allow it to proceed to resolution. Otherwise, workers become frustrated at being led to believe that they are responsible for reaching a decision when, in reality, they must acquiesce to the administrator's conclusion.

When this occurs, the chances of continued conflict are high because staff members do not feel a real commitment to an approach that is dictated to them. In addition, coercive strategies do not help employees practice the problem solving skills they will need to reconcile future disagreements. Finally, the use of such directive techniques seriously jeopardizes the administrator's effectiveness in subsequent attempts at presenting problems for mutual consideration.

NOT ALLOWING ENOUGH TIME FOR PROBLEM SOLVING TO TAKE PLACE

It is important that the administrator allocate an uninterrupted block of time for conflict mediation when the need arises. It is better to postpone attempts at resolution than to proceed when staff members feel rushed or distracted by other circumstances.

SUMMARY

Because of the time commitment necessary for success, some administrators may be reluctant to enact the problem solving procedures described here. Instead they choose to shuttle from person to person seeking compatible solutions. This approach undoubtedly works in the short run.

However, it does not provide an opportunity for staff members to practice confrontation and problem solving strategies. As a result, over time, the administrator continues to bear the primary responsibility for conflict resolution, rather than gradually shifting responsibility to the staff members themselves.

In my own experience I have found that enactment of the preceding problem solving approach leads to more open and tension-free child and youth care programs over time. Staff members develop many of the necessary skills to resolve their own concerns as they arise. Eventually, more and more problems are reconciled in their beginning stages, thus making formal mediation less often necessary. Also, staff members are more apt to approach administrator-led mediation as a real chance for mutual problem solving, rather than the final step in an angry confrontation.

Finally, note that it takes time and practice to develop the skills described here. At first, results may be less than optimal because staff members are not accustomed to a process in which the emphasis is on compromise rather than winning or losing. Unfortunately, the alternative is continuing to act as a judge or disciplinarian rather than assuming the role of model and teacher. The choice is up to you.

REFERENCES


The initial version of this article appeared in the September/October, 1982 issue of Child Care Information Exchange. For further information write:

Exchange
P.O. Box 2890
Redmond, WA 98073-2890

Sometimes to accelerate problem solving, administrators step in with their own solution rather than permitting staff members to work out the problem themselves.

Marjorie J. Kostelnik, Ph.D., is an associate professor in the Department of Family and Child Ecology and is currently the program supervisor for the Child Development Laboratories at Michigan State University.
Recommendation Form

M.S. Specialization for Child and Youth Care Administrators
M.S. Specialization for Child Care Administrators
M.S. Specialization for Elder Care Administrators
M.S. Specialization in Family Support Studies

Name of applicant: ____________________________

Address of applicant: ____________________________
Street and number
City ____________________________ State ____________________________ Zip

Telephone number of applicant: ____________________________

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

Social Security number ____________________________
Applicant's signature ____________________________

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

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

(Continue statement on reverse, if necessary.)

Please send to:
Director
Master's Programs in Life Span Care and Administration
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457

Signature ____________________________
Name (type or print) ____________________________
Position ____________________________
Address ____________________________
Street and number
City ____________________________ State ____________________________ Zip

Phone ( ) ____________________________
Date ____________________________
Recommendation Form
M.S. Specialization for Child and Youth Care Administrators
M.S. Specialization for Child Care Administrators
M.S. Specialization for Elder Care Administrators
M.S. Specialization in Family Support Studies

Name of applicant: ____________________________________

Address of applicant:
Street and number

City
State
Zip

Telephone number of applicant: ____________________________

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Please send to:

Signature ____________________________
Name (type or print) ____________________________
Position ____________________________
Address ____________________________
Street and number ____________________________
City ____________________________
State ____________________________
Zip ____________________________
Phone ( ) ____________________________
Date ____________________________
Recommendation Form

M.S. Specialization for Child and Youth Care Administrators
M.S. Specialization for Child Care Administrators
M.S. Specialization for Elder Care Administrators
M.S. Specialization in Family Support Studies

Name of applicant: ____________________________

Address of applicant: __________________________
Street and number
City __________ State __________ Zip __________

Telephone number of applicant: (_________) __________

Information waiver to be completed by applicant before giving it to source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted December 31, 1974, I DO___ I DO NOT___ waive the right to inspect and review this completed recommendation.

Social Security number ____________________________
Applicant’s signature ____________________________

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

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

(Continue statement on reverse, if necessary.)

Please send to:

Director
Master’s Programs in Life Span Care and Administration
Nova Southeastern University
Fischler Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457

Signature ____________________________
Name (type or print) ____________________________
Position ____________________________
Address ____________________________ Street and number
City __________ State __________ Zip __________

Phone (_________) __________

Date ____________________________
Bachelor's Degree Transcript Request and Transmittal Form

M.S. Specialization for Child and Youth Care Administrators
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M.S. Specialization in Family Support Studies

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

Dear Alma Mater:

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

A. I attended your school from ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ to ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ .

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

Last: 
First: 
Middle/Maiden:

C. My student identification number was _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _______
Financial Aid Survey Form

**M.S. Specialization for Child and Youth Care Administrators**
**M.S. Specialization for Child Care Administrators**
**M.S. Specialization for Elder Care Administrators**
**M.S. Specialization in Family Support Studies**

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Please answer the following and return with the application form:

1. Do you plan to apply for financial aid?
   - Yes
   - No

2. Have you ever received a student loan?
   - Yes
   - No