Master's Program in Child Care, Youth Care and Family Support 1991 1992

Nova University

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MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE AND FAMILY SUPPORT 1991-1992

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

Amendment to refund policy:
In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid to the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on Proprietary Education
32 East Washington Street, Suite 804
Indianapolis, Indiana 46204."

In-State Toll-Free Number (800) 227-5695 or (317) 232-1320.

MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE AND FAMILY SUPPORT
1991-1992

- Master's Program for Child and Youth Care Administrators
- Master's Program for Child Care Administrators
- Master's Program in Family Support Studies

Policies and programs set forth in this catalog are effective through June 30, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova 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 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.

Nova University is a member of the American Association of Colleges for Teacher Education.
President's Message

Since Nova University was chartered in 1964, it has distinguished itself by its innovative outlook, its diverse educational programs that provide both traditional and nontraditional choices, its research in numerous fields, and its service to the community. Throughout the years, Nova has been responsive to the needs of society—adding and changing programs, offering greater accessibility to students, and incorporating the latest in modern technology. Our presence is visible throughout the country and beyond, as our alumni 'make their mark' in education and in numerous other fields.

The University continues to grow, with a current enrollment of more than 10,000 students. Committed to the idea that education should not be timebound or placebound, Nova University is truly positioned as a major institution for the 21st century.

Abraham S. Fischler, Ed.D.
President

The University

NOVA 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 Fort Everglades. It has nine centers of study offering campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova 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, and in physical, social, and computer sciences.

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

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

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
All other areas (800) 541-6682, Ext. 7457
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 and youth.

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child and Youth Care Administrators. Our newest program, the Master's Program in Family Support Studies is designed for practitioners interested in early intervention, parental support, and education. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada. I suggest that you study this catalog. If you feel that a match exists between your academic and career aspirations and this program, contact our program staff with your suggestions. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova's child and youth programs for you. Good luck with your career.

The Center for the Advancement of Education

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

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners. Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the need 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.
It has been several months since the allied forces brought the war in the Persian Gulf to a decisive end. The swiftness of the victory and the abundance of the financial and human resources deployed were both incredible and impressive.

One is greatly struck by the irony that the same level of rapid response and deployment of resources cannot be generated to confront the multitude of problems that face the children, youth, and families in our society and the world in general.

We are all familiar with many of the statistics and the list of societal 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, and families 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 and families.

As we observe the status of the education and care of children, youth, and families in our world, there is little question that change and innovation are in great need. Change will not and cannot occur without competent leadership. 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 1973 and, in 1982, the Master's Program for Child and Youth Care Administrators began. The year 1991 marked the start of yet another program specialty—the Master's Program in Family Support Studies— and, thus, the rationale for the changing of the name of our program from the Master's Program for Child and Youth Care Administrators to the Master's Programs in Child Care, Youth Care and Family Support. 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 300 program graduates. These individuals have continued to be successful as leaders in the profession and to make a positive impact on the field.

The Master's Programs have been developed in recognition of several basic assumptions about the field of children, youth, and families.

Director's Message

"We reach backward to our parents and forward to our children to a future we will never see, but about which we need to care." Carl Jung
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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.
Nova University offers three field-based master's programs designed for professionals who work with children, youth, and families: the Master's Program for Child and Youth Care Administrators, the Master's Program for Child Care Administrators, and the Master's Program in Family Support Studies.

These programs were developed in recognition of two generalizations about the fields of child and youth care and family support studies.

The first generalization is that the skill and leadership abilities of child and youth care administrators and family support professionals are the central ingredients in creating and maintaining quality programs for children and families.

The second generalization is that child and youth 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 and youth care administrators and family support professionals require a specialized curriculum emphasizing leadership, management, public policy, developmental issues, human dynamics, etc. They also require an academic program that is complementary to their ongoing work responsibilities.

Nova University has recognized an opportunity to make an important contribution to child, youth, and family services by providing a unique program, in a distinctive format, for a critical group: child and youth care administrators and family support professionals.

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 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. During the students' time in the program, they must attend one summer institute. The summer institute is a required, one-credit experience at which students meet with members of their cohort, Nova faculty, and other experts in their fields.

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

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.
Tuition is $200 per credit with a $225 materials fee for guided study course work. Each credit module, $1,425; the six-credit practicum, $225; the one-time nine-month extension fee, $200 materials fee). Total cost for the program is $9,175. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study course work.

6. Upon approval, you will have 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.

5. 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 the responsibility for requesting the incomplete and mailing in the "Incomplete Request Form" is that of the student.

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 nine-month program time extension.

The procedures for the program extension are as follows:

1. The student is to make the request in writing 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 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.

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 re-enter the program, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of readmission. Students who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a five-year period from the beginning of the original cohort. No extension is possible beyond this point.

Registration

Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy. Students may register for the practicum at any time after admission to degree candidacy.

Student Costs

Costs include a $30 one-time nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is $200 per credit with a $225 materials fee for guided study course work. A nine-credit module costs $2,025; a six-credit module, $1,425; the six-credit practicum module, $1,275 (includes a $75 materials fee); and the summer institute, $400 (includes a $300 materials fee). Total cost for the program is $9,175. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study course work.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.
A late fee of $25 will be charged for payment received after the due date.

A fee of $30 must accompany the degree application at the conclusion of the course of study.

A fee of $300 will be charged for reinstatement after withdrawal from the program.

Tuition Payment
Application Fee: $30 payable with all new student applications
Nine-Credit Module: $1,800 plus $225 materials fee
Six-Credit Module: $1,200 plus $225 materials fee
Practicum: $1,200 plus $75 materials fee
Summer Institute: $200 plus $200 materials fee payable upon registration prior to the week of the institute

A late fee of $25 will be charged for payment received after the due date.

Tuition Refund Policy
Any student who wishes to withdraw from the program must notify the program director in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:

- For 100 percent refund, withdrawal in writing prior to the official beginning of the module
- For 75 percent refund, withdrawal in writing before the third week of the cohort's involvement with the module
- For 50 percent refund, withdrawal in writing before the fifth week of the cohort's involvement in the module
- No refund after the fifth week.

Refunds will be based on the postmark date of the written notification.

The Master's Program for Child and Youth Care Administrators

Program Overview
Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. The specialization within this major is Administration of Residential Treatment, Group-Living, and Community-Based Programs for Children and Youth. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do readings and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

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

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

1. A baccalaureate degree from a regionally accredited institution
2. Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting
3. Administrative or supervisory responsibility in a youth or child care setting
4. Evidence of ability for successful independent study at the graduate level

Program Sequence
Specialization: Administration of Residential Treatment, Group-Living, 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 (6 credits)

The 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.

- The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)
MOTION DESCRIPTIONS

Residential treatment, group-living, 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 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
MGR 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 some of the topics addressed.
MGR 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.
MGR 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.

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 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.
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.

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.

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 505 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 688 The Field-Based Practicum Project (6 credits) This practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.
SUMR 652 Summer Institute: Leadership and Management in Child and Youth Care (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.
CEDR 6501 Continuing Education (no credit)
The Master's Program for Child Care Administrators

Program Overview

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

Program Sequence

Specialization: Administration of Day Care, Preschool, and Early Education Programs

- Foundations of Early Childhood Development (3 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 (6 credits)

The 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.

- The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)

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:

1. A baccalaureate degree from a regionally accredited institution
2. Administrative or supervisory responsibility in a program for young children
3. Evidence of ability for successful independent study at the graduate level.

MODULE DESCRIPTIONS

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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
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education

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
- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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

- MGTE 545 Financial Aspects of the Management of Programs for Young Children
- MGTE 505 Program Evaluation for Early Childhood Administrators

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.

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.

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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

- MGTE 550 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 some of the topics addressed.

- 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.

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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.

- ADME 510 The Profession and Public Policy in Early Childhood Education (2 courses, 6 credits)

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This module also emphasizes the importance of professional ethics and legal responsibilities in the field of early childhood education.

- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also attend one summer institute.

- DEVE 511 Development Foundations for Early Childhood
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
- DEVE 513 Curriculum Design
- MGTE 545 Financial Aspects of the Management of Programs for Young Children
- MGTE 505 Program Evaluation for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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The 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.

- DEVE 511 Development Foundations for Early Childhood
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
- DEVE 513 Curriculum Design
- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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The 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.

- DEVE 511 Development Foundations for Early Childhood
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
- DEVE 513 Curriculum Design
- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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The 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.

- DEVE 511 Development Foundations for Early Childhood
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
- DEVE 513 Curriculum Design
- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

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The 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.

- DEVE 511 Development Foundations for Early Childhood
- DEVE 512 Approaches to Individualized Instruction in Early Childhood Education
- DEVE 513 Curriculum Design
- ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators
- ADME 550 Supervision Methods and Approaches for Early Childhood Administrators

---

The 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.
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 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

CEDE 6501 Continuing Education (no credit)

The Master’s Program in Family Support Studies

Program Overview

The Master’s Program in Family Support Studies is designed for early intervention practitioners interested in developing expertise in parental support and education. 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. Consistent with this premise, the course work is designed to provide the practitioner with the perspective and proficiency to serve as a catalyst for mobilizing family strengths.

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 (6 credits)

The 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.

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:

1. A baccalaureate degree from a regionally accredited institution
2. A current full-time position in a program for young children and their families
3. Evidence of ability for successful independent study at the graduate level.
### 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 interventionist as a catalyst for strengthening families.

**Courses**

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

**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 child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.

**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 as 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 child advocacy are covered.

### ADDITIONAL PROGRAM ACTIVITY AREAS

**PRAF 688 The Field-Based Practicum Project** (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

**SUMF 653 Summer Institute: Leadership and Program Development in Family Support Services** (1 credit) This six-day seminar focuses on the issues of leadership, management, program development, administration, and supervision of family support services. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and program development.

**CEDF 6501 Continuing Education** (no credit)
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Director of Ed.D. Programs in Child and Youth
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Nova University Policies
Governing Student Relations

General
Nova University has established specific poli­
cies, 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 and its composite academic units periodi­
cally publish bulletins or catalogs describing
Nova and its academic programs. These
bulletins are available to enrolled and prospec­tive
students through the various admissions
offices associated with the academic units or
from the Office of the 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 stu­
dents in obtaining information.

Nondiscrimination
Nova fully subscribes to and practices a policy
of nondiscrimination in admissions and enroll­
ment. No applicant or enrolled student shall be
discriminated against because of religion, sex,
handicap, color, 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.

I. Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure 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 right 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 standards 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, practicals, 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.

Academic Standards

A. Conduct 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, practicals, 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 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 I(A) (1) or I(A) (2) is considered plagiarism at Nova 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. When 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 right to privacy and security of members of the University community or 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. Bribery;
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 substance;
g. Violations of housing regulations;

and

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 or actual damage to property or physical harm to others; and
j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, 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.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act of 1986 (Title 20 U.S.C. § 1022 and 20 U.S.C. § 1115; Title 34 C.F.R., part 86), Nova 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 University owned or controlled property and as a part of any of its activities. No Nova 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:

**On Campus**

Nova University Student Counseling Service
Maine Building
(904) 478-7582

Nova 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
3417 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 776 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 §316.1506, 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 alcohol 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 $1,000 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 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 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 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 University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

*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.*
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<th>STIMULANTS</th>
<th>Physical dependence</th>
<th>Psychological dependence</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Possible effects</th>
<th>Effects of overuse</th>
<th>Withdrawal syndrome</th>
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<th>Psychological dependence</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Possible effects</th>
<th>Effects of overuse</th>
<th>Withdrawal syndrome</th>
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<td>Other Depressants</td>
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<th>Physical dependence</th>
<th>Psychological dependence</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Possible effects</th>
<th>Effects of overuse</th>
<th>Withdrawal syndrome</th>
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<td>Aspirin</td>
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<th>STIMULATING PENALTIES – MARIJUANA</th>
<th>Description</th>
<th>Quantity</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Marijuana (1,000 mg or more)</td>
<td>Not less than 10 years, or death</td>
<td>Federal</td>
<td>$20,000 or more for each 1000 pounds</td>
</tr>
<tr>
<td>Hashish (100 mg or more)</td>
<td>Not less than 10 years, or death</td>
<td>Federal</td>
<td>$20,000 or more for each 1000 pounds</td>
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<tr>
<td>Hash Oil (50 mg or more)</td>
<td>Not less than 10 years, or death</td>
<td>Federal</td>
<td>$20,000 or more for each 1000 pounds</td>
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<th>CLASSIFICATION</th>
<th>1st Offense</th>
<th>2nd Offense</th>
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<tr>
<td>Federal Traffic Penalty</td>
<td>$1000 for 1st offense</td>
<td>$2000 for 2nd offense</td>
</tr>
<tr>
<td>State Traffic Penalty</td>
<td>$500 for 1st offense</td>
<td>$1000 for 2nd offense</td>
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</table>
Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below must be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas--if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

Novo University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, and staff. 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, 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.

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.

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

Novo 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 avoid the use of alcohol and other drugs.

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 sponsors the National Alcohol Awareness Week and schedules activities at that time to promote awareness.

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

Alcohol and Drug Abuse Resource Center

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 sponsors the National Alcohol Awareness Week and schedules activities at that time to promote awareness.

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.

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.

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.

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.

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, whether part time or full time, from pre-school 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 possibility that the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification to the University president, contact the Broward County Health Department for recommendation of appropriate action consistent with state law.

The University will make available to 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 health and available medical evidence indicates that he 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 other reasons.

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 designated 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 attendance. 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 by 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 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 an employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a 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 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-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct that is considered sexual harassment if:

(a) Explicit or implicit submission to sexual overtones is made as 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 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 innuendos 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 extending or requesting sexual favors 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.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexual advances or other conduct, which creates an uncomfortable and unwelcome environment for that individual.

Nova 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, nonsexual conduct of a sexual nature 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 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;

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 University, romantic or 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 supervisory 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 University maintains a system of records that includes application forms, letters of recommendation, 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 to release 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 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 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
When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

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

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1991-92 academic year are April 1, 1991, and May 1, 1992.

Veterans' Benefits
All programs described in this catalog are approved for the training of veterans and other eligible students 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, or telephone (305) 370-5655.

Veterans' Benefits for Off-Campus Graduate Programs
The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

When to Apply
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.

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

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

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

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

International Students
International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 641-6682, Ext. 5695. All others, call (305) 370-5695.

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Nova University Learning Resources

Library Resources

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

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

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

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 library collection may be reached for information at 920-1909.

The LAW LIBRARY is in the Leo Goodwin, M.S. University of Miami, B.S. Nova University, M. S. Emory University, EINSTEIN LIBRARY, 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. The facility is available to qualified students and faculty for research and for the computer-oriented course work.

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. 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.

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 7,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed more than 100,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 350 databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain related information. The computer files to which the IRS has access contain more than 200 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
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<tr>
<td>JOAN M. MIGNEREY</td>
<td>Program Professor/Practicum Adviser, National Ed.D. Program for Educational Leaders</td>
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<td></td>
<td>B.S. The Defence College</td>
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<td>ROBERT C. MILES</td>
<td>Director of Licensure and State Relations</td>
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<td>B.S. University of Oklahoma</td>
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<tr>
<td>JACK MILLS</td>
<td>Director, Master's Program in Speech-Language Pathology</td>
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<td>ALP. MIZELL</td>
<td>Director of Technology, Center for the Advancement of Education</td>
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<td>JEFFREY A. MORGEN</td>
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<tr>
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<td>Director, Ed.D. Programs for Higher Education</td>
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<td>DEO NELLIS</td>
<td>Director, Western Programs</td>
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<td></td>
<td>Ed.D. Nova University</td>
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<tr>
<td>RON NEWELL</td>
<td>Program Professor/Practicum Adviser, National Ed.D. Program for Educational Leaders</td>
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<td></td>
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<tr>
<td>GAIL NEWMAN</td>
<td>Speech Pathologist, Master's Program in Speech-Language Pathology</td>
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<td>B.A. Temple University</td>
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<td>BARBARA PACKER</td>
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<td>JOHANNE PEECK</td>
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<td>ELIZABETH A. POLINER</td>
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<td>NORMAN W. POWELL, JR.</td>
<td>Director, Master's Programs in Child Care, Youth Care and Family Support</td>
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<td>SYLVIA PRANT</td>
<td>Assistant to the Director, Master's Programs in Child Care, Youth Care and Family Support</td>
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<td>JORGE R. PUYOLS</td>
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<td>THOMAS H. QUINLAN</td>
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<td>PAM RAYNOR</td>
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<td>Assistant to the Director, National Ed.D. Program for Educational Leaders</td>
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<td>MARY ELLEN SAPP</td>
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<td>MARILYN SEGAL</td>
<td>Dean, The Family and School Center; Senior Faculty Member</td>
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<td>MARK SEDLINE</td>
<td>Student Adviser, GEM Programs</td>
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<td>THRISHA G. SHIVER</td>
<td>Director of Academic Services, Center for the Advancement of Education</td>
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<td>J. DONALD STANIER</td>
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<td>LINDA SWAILS</td>
<td>Operations Manager, Center for the Advancement of Education</td>
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<tr>
<td>SHELLEY VICTOR</td>
<td>Coordinator of Communication, Disorders Center, Master's Program in Speech-Language Pathology</td>
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Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of International Business Administration (D.I.B.A.) in:  
International Business Administration  
Master of Business Administration (M.B.A.) in:  
Business Administration  
Master of International Business Administration (M.I.B.A.) in:  
Public Administration  
Master of Science (M.S.) in:  
Child and Youth Care Administration  
Child Care Administration  
Coastal Zone Management  
Computer-Based Learning  
Computer Education  
Computer Information Systems  
Computer Science  
Education (20 majors)  
Family Support Studies  
Family Therapy  
Gerontology  
Health Services Administration  
Human Resource Management  
Human Services  
Information Systems  
Information Technology and Resource Management  
Marine Biology  
Mental Health Counseling  
School Guidance  
Speech-Language Pathology  
Training and Learning

Bachelor's Degrees

Bachelors of Arts (B.A.) in:  
Accounting  
Administrative Studies  
Applied Professional Studies  
Business Administration  
Community Psychology  
Computer Engineering  
Computer Information Systems  
Computer Science  
Computers Systems  
Elementary Education  
Exceptional Education  
General Psychology  
General Studies  
Hospitality Management  
Legal Studies (pre-law)  
Life Sciences (pre-med)  
Ocean Studies  
Professional Management  
Secondary Education  
Bachelor of Arts (B.A.) in:  
Liberal Arts

Master's Degrees

Executive Master of Business Administration in Banking (M.B.A./Ex.) in:  
Business Administration  
Master of Accounting (M.Acc.) in:  
Accounting

Specialist Degrees

Executive Master of Business Administration in Real Estate Development and Management (M.B.A./R.E.) in:  
Business Administration  
Master of Accounting (M.Acc.) in:  
Accounting

Doctor of Philosophy (Ph.D.) in:  
Clinical Psychology  
Family Therapy  
Oceanography

Doctor of Psychology (Psy.D.) in:  
Clinical Psychology  
Doctor of Public Administration (D.P.A.) in:  
Public Administration  
Juris Doctor (J.D.) in:  
Law

Doctor of Science (Sc.D.) in:  
Computer Science  
Information Science  
Information Systems  
Training and Learning

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

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

Doctor of International Business Administration (D.I.B.A.) in:  
International Business Administration  
Doctor of Science (Sc.D.) in:  
Computer Science  
Information Science  
Information Systems  
Training and Learning

Doctor of Philosophy (Ph.D.) in:  
Clinical Psychology  
Family Therapy  
Oceanography

Doctor of Psychology (Psy.D.) in:  
Clinical Psychology  
Doctor of Public Administration (D.P.A.) in:  
Public Administration  
Juris Doctor (J.D.) in:  
Law

Specialist Degrees

Executive Master of Business Administration in Banking (M.B.A./Ex.) in:  
Business Administration  
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Family Therapy  
Oceanography

Doctor of Psychology (Psy.D.) in:  
Clinical Psychology  
Doctor of Public Administration (D.P.A.) in:  
Public Administration  
Juris Doctor (J.D.) in:  
Law

Specialist Degrees
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova 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 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 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 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 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 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.

A student also has the right to petition Nova 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.

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 Child Care, Youth Care and Family Support. Included here are:

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

Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program 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 $30.00 check (application fee) payable to Nova University.

NOTE: All application material must be mailed directly to:

Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Expected starting date _______ / _______ / _______

Soc. Sec. #_ / / Sex: ( ) Male ( ) Female Date of birth _______ / _______ / _______

Last Name ___________ First Name ___________ M.I. ___________ Maiden Name

Legal/Permanent Address: Street and Number ___________ ___________

City _______ State _______ Zip _______ Home Telephone _______ Business Telephone/Ext. _______

Mailing Address While Attending Nova (local if applicable) City _______ State _______ Zip _______

Emergency Contact:

Name ___________ Street and Number ___________ ___________

City _______ State _______ Zip _______ Home Telephone _______ Business Telephone/Ext. _______

Academic Goal: Check appropriate master's program

☐ Administration of Day Care, Preschool, and Early Education Programs
☐ Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth
☐ Family Support Studies
2. Previous positions. Please list previous employment in chronological order beginning with your present position.

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<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, keynote, etc.). Please attach 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:

   [Additional information as per the format of the application form]
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 Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314:

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Citizenship Status:

_U.S. citizen_  Do you require an I-20? Yes _No

_Non resident alien_  If you have a visa, indicate status code

_Resident alien_  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 University? Yes _No  If NO, in what program were you enrolled?

Financial Aid:

Have you applied for Financial Aid? Yes _No

Have you filed the College Scholarship Service Financial Aid Form (F.A.F.)? Yes _No

If yes, when was the F.A.F. sent to Princeton, New Jersey? Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant's Signature

Date

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(s)):

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

Dare

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant's Signature

Date
As administrators, we somehow stand in the middle between service needs and accountability needs. There's an old saying that when you stand in the middle of a highway you get hit by traffic going both ways. That is one of the issues we need to talk about.

The pressures on administrators and the middle management are tremendous. They're real and they're growing. As a result, we're seeing more and more administrators burn out. We're seeing more administrators beginning to feel overwhelmed, beginning to say, "I've put all my energy into trying to become an administrator, and now that I am one, let me tell you, it is not as rewarding and enjoyable as I thought it was going to be."

In order to avoid the overwhelming and chronic stress that is part of our daily operation, administrators have developed their own ways of dealing with stress.

This reminds me of the story of the young youth care supervisor who stormed into the director's office one day and said to the director, "Listen, when you hired me you told me that this was going to be a supportive system. I want to tell you, the leadership around here stinks. Nobody makes decisions." The administrator says, "Calm down, you can handle this, George." The staff around here is supposed to be supportive, but they're rigid, righteous, and rejecting. There's not much common sense in this setting." The administrator says, "Calm down, you can handle this, George." The supervisor again says, "We're supposed to be taking care of eighty kids only, but we have..."
**An administrator's life is stressful. Often we have to say to ourselves, 'Calm down.'**

In conflict situations, administrators need to be able to manage their emotions and maintain a calm demeanor. This requires a strong sense of self-control and the ability to remain composed in the face of adversity. Administrators must also be able to communicate effectively with others, including employees, colleagues, and clients. This requires excellent verbal and written communication skills, as well as the ability to listen actively and empathetically.

**Change is probably the most difficult task that an administrator has to cope with.**

Administrators often find themselves facing significant changes in their workplace, such as budget cuts, new policies, or technological advancements. These changes can create stress and uncertainty, as administrators must adapt to new situations and find ways to manage the challenges they pose. To cope with change, administrators need to be flexible, adaptable, and open to new ideas. They must also be able to communicate the changes to others and gain their support.

**Conflicts in Human Interaction — continued**

of our primary tasks besides administration is that we want a leader who can calm troubled waters. Actually, they prefer a leader who is to blame for their problems.**
Many of us administrators are people who like to help, like to nurture, like to care, like to enrich. We have compassion and believe that systems can be effective. Therefore, we'd like to order our class. We also now have to look at our other fantasies. We all have other fantasies more than we can possibly deliver. To step into this vacuum to give the staff the hope that we'll be able to deliver all the good intentions is all about. They want to find a super rescuer to say "I can do it." But if there are forces beyond your control and you cannot deliver, then what happens? You become the fall guy, you become the one who let them down. Once again, however, time we talked about teacher behavior and the impact on child abuse. The data are clear. It has been documented over and over again that during stressful times a child can create stress. Furthermore, if you are not trained, he can also create his behavior in you. You will end up mirroring what the child is experiencing. Your normal developmental issues that we have to struggle with. Furthermore, children's behavior even though your personality is not like that of the child's.

Let me show you what I mean, and then let me translate it so that we can look at the child in terms of stress. Basically, what we're saying is that each child has expectations. We have certain ways of looking at ourselves that help us make sense out of the world. We make certain assumptions, then fancy. We marvel, we deal with our parents. All are stressful. If you're new to the job, and you decide that there are such things as good feelings and bad feelings. The teacher, the parent cannot choose your feelings. The only thing you can choose is whether you are going to use those feelings as a basic part of being a human being. Remember, feelings are not cognitive, but they are affective. In effect, they tell us that we are not very good people. Because of us, other people don't feel good. I have heard parents say to their child, "Our life was fine until you were born." Or, "I used to drink until you started school." Does that make you feel good?
The third stress is reality stress. Reality stress refers to a certain amount of normal reality stress. I don't know if anyone had a stressful morning. I sometimes do. Because I live in an apartment building. I often find that people have parked behind me so that I cannot get out of my parking space. After a while you begin to think it's a plot. It happens all the time. Just this week in our school the senior group of kids were in the hall talking. The teacher said that the next person to talk would lose points. One student then said, "What did you say?"
The fourth stress is physical stress. More and more we are beginning to appreciate the power of physical stress. It involves the basic survival stress. What are the students eating? What are kids doing? How many have had a hypervigilant stress. How many are they sleeping? How many are the kids in trouble? I don't think you can look at developmental stress and psychological stress you begin to realize that some of our kids have multiple stresses. They are overwhelmed by so many forces. When you have stress you have feelings that go along with it. It is interesting to see when you recognize that those feelings are comfortable. You begin to believe when you tell them that you are picking them up. All of us at times become locked into a power struggle over absolutes with a child or staff member. We need to realize that it is not the issue that has gotten us caught up, but we have picked up the other person's feelings. As administrators, we are not interested in fighting with people. We

Conflict in Human Interaction – continued

**If administrators are going to survive, they need to change their old concept, and add new administrative skills.**

you look to place the blame on someone else; maybe you will fire them. Actually, you need to look at yourself. I can tell you in my history that I certainly stepped into that role. That is why I failed. I have often tried to cover too many squares and been vulnerable. Now I am very clear about my boundaries. When I look back and compare how I operate now with how I operated before, I see that the quality is so much better. It is not only that as a leader we have group responsibilities. I can be responsible with authority, peers, learning, and teaching. I can be responsible with the staff, but I will not be responsible for the staff. I will facilitate things. I will get to the point where I have to struggle with. This creates stress. What we're talking about is the tendency to take on more than we can handle. The tendency is all about. They want to find someone else; maybe you will fire them. You become the fall guy. You become the one who let them down. Once again, however, time we talked about teacher behavior and the impact on child abuse. The data are clear. It has been documented over and over again that during stressful times a child can create stress. Furthermore, if you are not trained, he can also create his behavior in you. You will end up mirroring what the child is experiencing. Your normal developmental issues that we have to struggle with. Furthermore, children's behavior even though your personality is not like that of the child's.

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The fourth stress is physical stress. More and more we are beginning to appreciate the power of physical stress. It involves the basic survival stress. What are the students eating? What are kids doing? How many have had a hypervigilant stress. How many are they sleeping? How many are the kids in trouble? I don't think you can look at developmental stress and psychological stress you begin to realize that some of our kids have multiple stresses. They are overwhelmed by so many forces. When you have stress you have feelings that go along with it. It is interesting to see when you recognize that those feelings are comfortable. You begin to believe when you tell them that you are picking them up. All of us at times become locked into a power struggle over absolutes with a child or staff member. We need to realize that it is not the issue that has gotten us caught up, but we have picked up the other person's feelings. As administrators, we are not interested in fighting with people. We

Conflict in Human Interaction – continued

all feelings are real. You just can't choose your feelings. Someone gave us an example of stress. "I'm not angry because I would do that regardless of race, color or creed. It doesn't matter. I will still have to go through it. The feelings are there. You cannot choose your feelings. The only thing you can choose is whether you are going to use those feelings as a basic part of being a human being. Remember, feelings are not cognitive, but they are affective. In effect, they tell us that we are not very good people. Because of us, other people don't feel good. I have heard parents say to their child, "Our life was fine until you were born." Or, "I used to drink until you started school." Does that make you feel good?

The need to deny one's feelings can be very powerful. Disappearance is a process that kids use. If something happens to a child, some frustration from some incident, they feel angry and, of course, they don't act it out toward the person they feel angry at, they bring it to the agency and act it out toward you, in a setting that is so much more comfortable. Our crisis concept is this: whenever you have three choices: to support, to educate, or to confront. In our school the senior group of kids were in the hall talking. The teacher said that the next person to talk would lose points. One student then said, "What did you say?"

**People will resist your ideas for change. This has nothing to do with your personality, although your personality can make it worse.**

continues
Conflict in Human Interaction — continued

Suppose we have decided to take the first option, and that a staff member is in a stressful situation. Feelings are overwhelming and the staff member is behaving in such a way that it causes some difficulty. You should take this behavior and decode it. Work backward to that person’s feelings. Show them that their feelings are causing their behavior. Show them that they are being had by their feelings. Be emotionally supportive and develop the ability to decode. Say I hear how angry you are. I realize how difficult it is and what you are being asked to do. Support them.

I use a 2 minute benign eye message at intervention you are either spending your time reducing symptoms, reducing pathological states, or you are increasing skill. This is reflected by our language. We have to learn how to talk again. When verbalizing, describe what you want to eliminate. It is a different way of talking. Along with this is the whole idea of the psychology of praise. The field has been dominated by behaviorists over the last several years, and for very good reasons. They have offered us some very good skills that have proved effective. One of the things that behaviorists talk about is the importance of praise. Positive behavior is more effective than negative behavior. The complexity of praise is still not fully understood. Apparently, praise is what is left over once you describe behavior.

The next part I want to mention is that in benign confrontation. As an administrator and one who acknowledges crises in every little part of your system, you must have the ability to talk about painful things with the staff. Until you know the pain of confronting your staff in a benign way, your staff is not going to learn. Rather than have long administrative conferences with an individual staff member (unless it’s a real crisis), you should have the option of using us as a sort of confessor. It is not untherapeutic to say “I’d like to kill that kid. He is driving me crazy.” Psychotherapy says if you can’t do it in reality, do it in fantasy. Staff members need to be able to verbalize and drain off their frustrations.

One of the things that we have come across in the field is the concept of incompatible behavior. This is something you need to read and learn about if you haven’t already. It comes out of a cognitive, pre-social behavior model, that says instead of trying to stop a behavior, try to build behavior. Actually, when you took

**Until you know the pain of confronting your staff in a benign way, your staff is not going to learn.**

As an administrator I feel the staff should have the option of using us as a sort of confessor. It is not untherapeutic to say “I’d like to kill that kid. He is driving me crazy.” Psychotherapy says if you can’t do it in reality, do it in fantasy. Staff members need to be able to verbalize and drain off their frustrations.

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Name of applicant: ________________________________________________________________

Address of applicant:

Street and Number

City

State

Zip

Telephone number of applicant: (____) _________________________________________

(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 to 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 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:

Signature ________________________________________________________________

Name (type or print) __________________________________________________________

Position _________________________________________________________________

Address _________________________________________________________________

City

State

Zip

Phone (____)

Date ________________________________________________________________

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 on December 31, 1974, I DO___ I DO NOT___ waive the right to inspect and review this completed recommendation.

_____________________________________________________

Social Security number

_____________________________________________________

Applicant's signature
**NOVA UNIVERSITY**  
CENTER FOR THE ADVANCEMENT OF EDUCATION  
Master's Programs in Child Care, Youth Care and Family Support  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7457 or (800) 541-6692, Ext. 7457

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**Recommendation Form**  
Master's Program for Child and Youyth Care Administrators  
Master's Program for Child Care Administrators  
Master's Program in Family Support Studies

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Bachelor's Degree Transcript Request and Transmittal Form

Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program in Family Support Studies

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

Dear Alma Mater:

Please send to Nova 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 ___.

Thank you for your assistance.

Student: ___
Address: ___

Sincerely,

Signature

------------------------------------------

Bachelor's Degree Transcript Transmittal Form

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT TO:

Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Name: ___

Last First Middle/Maiden

Address: ___

Street and Number

City State Zip

Social Security No. ___/___/___ Date

PLEASE SEND ___ COPIES TO NOVA UNIVERSITY

Indicate program applied for
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PLEASE SEND ________ COPIES TO NOVA UNIVERSITY ___________________________

Indicate program applied for
Financial Aid Survey Form
Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program in Family Support Studies

Name
Last
First
Middle/Maiden

Address
Street and Number

City
State
Zip

Social Security number

Phone number: (Day)__________________________ (Evening)__________________________

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