1987

Master of Science in Computer-Based Learning
1987-89 Catalog

Nova Southeastern University
Master of Science in Computer-Based Learning

Computer-Based Programs for Professionals Delivered Through UNIX*

With Specialization Areas in

Training and Learning (MSTL)
Information Systems (MIS)
Information Resource Management (MIRM)
Adult Education (AE)
Electronic Education (EE)
Computer Education (CED)
Computer Applications (CAP)

1987-89 Catalog

Policies and programs set forth herein become effective September 1, 1987. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

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

*UNIX is a trademark of AT&T and Bell Laboratories
Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected that indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

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

Abraham S. Fischler
President, Nova University
Contents

CENTER FOR COMPUTER-BASED LEARNING .......... 1

MASTER OF SCIENCE IN
COMPUTER-BASED LEARNING .......................... 3
Philosophy and Mission .................................. 3
Master of Science Program Description .............. 4
Program Structure ........................................ 7
  Telecommunications Link ............................... 7
  Computer-Assisted Instruction ....................... 7
Written Assignments and Projects .................... 8
Practicums .................................................. 8
Cohort Concept ........................................... 8
Campus Experience ....................................... 9
Examinations ............................................. 9
Admission Requirements ................................ 10
Fees and Tuition Policy ................................ 10
Other Expenses ........................................... 11
Tuition Payment Policy ................................ 12
Cohorts and Registration Policy ....................... 12
Withdrawal .................................................. 13
Refunds ..................................................... 13
Financial Aid ............................................. 14
VA Benefits ............................................... 14
Student Conduct and Rights ......................... 15
Grading System .......................................... 15
Academic Standing ..................................... 16
Probation ................................................... 16
Dismissal .................................................. 16
Student Progress Records ............................ 17
UNIX Training Workshops ............................. 17
Course Load .............................................. 17
Course Sequence ......................................... 18
Transfer of Credit ....................................... 18
Equivalent Experience .................................. 18
Graduation Requirements .............................. 19
Time Limitations ...................................... 19
Courses .................................................. 20
Four Year Combined Master's/Doctoral Option ...... 20
Sequence of Instruction ................................ 21
Common Core Courses .................................. 23
Specialization Courses ................................ 24
Course Descriptions .................................... 26
Further Information ..................................... 33
Nova University Board of Trustees
and Administration ................................... 35
Center for Computer-Based Learning Central Staff 36
Doctor of Education in Computer Education Central Staff 36
Advisory Board Members
  Center for Computer-Based Learning 37
  Doctor of Education in Computer Education 38

ABOUT NOVA UNIVERSITY .................................. 39

NOVA UNIVERSITY DEGREE OFFERINGS .......... 41
Privacy of Records .................................... 43
Center for Computer-Based Learning

The Center for Computer-Based Learning (CBL) of Nova University offers a master's degree program with specializations in the areas of training and learning (MSTL), information resource management (MIRM), and information systems (MIS). In addition, the CBL and the Center for the Advancement of Education (CAE) offer a master's degree in computer-based learning with specialization areas in computer education (CED), adult education (AE), computer applications (CAP), and electronic education (EE).

The master's program is designed specifically for the education of professionals seeking or holding jobs in education, business, industry, government, and the military. The program is offered for individuals who want to become leaders in their organizations by applying the latest computer technologies to their work. These programs were designed with the idea that the new leaders will need to master the latest computer technologies to become full professionals.

The specialization areas of the Master of Science in Computer-Based Learning include:

- Training and Learning (MSTL) Specialization: Offered for those professionals, managers in business, government or industry, who are involved or would like to become involved with computer-based information, with an emphasis on professional training.

- Information Resource Management (MIRM) Specialization: Offered for those professionals working or seeking a career in information fields such as libraries, media centers, and information retrieval centers.

- Information Systems (MIS) Specialization: Offered for those professionals, managers in business, government, or industry, who are involved with or would like to become involved with computer-based information systems.

- Adult Education (AE), Computer Applications (CAP), Electronic Education (EE), and Computer Education (CED) Specializations: Designed for educators who wish to use high technology to improve both teaching and administrative efficiency.

- Four-year option: A four-year combined master's/doctoral option is offered in training and learning, information science, and information systems. After one year in the master's program, students with good standing may be accepted into a CBL doctoral program and complete their master's degree at the same time, saving up to six months to complete both degrees.
Master of Science in Computer-Based Learning

Computer-Based Programs for Professionals Delivered Through UNIX

With Specialization Areas in
Training and Learning (MSTL)
Information Systems (MIS)
Information Resource Management (MIRM)
Adult Education (AE)
Electronic Education (EE)
Computer Education (CED)
Computer Applications (CAP)

The Master of Science Program

Nova University provides programs to individuals employed or seeking employment in the fields of information systems, information resource management, training and learning, adult education, electronic education, computer applications and computer education. The programs capitalize on a computer-based delivery system to combine formal instruction, independent study, computer conferences, and applied research into integrated study designed to be completed in approximately 18 to 24 months.

The Center for Computer-Based Learning also provides a four-year combined master's and doctoral option in training and learning, information science and information systems.

Philosophy and Mission

The master of science program embodies a commitment to provide quality graduate education. This commitment stems from the goal of the program to foster more productive and creative computer-based learning and information environments. This is done by improving the skills of those who are currently involved or would like to become involved with the planning, management, and delivery of information, training, and education. Thus the program is designed for individuals who are employed or seek employment in the fields of information systems, information
resource management, training, adult education, electronic education, computer applications, or computer education. Having established this mission, the field-based delivery system was developed as the most appropriate means for offering the program. The most salient aspects of the field-based approach are the extensive use of computer-based telecommunications supplemented by intensive summer institutes. Students currently working as information managers, educators, or trainers will gain knowledge and competencies through direct application to professional work.

Master of Science Program Description

The major purpose of the Nova University master of science degree program in the Center for Computer-Based Learning is to provide a rich learning environment for information resources and systems managers, trainers, and educators, as well as for individuals seeking employment in these fields. The program facilitates the design and application of computer-based systems based on emerging technologies in computers and telecommunications. It enables students to develop programs and instructional systems, and automated processes and systems to use in their work environments to take full advantage of the latest in software tools, telecommunications, and hardware design. For this reason the program has been designed to operate in a UNIX environment. The UNIX operating system is rapidly expanding into most fields of computer usage—from mainframe environments to office computers to personal micros.

Students begin their studies at their home locations using their own equipment immediately on acceptance into the program and receiving the first tuition payment. Their work in their first course will enable them to communicate electronically and to use the basic features of the UNIX system. They will then continue to complete the remaining courses online and participate in online conferences and electronic classroom presentations.

Students seeking the master of science degree in the Center for Computer-Based Learning will select from seven specialization areas: training and learning, information systems, information resource management, adult education, electronic education, computer applications and computer education. All of the specialization courses concern the application of theory and the use of the tools of information and computer science. An overview of each specialization area is provided below.
The Specializations

Training and Learning (MSTL)

The specialization in training and learning is designed for individuals who want to learn, or to improve skills in, computer-based training design. The new demands on specialists in the training field require them to collect the "right" information and package it in a form that leads to effective training programs. Students in the MSTL option will acquire new skills in the design and application of computer-based training (CBT).

Information Systems (MIS)

The specialization in information systems is designed for individuals who work or would like to work within an environment of an organization, integrating organizational functions with computer technology. The curriculum provides information systems concepts and processes within the framework of organization functions, management knowledge, and technical information systems knowledge. Students choosing the MIS option will gain the ability to develop an information system structure for an organization and design and implement applications. Most organizations have a need for increased organizational productivity, and so there exists a strong motivation for improved information systems. The MIS option is designed to meet these needs.

Information Resource Management (MIRM)

The specialization in information resource management is designed for individuals working or planning to work as information professionals in jobs in business, industry, government, and the military. The MIRM option seeks to merge telecommunications with computer, information science, and management services. Information Resources Management (IRM) is the keystone of information science and technology. Every activity in this profession relates to the complex processes in IRM - from system design and evaluation, user requirements and document and knowledge representation to database organization, online storage and retrieval techniques, and hard and soft computer technology applications as well as repackaging, dissemination, and marketing. Most organizations have functions and personnel responsibilities in the information resource area.
that currently are being performed by individuals without adequate training to perform at the highest competency levels. The MIRM program option is designed to provide this additional training.

**Adult Education (AE) and Electronic Education (EE)**

The specializations in adult education (AE) and electronic education (EE) are offered for practitioners employed or seeking employment in an educational setting. Effective educators with experience in the use of computers at university, college, or K-12 levels and individuals seeking to enter the education field can choose either AE or EE options for opportunities to become skilled in telecommunications, software design, and educational applications of research and theory. These specialization areas offer an emphasis on administrative and management techniques in education, and provide a foundation in structured programming in order to promote useful educational applications of computers.

**Computer Applications**

The specialization in computer applications (CAP) is designed for educators who wish to use high technology to improve both teaching and administrative efficiency. No programming language is required. This speciality is organized in 9-credit modules.

**Computer Education**

The specialization in computer education (CED) is designed for educators who wish to use high technology to improve better teaching and administrative efficiency. This speciality includes structured programming, is organized in 9-credit modules and requires a winter institute. An option to take a GEM 9-credit module is available in a conventional classroom format.
Program Structure

TELECOMMUNICATIONS LINK  The UNIX operating system was selected to facilitate an environment that nurtures the development of a new cadre of leaders in information systems, information resources management, training, and education. UNIX was developed at Bell Laboratories to foster a cooperative atmosphere among scientists and engineers. The system is used in this program not only for its extensive set of tools for automation but also to facilitate idea sharing and joint projects among the students enrolled. UNIX operates at Nova University on a Digital Equipment Corporation mainframe computer, a VAX 11/780. Students make telephone connection with Nova's computers by dialing phone numbers in their local areas. Package switching makes this facility possible at no additional cost to the student.

Students who do not live in a Tymnet access location will have to pay a toll charge to their nearest local Tymnet number. All students must purchase connect time in packets of 20 hours each at the time of registration. Students use about 80-100 hours of online time each year. Computer connect time is paid for by the student at the rate of $7.00 per hour (as of July 1, 1987). The hours of online operation are 7 P.M. - 6 A.M. Monday-Thursday and from Friday at 7 P.M. - 6 A.M. Monday. There are five holidays during the year when access is available all day: Labor Day, Thanksgiving Day, Christmas Day, New Years Day, and Independence Day. Special reminders are posted just before these holidays.

Each student will need a personal computer; communications software and a modem; or a terminal with a modem. The student who does not currently own this equipment should talk with a local computer dealer regarding the requirements necessary to communicate with Nova University's VAX 11/780.

COMPUTER-ASSISTED INSTRUCTION  The UNIX system includes numerous software tools in a command interpreter called the Shell. The Shell enables students to communicate online with professors and also provides a vehicle for student-to-student dialog about projects and problems. This is accomplished through programs in the Shell that support electronic mail "mail," and live interactive dialogue: "talk," "write," and "phone." These utilities enable students to mail documents, to ask questions of professors or other students or groups of students, and to receive bulletins concerning the program or their progress. UNIX contains a resident CAI authoring system called LEARN through which an extensive amount of the content in the first-core course is
under UNIX enables students to maintain extensive control over their own learning by making it possible for them to use all of the UNIX utilities while in any given lesson. Descriptions of the courses are provided on pages that follow.

WRITTEN ASSIGNMENTS AND PROJECTS (PRACTICUM ARCHIVE) Although the actual writing process usually takes place offline on a local microcomputer, all assignments eventually are mailed electronically to a central point for evaluation and feedback. Students are required to complete satisfactorily one practicum, i.e., an applied research project that addresses significant problems in information systems, information resource management, and training. These projects are reviewed, corrected, and stored online. The Writer's Workbench (WWB) is available in the UNIX environment. The WWB facilitates speed and accurate processing of student projects.

Practicums are stored online and can be accessed through a menu system. Each practicum can be read and online comments can be added by the reader to be shared with the author. If the author is online at the time of access, the reader is notified of this and can "talk" directly with the author about the practicum.

PRACTICUMS The practicum process is designed to allow students to investigate a situation or problem that is important to the fields of training, information systems, information science, and computer education. This process will enable the students to investigate situations directly related to their coursework or to activities within their own institutions or organizations and translate course theory into practice. Upon completing the investigation, students should be able to reach conclusions and offer recommendations that have the potential of contributing to the improvement of professional practice. Such recommendations could result in increased outputs, more effective procedures, or implementation of creative techniques. Master of science students must complete one practicum. The practicum component is offered to students in two parts. The first part of the practicum component requires students to complete a practicum proposal. Upon approval of the proposal, students will then be able to complete the second part of the practicum component--a final report of publishable quality on a CBL design project.

THE COHORT CONCEPT Learning activities are delivered online to students organized into groups of learners or "cohorts." New students may join the most newly formed cohort anytime during the year. The major advantage of the cohort or "team" concept is that students gain a feeling of cohesiveness as they
share with one another the issues pertinent to the information systems, information resource management, training, and education fields, and issues relating to the curriculum of the program.

CAMPUS EXPERIENCE  Students are required to attend two one-week (seven day) seminars at the Nova main campus. All master's students meet together at the formal week-long institute during the summer after they begin the program and again during the following summer. The institute is scheduled to be held in middle to late July. Networking with colleagues and professionals in the field also takes place at the institutes and is an important element of the program. Students participate in a variety of activities such as presentations, informal interactions, lectures, discussions, institute activities related to their coursework, and completion of exams. This event brings together students from all geographic locations served by the program. Instructional costs for the institutes are included as part of the students' tuition. Students are required to provide their own lodging and travel expenses for the institutes.

EXAMINATIONS  Examinations are scheduled online and during summer institutes. A final examination is required for each core course.
Admission Requirements

The entire program for the master of science degree in computer-based learning should take from 18 to 24 months to complete. The following requirements must be satisfied by each applicant in order to be accepted into the program:

1. A completed application form with a $30.00 application fee
2. A bachelor's degree from a regionally accredited college or university with accompanying transcripts
3. A GRE score OR completion of a portfolio form that shows a background that is likely to lead to success in the program
4. Introductory level computer literacy that includes access to and the ability to use a personal computer and modem
5. Three letters of recommendation

It is the responsibility of the applicant to obtain the supporting documents necessary for application. The applicant's official transcript must be submitted directly from the degree-granting institution.

The Center for Computer-Based Learning administrative staff will make all decisions concerning admissions.

Fees and Tuition Policy

Application fee $30.00 (nonrefundable)
Tuition-master's level $3150/year or $131.25/credit hour
Registration fee $15.00 per three-month term
Online fee $140.00/20-hour packet ($7.00/hour) per three-month term
Late fee (registration) $25.00 if tuition is not received by due date

The application must be accompanied by a $30.00 check made payable to Nova University. This is a one-time nonrefundable fee. Master's students must maintain continuous enrollment in the program by both registering and paying all tuition fees. Students register for two courses during each three-month term, four times per year at $131.25 per credit hour. In addition, there is a $15 registration fee for each three month term. Master's students
going beyond two years enter continuing services at an additional charge. Students must also purchase computer time in packets of 20 hours at $7.00 per hour. This charge must be paid at the time of registration. This cost includes both the time on the Nova mainframe and the cost of Tymnet. There is no extra charge for students who can dial Tymnet as a local number. Otherwise, students will be required to pay their own toll access charges to the nearest Tymnet location. Students who go over the connect hours purchased at the time of registration will be billed for additional time at the rate of $7.00 per computer-connect hour. The $7.00 charge per computer-connect hour on Nova's VAX in excess of the total hours purchased, is billed whether a student accesses the University computer over Tymnet or by direct dialing (local direct dial, long distance dial, from an on-campus terminal in a lab or other facility). This fee may vary depending on our Tymnet contract.

Annual costs for the program vary with each individual but the following breakdown of typical expenses may serve as a planning guide:

- Application fee $ 30.00 (one time)
- Annual tuition $ 3150.00 per year
- Registration and service fees $ 60.00 per year
- Books and materials $ 250.00 per year
- Online charges $ 560.00 per year
- Institute travel, meals, rooms, etc. $ 1000.00 per year

Estimate for first year $ 5050.00 total

Other Expenses

Students are required to attend two one-week (seven-day) institutes at the Nova main campus prior to graduation. Instructional costs for the institutes are included as part of the students' tuition. Students are required to provide their own lodging and travel expenses for the institutes.

Students must also purchase their own textbooks. The approximate cost for books is $75.00 per three-month term. Included in the tuition are the following: study guides, handouts, and case analysis documents.
Students must purchase their own computer equipment and modem if they do not currently own these. Computer equipment costs can range from $1000 to $5000.

If access to your Tymnet node is not a local call, additional toll charges may run $5 to $15/hour. (Access is available world-wide; however, charges are usually higher from outside the United States).

**Tuition Payment Policy**

Tuition rates are subject to change. Students must pay tuition in full at the time of registration and may not register for additional courses if they have an outstanding balance against previous tuition. A late fee of $25 is assessed on late tuition payments. There is a readmission fee of $30 (for those who withdraw and then are permitted to re-enter the program).

Students receiving tuition reimbursement from employers are requested to pay the University directly and request reimbursement from their companies as they complete their courses. However, there are some instances in which students can attach a letter from their employers to the registration form that formally requests that billing be made directly to the student's company. Tuition may be paid by check, money order, Mastercard, American Express, Choice, or Visa. Students must sign and return registration forms with the proper remittance. Please call Accounts Receivable at 305-475-7614 for more information.

**Cohorts and Registration Policy**

When students enter the master's program, they are assigned to a particular cohort or group in which they will remain until they complete their program. The purpose of having cohorts is to provide master's students the opportunity to share interactively their experience in the program with fellow students who are following a similar course schedule. Students will have the opportunity to meet cohort members and other master's students during the annual on-campus summer institute. In addition, students are provided the "team" concept online as they attend regular Electronic Classroom (ECR) sessions. There the communication interface is provided to the student in order to promote a feeling of cohesiveness with other cohort members. For these reasons, it is important that students remain with their
original cohort and maintain continuous enrollment in the program.

Occasionally a student is faced with a temporary personal crisis and cannot keep up with the cohort. Students who must withdraw may petition in writing to re-enter the program with a new cohort, picking up the course work following the last completed course. Students may do this only once, and will be expected to follow any regulations applying to the new cohort. (Please see Withdrawal and Refund policies in this bulletin). Students who do not have current "registered" status with the University CANNOT RECEIVE ONLINE SERVICES. Master’s students wishing to make up Incomplete grades must register for the current term scheduled for their cohort.

Withdrawal

Students who wish to withdraw from the program, either temporarily or permanently, must inform the Center for Computer-Based Learning Admissions Office in writing to be eligible for allowable refunds. Students who give written notice of their intent to withdraw prior to a course will not be assessed for that or subsequent courses until they are formally admitted. Students who withdraw and reenter are assessed a readmission fee of $30.00 and are subject to the prevailing tuition rate and other program regulations and requirements at the time of readmission. Individuals who have withdrawn but wish to be readmitted, must complete a readmission form and be approved for readmission by the Admissions Committee of the Master of Science in Computer-Based Learning Program.

Refunds

Students who use no online computer time but who have paid tuition, and notify the CBL of their intention to withdraw from the program prior to the beginning of a new term, will be entitled to a full refund of all monies paid, with the exception of the $30.00 nonrefundable application fee. Students who withdraw prior to the end of the third week after a new term begins will be entitled to a 60% refund of tuition. Refund credit will not be given after the end of the third week of a new term. In regard to refund of online fees, the adjustment will depend on the hours used. If an applicant is rejected all monies will be refunded except the nonrefundable $30.00 application fee.
Financial Aid

Nova University offers several programs of student financial aid in order to assist the greatest number of its students possible in meeting educational expenses. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can reasonably be expected to contribute. In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a United States citizen, or in the U.S. for other than a temporary purpose; and making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients. For information on sources of aid and for application forms, please contact: Nova University, Office of Student Financial Planning and Resources, 3301 College Avenue, Parker Building, Room 348, Ft. Lauderdale, Florida 33314 (305) 475-7410.

VA Benefits

Nova University academic programs are approved by the State of Florida, Department of Education, State Approving Agency for Veterans Training, for veterans educational benefits. The VA Representative will assist veterans in applying for benefits. A VA student must attain and maintain satisfactory progress as determined by the program director each evaluation period (e.g., three-month term). VA students also must meet any GPA, skill or technical requirements of their particular program. A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress by the end of the probationary period (one 3 month term), the student's VA educational benefits will be terminated for unsatisfactory progress. A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be recertified after one 3 month term has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.
Student Conduct and Rights

Students are expected to comply with the legal and ethical standards of Nova University. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the University, and forging or altering University documents or academic credentials. Students who feel their rights have been denied are entitled to due process.

Grading System

Students enrolled in the master of science degree program in the Center for Computer-Based Learning are assigned grades on their coursework according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement Rating</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (used for practicum)</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (used for practicum)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td>In Progress (used for practicum)</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td></td>
</tr>
</tbody>
</table>

Instructional personnel in the Center for Computer-Based Learning are responsible for assigning grades for the courses they teach. Practicum evaluators assign grades for practicums. In most courses, a grade of A, B, C, or F will be assigned based on the instructor's assessment and evaluation of the student's work. Practicums are graded as PASS (P), In Progress (PR), or NO PASS (NP).

An INCOMPLETE for a course indicates that the student has failed to meet ALL requirements; however, it is reasonable to expect that the student WILL be able to satisfy the requirements. An INCOMPLETE must be made up within one year of the date the student registered for the course. If not, it becomes a FAIL. Students who receive two FAIL grades will be dismissed from the program and may not be readmitted. An INCOMPLETE grade that is not made up within the one-year time limit is converted to FAIL. Students must submit their petition in writing to the program director for approval for an extension.
Academic Standing

The grading policy for the master of science degree in the CBL requires the student to maintain a minimum cumulative grade point average of 3.0. In addition, there are other minimum requirements. Failure to meet them will result either in academic probation or dismissal as detailed below.

Probation

Academic probation is automatic when any of the following conditions exists:

A grade of F is assigned. Additionally, a student receiving a grade of F in any course must repeat the course in the next semester.

Students who achieve a grade point average of 2.5 or lower for the first four completed courses will be dismissed from the program. Students with a grade point average greater than 2.5 but less than 3.0 for the first four completed courses will be placed on academic probation. Such students are counseled as to the number of courses they may take in order to facilitate the raising of their averages. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Should a student's grade point average fall below 3.0 after the initial completion of four courses, he or she is placed on probation. The student is allowed one academic year to bring the grade point average up to the 3.0 minimum. Failure to achieve the minimum at that time results in dismissal from the program.

Dismissal

Dismissal is automatic from the master's program in the Center for Computer-Based Learning when academic probation extends beyond one year, when a student is assigned three or more grades of C, and/or when a student is assigned two or more grades of F and/or NO PASS. Students who fall under these specified conditions will be dismissed from the program and will not be eligible for readmission.
Student Progress Records

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

UNIX Training Workshops

A two-day introductory session on UNIX is offered in a workshop format. New students are urged to come to the Nova University main campus, attend the UNIX workshop, and get acquainted with the Computer-Based Learning Center. This workshop is included in the regular tuition, however, students must pay their own travel and living expenses. If a student already has minimal level of skill in UNIX or simply cannot attend the on-campus workshop, the alternative is attendance at a pre-seminar (four-hour) introduction to UNIX at a local doctoral program cluster site. Students who have a good background in UNIX and telecommunications can have waived the above option on providing certification of that knowledge. The workshop is delivered on Friday afternoon and all day Saturday at these doctoral cluster location sites: Ft. Lauderdale, FL; Wilimington, DE; St. Louis, MO; and Los Angeles, CA. Master's students are welcome to participate in these workshops and meet with their doctoral counterparts. Master's students may also attend the entire seminar weekend, if they wish.

Course Load

The master's courses are presented in a well-defined sequence. During the first year, students are advised to register for two courses per term in order to make steady progress. During the second year, the specialization courses may be taken either one or two courses at a time, and thereby resulting in the completion of the master of science degree in 18 months or 2 years. This flexibility will allow the student who may become overloaded during the first year of the program, to catch up during the second year.

Each course is designed as a single integrated experience. In keeping with the cohort concept also, there is evidence that the group identity of a cohort is an important supportive mechanism for students in computer-based programs. The master of science program in computer-based learning is therefore offered as a TOTAL program.
Course Sequence

While it is preferred that students follow the course sequence for their cohort, occasionally a student may fall behind due to extra work or personal reasons and then request a lighter course load. The master of science program has been designed to accommodate these circumstances.

Transfer of Credit

Up to six semester hours of prior graduate work may be transferred into the program if the content was directly related to the work required in this program and it was offered at the same or higher academic level. These credits must be from an accredited institution. The student must have received a grade of "B" or better in all credits considered for transfer, and credits must have been earned within the past ten years. Transfer credits will not be taken into account when computing the student's grade point average.

Equivalent Experience

Up to three hours of credit may be granted for skills acquired in nonacademic settings if the student can show these skills at the level required in the program. At least 27 credits in the degree program must be completed through Nova University. In order for the student to receive equivalent experience credit the student must submit the following items: a written request for an evaluation accompanied with a $50.00 evaluation fee; a detailed description (approximately two pages) of the experience gained; and a letter from a supervisor confirming the student's experience and competence in the study area. To gain equivalent experience credit, the student must also take the final exam in the applicable course and receive a passing grade (a B or better) on the final exam. Equivalent experience credits will not be taken into account when computing the student's grade point average.
Graduation Requirements

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

1. Successful completion of 3-semester hour courses (eight common core courses, and four specialization courses) -- two of which constitute the two-part practicum.

2. Successful completion of a three-semester credit hour research practicum proposal (Part I) and successful completion of a three-semester credit hour research practicum final report (Part II).

3. Attendance at two 1-week summer institutes on the Nova University's main campus in Fort Lauderdale, Florida.

4. Attainment of a grade point average of 3.0 or higher.

5. Payment of all tuition and fees.

6. Completion of a graduation form at the time of registration for the student's final term of course work.

Time Limitations

Total credit for the entire program is 36 semester hours. All requirements must be completed within seven years of the student's official start date. This time limit is a matter within the discretion of each academic program.
Courses

The three major components in the master's program are: 1) eight, 3-semester hour credit common core courses; 2) four, 3-semester hour credit courses in the specialization area, including a practicum report (offered in two parts), and 3) two, 1-week summer institutes during the program.

There are eight common core courses in the master's program. Master's level students in all specialization areas take the same core. The common core courses are offered by the Center for Computer-Based Learning. This center is responsible for instruction, materials, and grading of these first 24 credits. Students will also select one specialization area consisting of four 3-credit courses. The Center for Computer-Based Learning offers three specialities in the following areas: Training and Learning (MSTL), Information Systems (MIS), and Information Resource Management (MIRM). Students may select from four specializations in the computer education area for which the Center for the Advancement of Education is responsible. These areas include: Adult Education (AE), Electronic Education (EE), Computer Applications (CAP) and Computer Education (CED).

(The Computer Education (CED) option offers a different course structure and graduation requirement. Those interested in this option are urged to contact the Doctor of Education in Computer Education (Ed.D./CED) program at Nova University for more information about the master's program in computer education.)

Any one of these specializations will prepare students to apply for the computer-based educational specialist (Ed.S.) or doctoral degrees (Doctor of Arts in Training and Learning, Doctor of Arts in Information Systems, Doctor of Arts in Information Science, and Doctor of Education in Computer Education) offered by Nova University.

Four Year Combined Master's/Doctoral Option

In addition, the Center for Computer-Based Learning offers a four-year combined master's and doctoral option in training and learning (MSTL/DATL), information science (MIRM/DAIS), and information systems (MIS/DIS). Students interested in this option must first be accepted into the master's program. Once a student completes eight courses (and earns 24 credits) in the master's program, with a grade point average of at least 3.25, and attends one summer institute, the student will then be accepted into one of the corresponding doctoral programs. (Students must also fulfill
other doctoral admission requirements). Upon acceptance into the doctoral program and after 12 credits have been completed in the doctoral program, the student will be awarded the master of science degree. These 12 credits will also count toward the doctoral degree thereby reducing the total time needed to acquire both master's and doctoral degrees. Once admitted into the doctoral program, students will follow the format that pertains to doctoral students. For more information about this option, interested individuals should write to the Program Director of the specific CBL doctoral program to which they are seeking admission.

Sequence of Instruction

Students begin their coursework as soon as they are accepted into the master's program. They are required to register for two courses per three-month term. During their second year, students can register for one or two courses at a time. Qualified students may be accepted into the doctoral program after they have accumulated 24 credits in the first year. Below are registration dates that students can choose from to begin the master's program during the 1987-88 Academic Year:

August 1, 1987 - October 31, 1987
September 1, 1987 - November 30, 1987
October 1, 1987 - December 31, 1987
November 1, 1987 - January 31, 1988
December 1, 1987 - February 28, 1988
January 1, 1988 - March 31, 1988
February 1, 1988 - April 30, 1988
March 1, 1988 - May 31, 1988
April 1, 1988 - June 30, 1988
May 1, 1988 - July 31, 1988
June 1, 1988 - August 31, 1988
July 1, 1988 - September 30, 1988

Regardless of the specialization selected, students will be scheduled to take a common core of eight courses during the first year in the program. Students will begin their specialization area and complete four specialization courses, including a practicum component offered in two parts (Parts I and II).

The common core courses and specialization courses are listed below. During the first year, each course is delivered online during a specific term. Students are advised to attend classroom sessions given online during each term. Students are also invited to attend cluster sessions in the regional doctoral program cluster sites. This is optional to master's students.
### Year 1 Course Sequence for 1988

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Comp.</td>
<td>Management</td>
<td>Specialty-1</td>
<td>Database Mgt.</td>
</tr>
<tr>
<td>Systems</td>
<td>Statistics</td>
<td>Case Analyses</td>
<td>Human Factors</td>
</tr>
</tbody>
</table>

### Year 2 Course Sequence for 1989

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pract/PartI</td>
<td>Online Info. Sys.</td>
<td>Specialty-2</td>
<td>Pract/PartII</td>
</tr>
</tbody>
</table>

STUDENTS ARE REQUIRED TO ATTEND TWO ON CAMPUS SUMMER INSTITUTES (During which they will take Specialities 1 and 2)

STUDENTS ARE ADVISED TO ATTEND ONE UNIX TRAINING WORKSHOP At the beginning of their master's program

Titles for each course abbreviation listed in the above diagram are given below:

<table>
<thead>
<tr>
<th>Course Abbreviation</th>
<th>Type</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Comp</td>
<td>common</td>
<td>Introduction to Digital Computers</td>
</tr>
<tr>
<td>Online Info</td>
<td>common</td>
<td>Online Information Systems</td>
</tr>
<tr>
<td>Statistics</td>
<td>common</td>
<td>Statistics</td>
</tr>
<tr>
<td>Database Mgt</td>
<td>common</td>
<td>Database Management Systems</td>
</tr>
<tr>
<td>Systems</td>
<td>common</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>Human Factors</td>
<td>common</td>
<td>Theory of Human Factors</td>
</tr>
<tr>
<td>Management</td>
<td>common</td>
<td>Strategic Management, Leadership and Finance</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>common</td>
<td>Case Analyses</td>
</tr>
<tr>
<td>Pract/PartI</td>
<td>specialty</td>
<td>Practicum Proposal</td>
</tr>
<tr>
<td>Pract/PartII</td>
<td>specialty</td>
<td>Practicum Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSTL MIRM MIS AE EE</td>
</tr>
</tbody>
</table>
Common Core Courses
Offered by the Center for Computer-Based Learning

3 credits #1 - CBL 5501 An Introduction to Digital Computers and Telecommunications
3 credits #2 - CBL 5502 Online Information Systems
3 credits #3 - CBL 5503 Statistics, Measurement and Quality Control
3 credits #4 - CBL 5507 Theory of Human Factors
3 credits #5 - CBL 5505 Database Management Systems
3 credits #6 - CBL 5508 Systems Analysis and Design
3 credits #7 - CBL 5511 Strategic Management, Leadership and Finance
3 credits #8 - CBL 5512 Case Analyses

(24 credits for eight common core courses)

Master of science students then take the four courses listed in their specialization area, representing an additional 12 credits.

Training and Learning (TL) Specialization:
Offered by the Center for Computer-Based Learning

3 credits #9 - CBL 5509 Practicum Proposal in Training (Part I)
3 credits #10 - CBL 5510 Practicum Report in Training (Part II)
3 credits #11 - CBL 5540 Courseware and Software Design/CAI (Offered on campus during the Summer Institute)
3 credits #12 - CBL 5541 Emerging Technologies in Computer-Based Training (Offered on campus during the Summer Institute)

Information Systems (MIS) Specialization:
Offered by the Center for Computer-Based Learning

3 credits #9 - MIS 5509 Practicum Proposal in MIS (Part I)
3 credits #10 - MIS 5510 Practicum Report in MIS (Part II)
3 credits #11 - MIS 5540 Planning and Policy Formulation in Management Information Systems (Offered on campus during the Summer Institute)
3 credits #12 - MIS 5541 Emerging Technologies in Information Systems (Offered on campus during the Summer Institute)

Information Resource Management (MIRM) Specialization:
Offered by the Center for Computer-Based Learning

3 credits #9 - IRM 5509 Practicum Proposal in IRM (Part I)
3 credits #10 - IRM 5510 Practicum Report in IRM (Part II)
3 credits #11 - IRM 5540 Telecommunications (Offered on campus during the Summer Institute)
3 credits #12 - IRM 5541 Emerging Technologies in Information Resource Management (offered on campus during the Summer Institute)
Specialization Courses Offered by the Center for the Advancement of Education

Adult Education (AE) and Electronic Education (EE) Specializations

Adult Education:

3 credits #9 - AE 5509 Practicum Proposal in CED for Adult Ed
3 credits #10 - AE 5510 Practicum Report in CED for Adult Ed
3 credits #11 - CED 5572 Introduction to Structured Programming in Pascal (Offered on campus during the Summer Institute)
3 credits #12 - CED 5573 Advanced Computer Programming in Pascal (Offered on campus during the Summer Institute)

Electronic Education

3 credits #9 - EE 5509 Practicum Proposal in CED for K-12
3 credits #10 - EE 5510 Practicum Report in CED
3 credits #11 - CED 5572 Introduction to Structured Programming in Pascal (Offered on campus during the Summer Institute)
3 credits #12 - CED 5573 Advanced Computer Programming in Pascal (Offered on campus during the Summer Institute)

Computer Education and Computer Applications

The courses are packaged in modules of 3 courses and a single course.

Telecommunications Module for CED and CAP:

3 credits #1 - CED 5501 An Introduction to Digital Computers and Telecommunications
3 credits #6 - CED 5508 Systems/Structured Programming
3 credits #3 - CED 5503 Statistics/Quality Assurance
3 credits #11 - CED 5540 Specialty 1 - Courseware and Software Design/CAI
Human Factors Module for CED and CAP

3 credits #8 - CED 5512 Case Analyses/Computer Applications
3 credits #5 - CED 5505 Database Management Systems
3 credits #4 - CED 5507 Human Factors/Instructional Theory
3 credits #9 - CED 5509 Specialty 2 - Practicum Proposal in CED

Pascal Module for CED

3 credits - CED 728 Introduction to Structured Programming in Pascal
3 credits - CED 729 Advanced Computer Programming in Pascal
3 credits - CED 730 Online Information Systems/Data Structures
3 credits - CED 5510 Practicum Report in CED

Computer Applications Module for CAP

3 credits - BED 500 Desktop Publishing
3 credits - CED 521 Computer Assisted Instruction/Courseware Version
3 credits - CED 721 Administrative Applications of Microcomputers/Management
3 credits - CED 5510 Practicum Report in CAP
Course Descriptions

Six modes of delivery are provided in the courses: summer institutes, computer conferences, computer-assisted instruction on a supermini computer, interactive real-time computer discussions with faculty members, electronic mail conversations, and assignments delivered electronically. Final examinations are taken both online and during the summer institutes and are supervised by a member of the central staff. All other written assignments are forwarded through electronic mail and are stored in central databases.

All courses reflect areas in the fields of information systems, information science, training, and computer education where improvements are needed. They contain numerous assignments that are available both online and in study guides. Much of the work on assignments is done offline and then uploaded to the student's home directory. Later, assignments are mailed (electronically) to the proper destination or directory. Assignments are designed to require manipulation of text or data by the many application programs in UNIX, and all text submitted must be treated by the appropriate tools of the Writer's Workbench (WWB). It is highly recommended that students know how to use the uploading and downloading (file transfer) capabilities of their communications software prior to beginning the program. It is also essential that new students be familiar with their local wordprocessing software before they begin their first course.

The common core course descriptions are listed first, followed by their specialization course descriptions.
Common Core Course Descriptions

CBL 5501-An Introduction to Digital Computers and Telecommunications (3 credits)

Students are required to demonstrate mastery of key concepts and rules pertaining to the use of digital computers and the UNIX operating system. Topics include: UNIX tools, data communications, uploading and downloading files, text formatting with nroff, text editing with ex, ed, vi, and sed. Students learn to apply applications packages that run under the UNIX system.

CBL 5502-Online Information Systems (3 credits)

Topics include computer-based information telecommunications networks such as DIALOG (ERIC), etc. Other topics include: teleconferencing, video-disc technology, and the electronic office. Key concepts of the telecommunications industry are presented. Online work is provided in UNIX network applications (uucp, TIP, Usenet, kermit protocols) and also in DIALOG search and retrieval simulations.

CBL 5503-Statistics, Measurement, and Quality Control (3 credits)

Course content includes the various sampling techniques, descriptive statistics, non-parametric statistics, inferential statistics, survey construction, evaluation methodologies, quality control techniques, and the application of computer statistical packages to problems.

CBL 5507-The Theory of Human Factors (3 credits)

Course content includes the principles of psychology applied to computer-based education and training; ergonomics of computer environments; learning theory in training and adult education; visual dimensions; instrumentation for human factors design; design rules; human limitations and capabilities in design; and design teams.

This course is further developed for each specialization area to include sections on:
- the major theories of instructional theory and design
- the exploration of instructional systems tools in the UNIX operating system and their applications to educational settings
- the application of the theories of learning to the development of computer-based systems in training programs and in educational settings
- the relationships between the information systems project and the external environment and its impact on the economic, social, political, and technological structures.
- the planning of information systems and their relationship to organization structures.
CBL 5505--Database Management Systems (3 credits)
The Ingres relational DBMS is used to assist students in the development of databases for use in professional settings. Topics include database concepts, data dictionaries, data directories, query languages, database administration, management of data, menu design, and database planning.

CBL 5508--Systems Analysis and Design (3 credits)
The principles of systems analysis and design are presented and include the analysis of complex situations, problem analysis, and model building; the design process and the implementation of an operational system from its logical design; Artificial Intelligence and the application of expert systems; and, model building (simulation, optimization and scheduling).

This course is further developed for each specialization area to include sections on:
- CBT courseware development, standards in computer-based learning systems design, and the systems approach to project planning and evaluation
- The principles of design and decision making through building models of complex systems.
- The integration of the appropriate software solutions to the information systems needed by organizations.

CBL 5511--Strategic Management, Leadership and Finance (3 credits)
Presented in this course, to provide opportunities for students to demonstrate skills in the management of work organization, are methods of strategic management: strategic planning, portfolio analysis, strategy formulation, leadership, and strategies for changing structure. Concepts in finance include budgeting, cost studies, financial ratio analysis, and funds flow.

This course is further developed for each specialization area to include sections on:
- Administrative and management applications of new technologies
- Administrative and management techniques and technological developments that can improve the management process.
CBL 5512--Case Analyses (3 credits)
Cases from the Harvard Business School Case Service are used by students to develop creative approaches to training program design. Emphasis is placed on designing alternative systems through use of the following methodologies: brainwriting, cross-impact analysis, critiques of science fiction stories, and scenario writing. Computer conferences are used to promote discussion. An online (searchable) database of a case prepared by students serves as a learning resource in this course.

This course is further developed for each specialization area to include sections on:
- Specialized project in the K-12 setting
- Specialized project in adult education, higher education, or vocational, technical, and occupational settings

Specialization Courses in Computer-Based Training and Learning

CBL 5509--Practicum Proposal in Training (Part I) (3 credits)
Students are required to produce a proposal of publishable quality on a CBL design project. Upon approval of their proposal, students will be able to produce the final practicum report.

CBL 5510--Practicum Report in Training (Part II) (3 credits)
Students are required to produce a final report of publishable quality on a CBL design project. This report will become part of the online student practicum database.

CBL 5540--Courseware and Software Design (3 credits)
The design, development, and evaluation of software and courseware along with documentation, packaging, and marketing is presented in this course. Authoring systems are examined and methods of computer-based training (CBT) design, documentation and security are also included. UNIX is used as a host for several CAI authoring systems. Several different authoring systems are presented (LEARN and the Instructional Workbench in the UNIX system, PLATO, TICCIT, PILOT, etc.). Guided design techniques are used in the application of UNIX systems to training programs.

CBL 5541--Emerging Technologies in Computer-Based Training (3 credits)
The implications of emerging computer architectures and work stations to the field of training is the subject of this course. Topics
include: authoring languages, training systems and their applications; CDROM and optical disk technologies; and telecommunications and data communications.

Specialization Courses in Information Systems

MIS 5509--Practicum Proposal in Information Systems (Part I) (3 credits)

Students are required to produce a proposal of publishable quality on a project in information systems. Upon approval of their proposal, students will be able to produce the final practicum report.

MIS 5510--Practicum Report in Information Systems (Part II) (3 credits)

Students are required to produce a final report of publishable quality on a project in information systems. This report will become part of the online student practicum database.

MIS 5540--Planning and Policy Formulation In Management Information Systems (3 credits)

This course is specifically designed to provide a thorough background on information systems planning. Topics include: the overall information needs of an organization and the role of information systems in providing them; the relationship between administrative and management issues and the administration of the information systems functions; and the relationship between the information systems project and the external environment.

MIS 5541--Emerging Technologies In Information Systems (3 credits)

An introduction to computer architecture, computer operating systems, and their interrelations, are presented in this course. Topics include: structured programming concepts, data organization and file processing; hardware and software requirements in relation to information systems; and fourth generation languages and their applications to information systems.
Specialization Courses in Information Resource Management

IRM 5509--Practicum Proposal in Information Resource Management (Part I) (3 credits)
Students are required to produce a proposal of publishable quality on a project in information resource management. Upon approval of their proposal, students will be able to produce the final practicum report.

IRM 5510--Practicum Report in Information Resource Management (Part II) (3 credits)
Students are required to produce a final report of publishable quality on a project in information resource management. This report will become part of the online student practicum database.

IRM 5540--Telecommunications in Information Resource Management (3 credits)
Topics include computer-based information telecommunications networks, electronic mail, packet switching, GTE Telenet and Tymnet, multiplexing modems, handshaking, satellite communications, file protection, and data encryption (security).

IRM 5541--Emerging Technology in Information Resource Management (3 credits)
The implications of emerging computer architectures and work stations to the field of information resource management is the subject of this course. Topics include: computer-based information, telecommunication networks (OCLC, BRS, DIALOG); CDROM and optical disks technologies; and satellite communications, teleconferencing, data security, and encryption schemes.
Specialization Courses in Adult Education, Electronic Education, Computer Applications and Computer Education

AE 5509 + EE 5509--Practicum Proposal in Computer Education (Part I) (3 credits)

Students are required to produce a proposal of publishable quality for a project in computer education. Upon approval of their proposal, students will be able to produce the final practicum report.

AE 5510 + EE 5510--Practicum Proposal in Computer Education (Part II) (3 credits)

Students are required to produce a final report of publishable quality for a project in computer education. This report will become part of the online student practicum database.

CED 5572--Introduction to Structured Programming in Pascal (3 credits)

Students will develop a systematic approach to problem solving that will result in a plan that can be coded in the Pascal programming language.

CED 5573--Advanced Computer Programming in Pascal (3 credits)

Building on a foundation in structured programming, students will select an appropriate area for the educational application of computers. They will then create a usable Pascal problem that incorporates advanced techniques to meet an identifiable need.

CED 728--Programming Microcomputers in Pascal (3 credits)

This is an applied course in a structured language. It is especially useful to students who wish to write software for broad distribution.

CED 729--Advanced Programming of Microcomputers in Pascal (3 credits)

In this advanced course in Pascal programming, USCD Pascal, Turbo Pascal, or similar versions will be used to enable students to prepare software for a variety of microcomputers.
CED 730 - Data Structures (3 credits)  
Using their knowledge of advanced structured programming, students will be able to distinguish between local and global identifiers; constants and variables; numeric, character, and logical data; numeric data types; abstract data types (arrays, strings, trees, stacks, queues, etc.); and linked and contiguous data structures.

BED 500 - Desktop Publishing (3 credits)  
Electronic technology can increase the efficiency of the preparation of written documents of all types from business letters to books. In this course, the student will examine critically the state-of-the-art microcomputer as word processor, along with the most advanced software. Upon completion of the course, the successful student should be an intelligent selector and component user of this technology and will be prepared to evaluate and reduce it to practice.

CED 521 - Computer Assisted Instruction, Courseware Version (3 credits)  
This course traces the theoretical foundations of CAI from its origin on large time-share systems through to the modern setting. Students will use packaged courseware and software to learn to prepare interactive CAI instruction sequences. The role of microelectronics in present and future directions of CAI will be covered to broaden the student's understanding of the potential for CAI.

CED 721 - Administrative Applications of Microcomputers (3 credits)  
In this course, students will examine the evolving role of microcomputers in educational administration. Applications range from wordprocessing to budget preparation.

Further Information  
Those who are interested in receiving further information on the program described in this catalog may do so by contacting the Center for Computer-Based Learning, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314 (305) 475-7047.
NOVA UNIVERSITY BOARD OF TRUSTEES

Mrs. Mary R. McCahill, Chairman
Abraham S. Fischler, President
W. Tinsley Ellis, Secretary
Ray Ferrero, Jr.
Harry A. Gampel
William D. Horvitz
Jack L. LaBonte

Marshall B. Lytle II
August C. Paoli
Gabriel A. Rosica
David H. Rush
Terrence J. Smith
Robert A. Steele
Howard P. Swanson

James Farquhar
Chairman Emeritus

Honorary Trustees
Robert O. Barber
George W. English
Hamilton Forman

Louis W. Parker
Myron I. Segal, M.D.
J. Wallace Wrightson

NOVA UNIVERSITY ADMINISTRATION

ABRAHAM S. FISCHLER, President
STEPHEN L. GOLDSTEIN, Vice-President for Corporate and Foundation Relations
JAMES G. GUERDON, Vice-President for Administration and Finance
OVID C. LEWIS, Vice-President for Academic Affairs
RICHARD G. MILLER, Vice-President for University Relations and Development
CENTER FOR COMPUTER-BASED LEARNING - CENTRAL STAFF

John A. Scigliano, Ed.D.  
Dean, Center for Computer-Based Learning  

Jacques C. Levin, Ph.D.  
Director, Training and Learning  

Mientje Levin, Ph.D.  
Director, Master’s Program  

George Fornshell, D.A.  
Director, Telecommunications and Technology  

Marilyn J. Kemper, D.A.  
Director, Information Sciences  

Don Joslyn, B.S.  
Staff Computer Scientist  

Laurie P. Dringus, M.S.  
Assistant Director, Master’s Program  

Delynn Barton, M.S.  
Research Associate  

Gaby Charpentier  
Assistant to the Dean  

Judy Reh  
Administrative Assistant  

Janet King  
Administrative Secretary  

DOCTOR OF EDUCATION IN COMPUTER EDUCATION--CENTRAL STAFF  

Center for the Advancement of Education  

AL P. Mizell, Ed.D.  
Director, Computer Education  

Richard Goldman, Ph.D.  
Dean, Center for the Advancement of Education  

Toni Heppler, B.S.  
Coordinator of Curriculum Development  

Roberta J. Mignerey, MBA, CM  
Administrative Assistant  

Johanne Peck, Ph.D.  
Director, Research and Development  

Elizabeth Poliner, M.Ed.  
Information Retrieval Specialist  

Stephen I. Siplet, Ed.D  
Director, Student Affairs  

Linda Swails  
Operations Manager  

Johanne Peck, Ph.D.  
Director, Research and Development  

Elizabeth Poliner, M.Ed.  
Information Retrieval Specialist  

Stephen I. Siplet, Ed.D  
Director, Student Affairs  

Linda Swails  
Operations Manager  

Lloydene McClam  
CED Administrative Secretary
ADVISORY BOARD MEMBERS
Center for Computer-Based Learning

Phillip Adams
Senior Programmer and Division Storage Technology Software Architect
IBM
Boca Raton, FL

Peter R. Chylko
Director Human Resources Field Operations
Gould Electronics
Fort Lauderdale, FL

Abraham S. Fischler
President
Nova University
Fort Lauderdale, FL

Richard Manning
DAIS Student
U.S. Coast Guard
Washington, DC

Steve Hendryx
Director
Operations Training
American Express
Fort Lauderdale, FL

Richard J. Lavin
Executive Director
Merrimack Education Center
Chelmsford, MA

Jack Luskin
DATL Student
University of Lowell
Lowell, MA

Gabriel Ofiesh
President
Communications and Training
Systems International
Arlington, VA

George H. Voegel
Dean
Educational Services
William Rainey Harper Col.
Palatine, IL

Alan D. White, D.A.
Senior Associate
CACI
Arlington, VA

Karl L. Zinn
Professor
Computer Science
University of Michigan
Ann Arbor, MI

Jerry Katz
DATL Student
American Dade
Miami, FL
ADVISORY BOARD MEMBERS
Doctor of Education in Computer Education

Sylvia Charp, Ph.D.*
Editor-in-Chief
T.H.E. Journal
Princeton, NJ

Barton R. Herrscher, Ed.D.*
Associate Professor
University of Houston
Houston, TX

David Merrill, Ph.D.
Professor, Dept of
Instructional Technology
University of Southern California
Los Angeles, CA

Gabriel Ofiesh, Ph.D.*
Professor Emeritus of
Educational Technology
Howard University
Washington, DC

Samuel Postlethwait, Ph.D.*
Professor of Biology
Purdue University, Retired
West Lafayette, IN

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

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

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.
Nova University Degree Offerings

DOCTORAL AND PROFESSIONAL DEGREES

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

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

Doctor of Business Administration--
Human Resource Management
(D.B.A.-H.R.M.)

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

Doctor of Education (Ed.D.) in:
Computer Education
Early and Middle Childhood
Higher Education
Leadership in Adult Education
School Administration
Vocational, Technical, Occupational Education

Juris Doctor (J.D.) in:
Law

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

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

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

Doctor of Science (Sc. D.) in:
Computer Science
Human Resource Management

SPECIALIST DEGREES

Educational Specialist (Ed.S.) in:
Computer Applications
Computer Education
Computer-Based Learning
Computer Studies
Education (23 majors)

MASTER'S DEGREES

Master of Accounting (M.Ac.) in:
Accounting

Executive Master of Business Administration in Banking
(M.B.A.-Ex.) in:
Business Administration

Master of Business Administration
(M.B.A.) in:
Business Administration

Master of International Business Administration (M.I.B.A.) in:
International Business Administration

Master of Public Administration (M.P.A.) in:
Public Administration

Master of Science (M.S.) in:
Child and Youth Care Administration
Coastal Zone Management
Computer Applications
Computer Education
Computer-Based Learning
Computer Science
Computer Studies
Counseling Psychology
Criminal Justice
Education (23 majors)
Health Education
Health Services Administration
Human Resource Management
Human Services
International Economics and Finance
Learning Resources
Marine Biology
Microcomputer Applications in Management
School Guidance
Speech and Language Pathology
Telecommunications Management

BACHELOR'S DEGREES

Bachelor of Science (B.S.) in:
Accounting
Administrative Studies
Business Administration
Community Psychology
Computer Engineering
Computer Information Systems
Computer Science
Computer Systems
Elementary Education
General Psychology
Legal Studies
Professional Management
Secondary Education
The provisions set forth in this catalog are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

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

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

The Nova University general policies on Student Relations are on file in the office of the registrar.