

1980

# Behavioral Sciences and Life Sciences Bulletin 1980

Nova University

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A photograph of a long, brightly lit university hallway. The ceiling has several rectangular recessed lights. The floor is polished and reflects the lights. On the right side, there are glass-walled rooms or offices. In the distance, a group of people is walking away from the camera. The overall atmosphere is clean and professional.

# Behavioral Sciences Center Bulletin for 1980

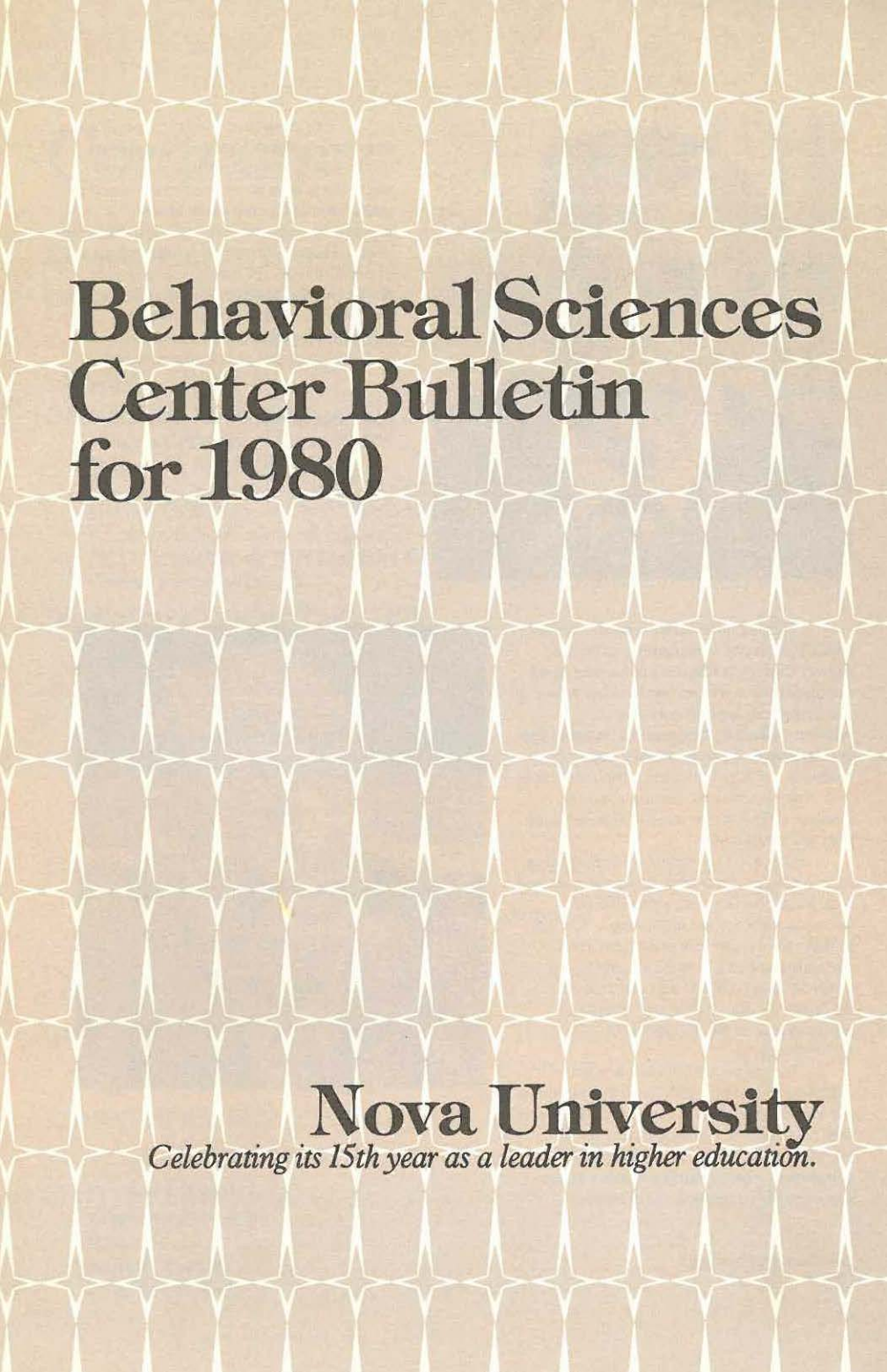
**Nova University**

*Celebrating its 15th year as a leader in higher education.*

**Published October, 1979**

**Behavioral Sciences Center  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
305/475-8300**





**Behavioral Sciences  
Center Bulletin  
for 1980**

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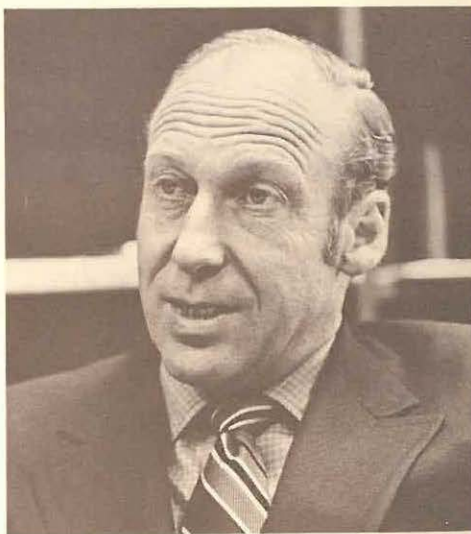
The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure  
*Chancellor*

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

Our Ph.D. alumni are functioning in universities, in research laboratories and in private practice; our professional doctoral students are emerging as leaders in their fields; our law graduates are becoming active in law firms and governmental offices; and our master's students are demonstrating improved performance in their respective professions.

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



Abraham S. Fischler  
*President*

# Contents

NOVA UNIVERSITY .....	2
CENTERS AND MAJOR PROGRAMS OF STUDY .....	3
Behavioral Sciences Center	
GENERAL INFORMATION .....	10
DEPARTMENT OF EDUCATION AND SOCIAL SERVICE .....	12
Masters Of Science In Education .....	13
Masters Of Arts In Teaching .....	23
Masters Of Science In Human Services .....	24
Masters Of Science In Child Care Administration .....	26
Ed.D. In Early Childhood Education .....	28
Ph.D. In Education With Specialty In Early Childhood .....	32
Course Descriptions .....	35
DEPARTMENT OF PSYCHOLOGY .....	46
Masters Of Science In Counseling And Guidance .....	50
Masters Of Science In Psychology .....	53
Specialist In School Psychology .....	53
Course Descriptions .....	54
Ph.D. In Clinical Psychology .....	58
Ph.D. In Child Psychology .....	60
Ph.D. In Research And Evaluation .....	61
Course Descriptions .....	65
Academic Calendar .....	66
COMPUTER SCIENCE PROGRAMS .....	68
Masters Of Science In Computer Science .....	68
Masters Of Science In Computer Systems Management .....	69
Course Descriptions .....	73
INTENSIVE ENGLISH PROGRAM FOR INTERNATIONAL STUDENTS .....	76
INSTITUTES .....	78
Institute Of Child Centered Education .....	78
Institute Of Social Services To Families .....	79
LEARNING RESOURCES .....	80
POLICIES GOVERNING STUDENT RELATIONS .....	82
CENTER PERSONNEL .....	86
Administrative Staff .....	86
Faculty .....	87
Adjunct Faculty .....	89
Professional Staff .....	91



# Nova University

Founded in 1964, Nova University celebrates its 15th anniversary as a leader in higher education this academic year. It is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

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

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

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

With students studying in Florida, in 22 states and Washington, D.C., and in foreign countries, Nova University is a national — indeed, an international — university.

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

**Campus and Off-campus Locations** The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10



miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's turnpike.

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

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

## ACADEMIC CENTERS AND MAJOR PROGRAMS OF STUDY

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

The Department of Psychology offers the Ph.D. in clinical psychology, child psychology, and research and evaluation. The Master of Science degree is offered in counseling, gerontology, applied psychology, psychometry, school guidance and the Educational Specialist degree is offered in school psychology.

The Department of Education and Social Services offers the Ed. D. in early childhood and the Ph.D. in education, with a specialty in early childhood. Master of Education degrees are offered in bilingual education, emotional disturbances, mental retardation, motor disabilities, specific learning disabilities, reading, the gifted child, secondary education, elementary education, early childhood, and health education. The Master of Science in childcare administration and in human services is also offered. These programs are offered on-campus, and many are presently offered at a number of off-campus sites.

4

Also within the Center are various institutes and programs, including master's degree programs in computer science and computer systems management, the Behavioral Sciences Clinic, the Nova University Clinic, Inc., the Children's Assessment and Treatment Program, the Biofeedback Laboratory, the Intensive English Program, the Institute of Child-Centered Education, and the Institute of Social Services to Families. These institutes and programs provide facilities for research and service in the behavioral sciences.

**Master's Program in Criminal Justice** The Undergraduate Criminal Justice Program (see the Center for Undergraduate Studies) is complemented by a Master's Degree in Criminal Justice. In both cases, the target population is that of employed professionals in the Criminal Justice system, as well as anyone interested in pursuing a career in criminal justice or related areas. The master's program is designed to bring theory, research, and management skill sets to bear on the three substantive components of the criminal justice system — police, law and the courts, and corrections. The graduate program has approximately 225 students in it and presently operates 13 clusters in 6 states.

### **Intensive English Program for International Students**

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

This program is specifically designed to meet the needs of the individual student by diagnostically determining the language ability of each student and programming more advanced studies as the student progresses.

**Center for Higher Education** The Center for Higher Education offers the Doctor of Education, with specializations in Community College Education; Vocational, Technical and Occupational (VTO) Education; and Adult Education. The Center also offers a master's degree in institutional development. The Center now offers programs in 20 states, as well as Puerto Rico.

Present enrollment in the Center is approximately 1000. Since the Center's inception in 1972, 850 practitioners have been graduated.



**Center for Labor and Industrial Relations** The Center seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide opportunity to those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations, and to train recent college graduates for careers in the field. The Center provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Center presently operates at the New York Institute of Technology, Old Westbury Campus.



**Center for the Study of Law** The Law School, a traditional on-campus program, was opened to its first students in September, 1974. It received its provisional accreditation from the American Bar Association in August, 1975 and has maintained that status while building toward full ABA accreditation.

The Law School accepts about 200 students in an entering class and maintains a faculty of over 20 full-time professors. The focus is on preparing people to be lawyers in a rapidly changing and expanding society.

**Life Science Center** Established in 1970, the Center has awarded the Ph.D. in Biological Sciences and the Master of Science degree.

Research has been directed toward the nature of chalcones, improved antitumor therapy, the role of herpes virus in pulmonary cancer, the



effects of hyperbaric oxygen on the immune system and the synthesis of artificial benzene from natural carbon sources.

The Life Sciences Center is in the process of reorganization as a result of the Leo Goodwin institute's acquiring new facilities. No new students will be accepted during the 1979-80 academic year.

**Graduate Management Programs** Graduate Management Programs (GMP) at Nova University offers a variety of programs that stress innovative learning processes and delivery systems for mature working professionals who wish to increase their managerial effectiveness. Major programs offered are as follows: the Master of Business Administration (MBA), the Master of Science in Human Resource Management (HRM) and the Master of Science in Computer Systems Management (CSM). There are also various majors that may be taken in conjunction with the MBA and HRM degrees, such as Accounting, Health Management, Entrepreneurial Studies, and Marketing. GMP sponsors a number of professional workshops in Business Administration and Management, and also operates a Certificate in Banking Program for commercial bank personnel (CIB) and a Certificate in Savings and Loan Management (CISL). In conjunction with the Center for the Study of Law, GMP awards the MBA along with the JD for those students who complete the core requirements.

The Doctorate in Business Administration (DBA) curriculum prepares people for careers in high-level teaching, research, or managerial positions.

All of the above programs are available locally at Nova in Fort Lauderdale and most of the programs are offered in an external degree program format through an arrangement called the academic cluster.

GMP serves over 500 students through clusters both in the United States and in foreign countries.

**National Teacher Education Programs** National Teacher Education Programs (NTEP), both independently and in cooperation with professional teacher organizations, provides graduate work for K-12 educators leading to the Master of Science and Educational Specialist degrees. Certificate programs and credit courses are also offered in educational uses of microcomputers, educational writing, and various specialized aspects of administration and labor relations. These courses are provided at times and locations which are convenient for teachers. Instruction is designed in a time-intensive mode to meet the professional needs of highly motivated, career-minded educators.

The Educational Specialist degree is offered in: Educational Development; Administration and Supervision; and Curriculum and Instruction with the following majors: elementary education, English, mathematics, physical education, reading, science, social studies, general.

The Master of Science degree is offered in Modern Educational Systems; Administration and Supervision; and Curriculum and Instruction in any of the following majors: English, mathematics, physical education, science, social studies, general.

Programs are offered independently in Broward and Palm Beach counties in Florida; union-sponsored programs are currently provided in Arizona, California, Hawaii, Nevada, and in the following Florida counties: Alachua, Brevard, Charlotte, Collier, Dade, Duval, Indian River, Lake, Monroe, Pinellas, and Sarasota. There are approximately 1,500 students registered in the National Teacher Education Programs at any one time.

**Ocean Sciences Center** The Ocean Sciences Center is located on a nine-acre site in Port Everglades with direct access to the Atlantic Ocean. Various buildings situated around a boat basin house offices, the Richardson Library, a current meter facility, electronics shop, computing center, and machine shop.

In addition to graduate studies that lead to Master's and/or Ph.D. degrees in Ocean Sciences, research programs concerning experimental and theoretical investigations are conducted. Primary research interests include sea-air interactions and couplings; the Gulf Stream system; ocean waves, circulations and transports; ocean biology, mariculture and ecology; ocean geology; and oceanic impacts on climate fluctuations.

**Center for Public Affairs and Administration** The Center for Public Affairs and Administration is devoted to improving public administration, labor-management relations, and criminal justice administration through innovative educational programs.

The Center conducts two graduate programs, both delivered in an off-campus format.

The NATIONAL DPA PROGRAM FOR ADMINISTRATORS is designed for experienced persons in administration, labor-management relations, criminal justice administration, or community service agencies.

The MANAGEMENT AND PUBLIC SERVICE PROGRAM is designed for persons aspiring to management positions in public and community service agencies. This Program leads to either a Master



of Public Administration degree or to a Master of Science in Public Management degree.

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies.

**School Center** Programs included in the School Center are: THE UNIVERSITY SCHOOL, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 870 students; THE READING LABORATORY, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; THE LEARNING TUTORIAL PROGRAM.

The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments and programs for students from ages two and one-half through eighteen.

The Center serves as a demonstration facility, a training center and research laboratory for graduate students in the Behavioral Sciences Center and to education majors in the Center for Undergraduate Studies.

**Center for School Leadership Development** The Center for School Leadership Development offers the Doctor of Education degree on an external basis through its National Ed.D. Program for Educational Leaders. Open only to practicing elementary- and secondary-level school administrators, this program provides three years of targeted study, in which candidates must pass eight study areas, satisfactorily complete three performance-oriented practicums, and attend two summer institutes. By focusing on real life situations and school problems, the Program moves toward its goal of improving elementary and secondary schools. The Program is currently being offered to candidates in 17 states and the District of Columbia and has an enrollment of approximately 600.

**Center for Undergraduate Studies** The Center draws upon the extensive human and technological resources of the New York Institute of Technology (NYIT), its sister institution within the Nova-NYIT Federation. It offers a wide variety of credit and non-credit courses, workshops, and institutes, as well as programs of study leading to certificates and to the Bachelor of Science degree. The Center offers principally evening and weekend courses at the Nova University main campus in Davie, as well as in Coral Springs and at locations in Dade and Palm Beach counties.



**NOVA COLLEGE** is the arm of the Center for Undergraduate Studies which offers credit courses. The Bachelor of Science degree and a variety of certificate programs are offered in business, human sciences, and education.



Most of the approximately 1,000 students currently enrolled in Nova College have passed the traditional age of undergraduates and are employed — many have families.

**INSTITUTE FOR RETIRED PROFESSIONALS** The Institute for Retired Professionals (IRP) serves the specific needs of the growing retirement community in South Florida.

Nova's IRP offers an opportunity for retired professionals to renew their education in a unique way. Because of their varied interests and life experience, IRP members act as teachers and students at the same time: they share with and learn from one another.

**LIFELONG LEARNING INSTITUTE** Serving the entire community with programs designed for young and old, the Institute offers a wide array of non-credit lecture series, seminars, and workshops.

The Institute also works with business, industry, professional organizations, and the public sector to offer courses of special value to these groups. Career certificate programs (for college degree credit and not-for-credit) are available for individuals seeking to upgrade their skills or to change careers.

Lecture series are offered during the school year in 6-week cycles.

# General Information

**Academic Calendar** Since the various programs within the Behavioral Sciences Center are offered under several different formats, there is not a standard academic calendar in the center. The student should consult the individual program description to determine the calendar under which it operates.

All University offices are closed on the following days. On occasion individual classes may meet on one or more of the following dates. The Student is urged to consult with his professor to ascertain these exceptions.

1980

May 26	Memorial Day
July 4	Independence Day
September 1	Labor Day
November 27, 28	Thanksgiving
December 24, 25	Christmas
December 31, Wednesday noon January 1, 1981, Thursday	New Year's

**Behavioral Sciences Center** The Behavioral Sciences Center, which opened in 1967, is an interdisciplinary center concerned with the study of man and his behavior. The Center, located in the Mailman-Hollywood Building, is organized into a Department of Psychology, a Department of Education and Social Services, and several institutes and programs that function independently of the two departments.



## Degrees Offered

MASTER OF ARTS IN TEACHING

MASTER OF SCIENCE IN

APPLIED PSYCHOLOGY

CHILD CARE ADMINISTRATION

COMPUTER SCIENCE

COMPUTER SYSTEMS MANAGEMENT

COUNSELING with a specialty in Gerontology

EDUCATION with majors in:

Early Childhood

Elementary

Emotional Disturbance

Gifted

Health Education

Mental Retardation

Motor Disabilities

Reading

Secondary

Specific Learning Disabilities

Varying Exceptionalities

HUMAN SERVICE

PSYCHOMETRY

SCHOOL GUIDANCE

EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

DOCTOR OF EDUCATION

EARLY CHILDHOOD EDUCATION

DOCTOR OF PHILOSOPHY

CHILD PSYCHOLOGY

CLINICAL PSYCHOLOGY

EDUCATION with a specialty in Early Childhood

RESEARCH AND EVALUATION

# Department of Education and Social Service

The Department of Education and Social Service is one of two degree granting departments of the Behavioral Science Center.

A number of degree programs designed to meet the needs of individuals in the field of education, child care and human services are offered by this department. They are:

- The Master of Science in Education: Majors in Early Childhood, Elementary, Secondary, Reading, Gifted, Specific Learning Disabilities, Varying Exceptionalities, Emotional Disturbance, Mental Retardation, Motor Disabilities, Bilingual Education—designed for teachers to give specialized knowledge and certification.
- Master of Science in Education: Major in Health Education designed for educators and health professionals.
- Master of Arts in Teaching. A yearlong internship program in the University School.
- Master of Science in Human Services: A program for individuals employed in human service agencies, and for volunteers who wish to train for a professional role.
- Master of Science Program for Child Care Administrators: for directors of child care programs.
- Ed.D. in Early Childhood: for practitioners in the field of early childhood.
- Ph.D. in Education: for those desiring to pursue a full time research degree in Education with an emphasis in Early Childhood.
- Ph.D. in Research and Evaluation: for those desiring to pursue a full time program in evaluation and research.

The faculty of the department is engaged in a number of research, publication and community service activities in which it is often possible for students to participate.



## MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education is designed for teachers who would like to specialize in:

- Bilingual Education
- Early Childhood
- Elementary Education
- Emotional Disturbance
- Gifted
- Health Education
- Mental Retardation
- Motor Disabilities
- Reading
- Secondary Education
- Specific Learning Disabilities
- Varying Exceptionalities

The programs are designed to give teachers special expertise in instruction, research, special methods, curriculum development, and classroom organization and management, so that they can operate effectively in either a group or an individualized learning environment. The courses are designed to provide the student with skills and techniques that are immediately applicable to the classroom situation, and to prepare the specialist in Reading, Exceptional Child, Gifted, Bilingual, Early Childhood, Elementary, Secondary and Health Education. A number of special courses and workshops are offered outside of the degree programs to meet the needs of teachers and other educators. Courses required in the degree program may also be taken by special students.

The major in Health Education is designed for both educators and health care professionals. The courses have been structured so as to

provide the student with the skills and techniques which are necessary to design and conduct health education programs in a number of settings. The student may select a sub-specialty in (1) Patient Education in Medical Care Institutions, (2) School Health Education, and (3) Occupational Health and Community Health. Individuals who are interested in individual courses may register as special students.

The master's degree in Bilingual Education is designed to meet the needs of individuals who wish to specialize in bilingual education and/or the teaching of English to speakers of other languages (ESOL), with a view to possible future State certification in this area. The major encompasses the general area of bilingual education theory and methodology, with an emphasis on the teaching of English to speakers of other languages.

Students majoring in Bilingual Education will have to demonstrate proficiency both in English and in another language.

**Admission Requirements** In order to enroll in the program, students must have a bachelor's degree from a regionally accredited institution and Florida students must hold a valid Florida Rank 3 Certificate (except for Health Education Majors). An official transcript must be submitted directly from the degree granting institution. Matriculation as a master's degree candidate is achieved upon satisfactory completion of the first four courses with a 3.0 average. The program reserves the right to require that students take standard tests as part of the counseling process for approval for matriculation. Students holding a valid Rank 3 Certificate in Elementary Education who satisfy the program requirements within the area of specialization will be eligible for Florida Rank 2 Certificates in that area. Students who are not certified in Elementary Education may have to take additional courses to obtain certification. The Graduate Record Exam is not required.

**Cost** Tuition is \$180 per three semester graduate credits. The application fee is \$15. Graduation fee (includes diploma) \$15. The cost of books and other materials range from \$10 to \$40 per course. A registration fee of \$10 will be assessed those who register late.

**Withdrawal Policy** Withdrawal letters must be submitted to the program office indicating the number of classes attended.

For 75% refund, withdrawal letter in writing prior to second class meeting.

For 50% refund, withdrawal letter in writing prior to third class meeting.

No refund after third class meeting. Fees other than tuition are not refundable.



**Transfer Credit** Up to six graduate credits may be transferred from a regionally accredited institution. The courses selected for transfer must have received a B or better grade and must match a course in the required program. The transfer will be evaluated upon the receipt of an official transcript from the institution originally giving the credit. A program outline will be provided for each student indicating which courses have been transferred.

**Format** Most courses meet for four (4) hours per class for nine (9) class sessions. In addition, some courses are offered in a special format during the summer.

**Grading System For Master's Program** Grades in all courses work are assigned to the following system:

GRADE	ACHIEVEMENT RATING	QUALITY POINTS
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
I	Incomplete	
I-F	Incomplete-Failure	0
NR	Needs to Repeat Course	
AU	Audit	
W	Withdrawal without penalty	
P	Pass (thesis, practicum and selected courses)	

An "I" grade will be changed to an I-F if the required work is not completed within one year after the end of the semester in which the "I" was issued.

A "W" grade will be assigned when a student withdraws from a course after the third class meeting. Prior to the third meeting the course will be deleted from the student's academic record.

**Selecting A Major** The Master of Science in Education program is designed so that for all majors (except Health Education) the student does not have to select a major at the beginning of the program. There are several courses common to several programs.

**The Practicum** Each major in the Master of Science in Education Program requires that the student complete a three credit practicum as part of a thirty-six credit major.

The practicum is a problem solving activity in which a student designs a formal proposal, implements the project in his/her job setting and compiles a final document summarizing the entire process.

Students are guided through the practicum process by an advisor who specializes in their particular academic area.

**Locations** Classes are presently offered on the Main University campus and in Hallandale, Lake Worth, Jupiter, Daytona, Orlando, Tampa, and Bradenton. Other sites will open in September 1979. Not all majors are offered at all sites.

## ACADEMIC CALENDAR

### MASTER OF SCIENCE IN EDUCATION AND MASTER OF SCIENCE IN HUMAN SERVICE PROGRAMS

For sites in Dade, Broward and Palm Beach Counties.  
(Saturdays only are listed)

#### FALL 1979

- Cycle A: September 8, 15, 22, 29  
October 6, 13, 20, 27 and November 3.
- Cycle B: November 10, 17, December 1, 8, 15  
January 5, 12, 19 and 26.

#### SPRING 1980

- Cycle A: February 2, 9, 16, 23  
March 1, 8, 15, 22, 29.
- Cycle B: April 12, 19, 26  
May 3, 10, 17, 24, June 7, 14.

#### SUMMER 1980

June 21, 28, July 12, 19, 26  
August 2, 9, 16, 23, additional  
intensive workshops



## FALL 1980

- Cycle A: September 6, 13, 20, 27  
October 4, 11, 18, 25, November 1.
- Cycle B: November 8, 15, 22, December 6, 13, 20  
January 10, 17, 24.

## SPRING 1981

- Cycle A: January 31, February 7, 14, 21, 28  
March 7, 14, 21, 28.
- Cycle B: April 4, 11, 25  
May 2, 9, 16, 23, June 6, 13

## SUMMER 1981

June 20, 27, July 11, 18, 25  
August 1, 8, 15, 22.

## FALL 1981

- Cycle A: August 29, September 12, 19, 26  
October 3, 10, 17, 24, 31.
- Cycle B: November 7, 14, 21  
December 5, 12, 19, January 9, 16, 23.

For Florida sites outside of Dade, Broward and Palm Beach Counties.  
(Saturdays only are listed)

## FALL 1979

- Cycle A: September 15, 22, 29  
October 6, 13, 20, 27 and November 3, 10.
- Cycle B: November 17, December 1, 8, 15  
January 5, 12, 26, and February 2.

## SPRING 1980

- Cycle A: February 9, 16, 23  
March 8, 15, 22, 29, April 12.
- Cycle B: April 19, 26  
May 3, 10, 17, 24, June 7, 14, 21.

## SUMMER 1980

June 28, July 12, 19, 26  
August 2, 9, 16, 23, September 6.

## FALL 1980

Cycle A: September 13, 20, 27  
October 4, 11, 18, 25, November 1, 8.

Cycle B: November 15, 22  
December 6, 13, 20, January 10, 17, 24, 31.

## SPRING 1981

Cycle A: February 7, 14, 21, 28  
March 7, 14, 21, 28, April 4.

Cycle B: April 11, 25  
May 2, 9, 16, 23, June 6, 13, 20.

## SUMMER 1981

June 27, July 11, 18, 25  
August 1, 8, 15, 22, 29.

## FALL 1981

Cycle A: September 12, 19, 26, October 3, 10, 17,  
24, 31, November 7.

Cycle B: November 14, 21, December 5, 12, 19  
January 9, 16, 23, 30.

## COURSE REQUIREMENTS

### Major in Elementary Education

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement



ELE 588	Practicum in Elementary Education
EP 571	Foundations of Learning Disabilities
RED 575	Children's Literature
EDU 548	Classroom Management
ELE 541	Creativity in Elementary School
EDU 544	Designing the Elementary School Curriculum
RED 554	Assessment in Reading
RED 500	Techniques of Corrective or Remedial Reading

*This program will yield certification in Reading if the practicum is done in Reading.*

## Major in Reading

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement
RED 5881	Practicum in Reading
EP 571	Foundations of Learning Disabilities
RED 575	Children's Literature
RED 572	Reading Methods
RED 554	Assessment in Reading
RED 500	Techniques of Corrective or Remedial Reading
RED 5271	Reading Supervision and Curriculum Development I
RED 5272	Reading Supervision and Curriculum Development II

## Major in Early Childhood

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement
EC 588	Practicum in Early Childhood
EP 560	Survey of Exceptionalities
RED 575	Children's Literature
ELE 541	Creativity in Elementary School
CU 515	Design of Learning Materials
EC 552	Assessment in Early Childhood
EC 5281	Individualized Instruction in Early Childhood I
EC 5282	Individualized Instruction in Early Childhood II

## Major in Secondary Education

HB 502	Adolescence and Beyond
RED 570	The Reading Process
EDU 580	Education Measurement
EDU 537	Teaching Reading in the Secondary Schools
EDU 548	Classroom Management (Secondary)
CU 515	Design of Learning Materials
EDU 565	Course Design in the Content Areas
EP 571	Foundations of Learning Disabilities
EDU 564	Learning Assessment: Principles and Practices
SE 588	Practicum in Secondary Education

Choose Two:

EDU 566	Teaching Communication Skills in the Content Area
EDU 553	Creative Problem Solving
EDU 549	Designing the Secondary School Curriculum
	One or two courses in Specific Content Area

## Major in Gifted

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement
EP 597	Practicum in the Gifted Child
EP 571	Foundations of Learning Disabilities
EDU 544	Designing the Elementary School Curriculum
ELE 541	Creativity in Elementary School
EDU 550	Introduction to the Nature and Needs of the Gifted
EDU 551	Educational Procedures for the Gifted Child
EDU 553	Creative Problem Solving with Gifted Children
EDU 555	Seminar for the Educator of Gifted Children
or	
EP 556	Educational Assessment of Exceptional Children

## Major in Specific Learning Disabilities

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement
EP 5882	Practicum in Specific Learning Disabilities



- EP 560 Survey of Exceptionalities  
 EP 571 Foundations of Learning Disabilities  
 EP 556 Educational Assessment of Exceptional Children  
 EP 573 Programming in Learning Disabilities  
 EP 552 Classroom Organization and Management of the Learning Disabled Child  
 EP 5261 Workshop in Learning Disabilities I  
 EP 5262 Workshop in Learning Disabilities II

## Major in Motor Disabilities

- HB 501 Child Development  
 EC 580 Speech and Language Development  
 RED 570 The Reading Process  
 EDU 580 Education Measurement  
 EP 5887 Practicum in Motor Disabilities  
 EP 560 Survey of Exceptionalities  
 EP 571 Foundations of Learning Disabilities  
 EDU 544 Designing the Elementary School Curriculum  
 EP 556 Educational Assessment of Exceptional Children  
 EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation  
 EP 505 Biological and Medical Aspects of Motor and Physical Health Disabilities  
 EP 506 Educational Management of Children with Palsy and other Motor Disabilities

## Major in Mental Retardation

- HB 501 Child Development  
 EC 580 Speech and Language Development  
 RED 570 The Reading Process  
 EDU 580 Education Measurement  
 EP 5886 Practicum in Intellectual Disabilities  
 EP 560 Survey of Exceptionalities  
 EP 571 Foundations of Learning Disabilities  
 EDU 544 Designing the Elementary School Curriculum  
 EP 556 Educational Assessment of Exceptional Children  
 EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation  
 EP 507 Curriculum Development: Methods and Materials for Teaching the Mentally Handicapped Child  
 EP 508 Educational Management of the Mentally Handicapped Child

## Major in Emotional Disturbance and Social Maladjustment

HB 501	Child Development
EC 580	Speech and Language Development
RED 570	The Reading Process
EDU 580	Education Measurement
EP 5883	Practicum in Emotional Disturbance
EP 560	Survey of Exceptionalities
EP 571	Foundations of Learning Disabilities
EDU 544	Designing the Elementary School Curriculum
EP 556	Educational Assessment of Exceptional Children
EP 529	Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
EP 530	Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
EP 532	Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child

## Major in Health Education

HE 500	Foundations of Health Education
HE 501	Contemporary Problems of Personal and Community Health
HE 502	Implications of Environmental Health
HE 510	Social Support Systems
HE 512	Nutrition for the Health Professional
HE 514	Interpersonal Relations and Group Processes
HE 525	Techniques for Teaching Health Education
HE 530	Research and Evaluation of Health Problems
HE 535	Program Development, Health Education I
HE 536	Program Development, Health Education II
HE 560	Independent Study in Specialized Field
HE 588	Practicum in Health Education
*HE 540	Bacteriology for the Health Professional

## Major In Bilingual Education

HB 501	Child Development <i>or</i> HB 502 Adolescent Behavior <i>or</i> HS 514 Interpersonal Relations and Group Process
RED 570	Reading Process

\*This course may be substituted for a required course with the permission of the program office.



EDU 580	Education Measurement
RED 554	Assessment in Reading <i>or</i> BLE 554 Assessment of Language Skills
BLE 588	Practicum in Bilingual Education
BLE 568	Linguistics for Bilingual Teachers
BLE 570	The Acquisition of Language and Culture
BLE 565	Principles of Socio- and Psycholinguistics
BLE 567	Theory and Method of Contrastive Analysis
BLE 542	Curriculum Development in Bilingual Education
BLE 543	Bilingual Methodology
BLE 569	Methods of Teaching English to Speakers of Other Languages

## Major in Varying Exceptionalities

HB 501	Child Development <i>or</i> HB502 Adolescence and Beyond
EDU 540	Introduction to Language Development & Speech Disabilities
RED 570	The Reading Process
EDU 580	Education Measurement
EP 590	Practicum in Exceptional Child Education
EP 571	Foundations of Learning Disabilities
EP 560	Survey of Exceptionalities
EP 556	Educational Assessment of Exceptional Children
HB 530	Abnormal Psychology
EP 501	Biological, Psychological & Sociological Foundations of Mental Retardation
EDU 550	Introduction to the Nature and Needs of the Gifted Child
EP 504	Workshop in Intellectual Disabilities

## MASTER OF ARTS IN TEACHING

The MAT (Master of Arts in Teaching) Program is based on the premise that learning is most effective when theory and practice are united. This program is a cooperative experience which offers the student a full-time teaching internship for a full academic year in the University School of Nova University and courses in the Masters in Education Program. Successful completion of the program will lead to the degree of Master of Arts in Teaching with a major selected from a number of areas which include Early Childhood, Elementary Education, Secondary Education, Reading, Learning Disabilities, and Gifted.

The student must follow the University requirements for the major selected. Twelve of the minimum of thirty-six credits required for the Master's Degree are met through competency based courses which are part of the Internship. Three credits are received for a Practicum which may be under the direction of University School faculty or other members of the University faculty. The remaining courses are taken in the Master of Science in Education Program.

The student who is selected to participate in the Program accepts the obligation to participate as an intern in the full ten months program at the University School and is given a waiver of tuition by the school for the Masters Program courses up to thirty-six credits including competency based courses. MAT students will be accepted as fully contributing members of the instructional team and as such share in the full responsibilities.

Teacher Certification is awarded by the State and is not automatic upon receipt of a Master's Degree. Every student comes to the program with a different background. It is the student's responsibility to determine if he/she will meet the requirements of the State for the Certification desired.

Students will take a minimum of two courses in the summer preceding the Internship experience and two courses each semester after that. The student may choose to take the two final courses the summer following the internship. The student is expected to finish the program in no more than a year and a summer. The University School is not responsible for the tuition for any course taken after this time unless special arrangements are made in advance with the Headmaster of the University School and the Program Director.

The course work for the program will be taken in the Master of Science in Education Program and students must meet all of the requirements of the Master of Science in Education Program.

Students who incur a financial tuition penalty because of withdrawal from a course or who must repeat a course will be responsible for the extra tuition costs involved.

Students who are not already certified teachers may do practice teaching as part of their internship. Depending on their backgrounds, such students may have to take additional course work at their own expense in order to obtain certification.

## MASTER OF SCIENCE IN HUMAN SERVICES

The Master of Science in Human Service is designed to meet the needs of both the individual who is currently employed in a public or private social service setting and the volunteer who has served in a human



service organization and desires to obtain the academic training needed for a professional role in the field of human services.

The degree course work will provide the student with increased understanding of the nature and function of human services as an institution in American society. Competencies needed by the student to function successfully in the many and varied tasks required of the human service worker form the basis for the course objectives.

**Admission Requirements** The student must have a Bachelor's degree from an accredited institution. In addition, the student must be employed in a human service setting in a job role which will allow the student to relate instruction and experience in the field of human service. A student who is not in a paid position may be required to enter a volunteer role in a human service setting in order to be able to complete required assignments.

Many of the details of the Master of Science in Human Service Programs are the same as for the Master of Science in Education. For the following information please see the section describing the Master of Science in Education Program:

- Cost
- Withdrawal Policy
- Format
- Grading System for Master's Program
- The Practicum
- Calendar

**Locations** Classes are offered in Dade and Broward counties. Other sites are currently being planned. Interested students in other areas should contact the program for the nearest location.

## REQUIRED COURSES:

HB 504	Human Development
HS 500	Community Needs and Social Support Systems
HS 514	Interpersonal Relations and Group Process
HS 510	Theoretical Foundations of Human Service
HS 512	Theory and Practice in Working with Individuals
HS 513	Theory and Practice in Working with Individuals
HS 520	The Law and Human Service
HS 530	Evaluation of Human Service Programs
HS 540	Staff Development and Supervision in Human Service Programs

Choose two of the following courses:

HS 544	Child Welfare
HS 545	Juvenile Justice
HS 546	Human Service and the Problems of Aging
HS 547	Vocational Rehabilitation
HS 548	Mental Health

In addition, the student must complete either:

HS 588	Practicum in Human Service
or	
HS 596	Internship in Human Service

## MASTER OF SCIENCE PROGRAM IN CHILD CARE ADMINISTRATION

Nova University offers an external master's degree program designed specifically for directors of child care programs. The program uses an external, independent study, competency-based format. To complete the program a student must demonstrate competency in eight areas of study by successfully completing activities and examinations. Also, each student must successfully complete a Special Project involving a needs assessment, change, strategy, and the implementation of an intervention resulting in the improvement of the child care program for which he or she is responsible. Students must participate in a one week-long workshop. The program is flexible and self-paced; however, it is anticipated that most students will complete the program about two years after admission. Many of the activities and assignments associated with the program of studies draw on ongoing management responsibilities and it is assumed that students will complete the program while carrying on their present administrative responsibilities.

**Admission Requirements** The program is designed primarily to serve the needs of persons who are responsible for management of preschool, child care programs (e.g., directors of day care, head start, and nursery school programs). Administrative staff of local, state and national professional organizations, for whom such a program is appropriate, also are eligible for admission.

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



**Areas of Study** Study guides and learning resources have been prepared for each of the areas of study by nationally recognized scholars commissioned to develop materials specifically for this program. The eight areas of study are: Management, Development Evaluation, Society, Curriculum, Resources, Policy and Profession. The study guides introduce and direct student readings and learning activities, assign activities to be completed for review by the Nova staff, and identify resources suitable both for completion of the course of study and for student's ongoing leadership responsibilities. Additional resources available to students through the program will include audio-cassettes, microfiche, and printed materials.

Examinations are offered when students have completed assigned activities and requested to be examined. Students not succeeding on the examination are provided a diagnostic report and directions for further study. Students have an opportunity for make up examinations.

**Special Projects** The Nova staff works directly with each student admitted to the program in development of a Special Project proposal, in implementation of the project, and in its ultimate description. The procedure is characterized by extensive personal attention and interaction. The Special Project, which must be proposed by the student, is an effort to meet the needs of a particular preschool program in a fashion that is intellectually honest and psychologically rewarding for the student. It is anticipated that most Special Projects will be related to a management aspect of child care programs.

**Summer Workshops** Week-long summer workshops, held in Fort Lauderdale or another central location, are designed to provide interaction among director-students from across the nation. At the workshops, students and staff will engage in contemporary developments and issues related to the eight areas of study and to the field of early childhood education in general. Students are required to attend one workshop prior to graduation; they are welcome at subsequent workshops.

**Tuition Payment Policy** The cost of the Program is \$2880. A one-time registration fee of \$15 is required of all students, and a \$100 deposit—applicable toward tuition—is required at the time of application. Following admission, payment may be made in a lump sum, yearly or quarterly, as follows:

Single Payment:	\$2,780
Initial Annual Payment:	\$1,340 (second year, \$1440)
Initial Quarterly Payment:	\$260 (subsequent payments \$360)

**Tuition Refund Policy** Any student wishing to withdraw from the Program must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which written notice is received in the Registrar's Office.

1. No part of the registration fee or the deposit will be refunded upon withdrawal. However, if a student is not accepted into the Program, the \$100 deposit will be refunded in its entirety.
2. The refundable portion of tuition (first quarter only) will be computed in accordance with the following schedule:

Prior to expiration of 14 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 100%

Prior to the expiration of 28 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 80%  
(plus 100% of payment beyond quarterly amount)

Prior to the expiration of 56 calendar days after notification of acceptance into the Program has been mailed and initial learning materials have been received by the student. 40%  
(plus 100% of payment beyond quarterly amount)

Because the study materials used in the Program are expensive, it is expected that a student who withdraws from the Program will return all study guides and related materials to the University.

## Ed.D. PROGRAM IN EARLY CHILDHOOD EDUCATION

The Ed.D. Program in Early Childhood Education of Nova University was created in 1972 to provide responsible leadership for this growing field. The Program is designed to foster increased academic and leadership competencies for persons who have made a genuine commitment to the field of early childhood education and who have demonstrated exceptional capabilities within the field.

Specifically the Program is designed to serve the needs of:

- Those administrators in public or private agencies primarily responsible for creation or delivery of early childhood education services;
- Those wishing to pursue an academic career as specialists in early childhood education;
- Those interested primarily in developing materials or systems that have promise of improving early childhood.



**Program Overview** The program is designed in a cluster format. A cluster consists of 25-35 candidates who live within the same geographic area. Intensive seminars are conducted at the cluster site on Saturdays by nationally recognized instructors with expertise in the content area of the seminar. Candidates attend an Orientation Seminar and two one-week Summer Institutes. The Program is designed to be completed in three years (thirty-six months). However, a fourth year is available to candidates as required.

**Clusters** A cluster is a cohort of professionals in early childhood education, living and working in a variety of settings but within geographic proximity around which the Program is organized.

Each cluster consists of 25-35 students and a cluster coordinator. The cluster is intended to serve as both an administrative and educative vehicle for the Program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups which meet between seminars to initiate and complete assignments. Clusters supplement the program of instruction by initiating educational Clusters form study groups which meet between seminars to initiate and complete assignments. Clusters supplement the program of instruction by initiating educational experiences in addition to the Saturday seminars. Cluster funds are available for arranging guest lectures, for hosting special educational events and for other educational activities designed by the cluster.

**Study Areas** There are five areas of study in the Ed.D. in Early Childhood Education Program: (1) Child Growth and Development; (2) Research and Evaluation; (3) Curriculum and Program Design; (4) Management and Leadership; (5) Social Issues and Political Processes. Each area of study is designed to involve students in a five or six month period of intensive seminars, readings, structured activities, and evaluation procedures.

Each area of study is under the direction of a Senior Instructor. The Senior Instructor is responsible for development of a study guide or syllabus which outlines and directs the academic experiences of the study area; for providing suitable evaluation procedures to be used during and at the conclusion of the area of study, for selecting training, and monitoring the associate instructors and, finally, for providing evaluative commentaries on each individual student's performance within the area of study.

**Practicums and Dissertations** Practicums in this program are actions taken to improve a system, program, or product in early childhood education. Dissertations either are contributions to new knowledge or represent new ways of understanding early childhood education phenomena. Each Nova participant must complete three practicums (or has the option of undertaking a dissertation in place of the final two practicums).

The concept of the Practicum stems directly from the University's desire to improve educational systems through the scholarly efforts of its students, coupled with the belief that leadership in all sectors of education requires action as well as reflective thought. Practicums require identification of a significant problem, designing a strategy for its solution, and implementation of the strategy. The output of a practicum may be a product or process, but the practicum is incomplete until the product is made part of an early childhood education system or program. The problems undertaken are expected to increase in magnitude as the student moves from the first to the third practicum.

The dissertation option is provided students in the Ed.D. in Early Childhood Education who are intending to pursue academic careers, within community colleges, for example, and can benefit from the experience of preparing a thesis.

**Summer Institutes** Week-long Summer Institutes at Nova University provide an opportunity for interaction among instructors and candidates from across the nation. At the Summer Institutes candidates enter into dialogue with national experts on early childhood issues, policies, trends and programmatic thrusts. All candidates are required to attend two Summer Institutes in addition to an Orientation Workshop.

## Admission Requirements

### ACADEMIC

- A Master's degree or the equivalent from an accredited institution in education, early childhood education, or a closely related field.
- Evidence that the participant has the academic competence to be successful in the program. This judgment will be based upon the previous academic record and academic activities since obtaining the Master's degree.

### EXPERIENCE

- Three years of professional experience in some aspect of early childhood education.



## ABILITY TO WORK INDEPENDENTLY

- The candidate currently occupies a position that requires him to work independently; or
- The candidate can present evidence from current supervisors or former supervisors that he has the ability to work independently.

**Leadership Potential** Candidates must either occupy a position of formal leadership, or have demonstrated leadership ability through their professional career.

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

Credits are awarded for successful completion of four blocks of work involving, in all but the first block, successful completion of both a practicum and a study area or study areas. Credits are awarded as earned, but a typical pattern is as follows:

Year One	(block 1)	9 credits for the first study area
	(block 2)	18 credits for the second study area and the first practicum
Year Two	(block 3)	27 credits for two additional study areas and the second practicum
Year Three	(block 4)	27 credits for the final area of study and the final practicum (or dissertation).

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

**Program Costs** Tuition is \$2300 per year for each of the three years of the Program. For candidates pursuing work beyond the three years a greatly reduced tuition is charged. A detailed fee schedule depicting a partial payment plan, reduced charges for annual pre-payment, fourth year fees, refund policy, and penalty fees for late payment, is available on request.

## Ph.D. IN EDUCATION: SPECIALTY IN EARLY CHILDHOOD

**Program Description** The Ph.D. in Education with a specialty in Early Childhood is an applied research degree which prepares the candidate for active involvement in the design and/or evaluation of education systems and programs. It involves the students in four kinds of experiences:

1. Course work—designed to provide the knowledge base in early childhood and the skills required for assessment, research and evaluation.
2. Field work—designed to provide the student with opportunities, to become actively involved in ongoing research projects, service oriented programs, curriculum development, and a variety of educational programs for parents, children, students and child-care providers.
3. Independent study designed to provide the student with opportunities to pursue individual interests under the guidance of a faculty member or committee.
4. Doctoral thesis designed as a culminating experience where the student asks a significant question relating to early childhood.

**Admission Requirements** Applicants for the Ph.D. in Education with a specialty in Early Childhood must meet the following requirements.

1. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
2. Three letters of recommendation from professional associates which indicate potential for research and academic achievement in the chosen area.
3. Aptitude test scores including the advanced test in education from the Graduate Record Examination, administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540.
4. A baccalaureate degree or higher from an accredited university.



## Ph.D. in Education with a Specialty in Early Childhood

### REQUIRED COURSES:

PSY 510	Learning Process
PSY 701	Developmental Psychology I
PSY 702	Developmental Psychology II
PSY 801	Psychometrics
EC 585	Curriculum Design in Early Childhood
RES 702	Multiple Linear Regression
RES 703	Multivariate Statistics
RES 711	Research Methodology
RES 712	Research Design
EC 5281	Advanced Topics in Early Childhood I
EC 5282	Advanced Topics in Early Childhood II
CU 515	Design of Learning Materials and Evaluation

### ELECTIVES

\*In addition to the core courses, the student will select four courses (12 hours) from the following list of electives.

EP 571	Foundations of Learning Disability	3 hours
EC 580	Speech and Language Development	3 hours
EP 561	Disadvantage in Children/Survey of Exceptionalities	3 hours
PSY 525	Individual Intelligence Testing	3 hours
PSY 521	Motivation	3 hours
PSY 570	Behavior Modification	3 hours
EP 503	The Gifted Child	3 hours

**Independent Study** Each student will pursue one area of interest on an individual basis. The outcome of this study will be a review of the literature. It is possible to select an area that will lead to the development of a research question which can provide a basis for a dissertation proposal. (Six credit hours will be awarded for this independent study.)

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*\*Candidates have the option of either testing out of up to twelve hours of electives or transferring in up to twelve hours of electives taken through a Nova University Program.*

**Internship Experience** Each student will participate in a minimum of two research service or training programs prior to submitting a dissertation proposal.

**Tuition** The tuition for the program is \$3,200.00 per academic year.

**Degree Completion Requirements** Each student is expected to spend at least one year in full-time residence while pursuing his doctoral program of study. Three to four years of post-baccalaureate study is the normal time requirement for the doctoral degree. The student must complete the degree program within seven years.

Each student will be guided in his studies by a Faculty Advisory Committee. Insofar as possible, membership of this committee will reflect the student's interests and wishes. Changes in this committee may be made at the end of the first year in response to a request from a student or faculty member, with approval of the Director of the Behavioral Sciences Center.

When the Faculty Advisory Committee feels the student is ready to begin his dissertation, a Dissertation Committee is formed to replace the original committee. This committee will consist of a minimum of three professors, one of whom may be on the faculty of another institution.

Either the Faculty Advisory Committee or the Dissertation Committee will meet with the student at least twice during each academic year. The Faculty Advisory Committee may schedule periodic written or oral examinations. Concerns of the committees include the student's general education, development in his area of concentration, evaluation of his schedule, his admission to doctoral research and the progress of his research. The specific program of studies that leads to the dissertation proposal is determined by the individual's Faculty Advisory Committee.

**Instructional Sequence** The student is responsible for completing a total of between 78 and 90 hours for graduation depending on prior course work at Nova University.

Core Courses	36 hours
Electives	12 hours
Independent Study	6 hours
Internship Experience I	12 hours
Internship Experience II	12 hours
Dissertation	12 hours



**Core Courses** The student will complete a total of 36 hours in core courses.

Students are required to develop a research development and/or evaluation paper relating to their service or training experience. Six hours of course credit is given for each experience.

Note: The program is not designed to provide state certification in Early Childhood Education. Students desiring certification will be directed toward additional courses and/or practice teaching experiences in accordance with the requirements of the certifying agency.

## Ph.D. IN RESEARCH AND EVALUATION

For information about this program, refer to the description listed under the Department of Psychology.

## COURSE DESCRIPTIONS

Course descriptions are listed alphabetically and numerically using the following prefixes, BLE, CU, EC, EDU, ELE, EP, HB, HE, LT, RED, and SE. CB (Competency Based) courses are listed last. All courses are 3 semester hours unless otherwise indicated.

### **BLE 542 Curriculum Development in Bilingual Education**

A study of content, development, and evaluation of curricula for the bilingual classroom or individual student. Techniques for assessing needs, determining objectives, and designing curriculum materials are included.

### **BLE 543 Bilingual Methodology**

This course deals with various approaches to bilingual teaching. Methods involved in teaching subject matter through the medium of the target and native language are examined.

### **BLE 545 Classroom Management in Bilingual Education**

This course describes principles of teaching and general classroom management in the bilingual class with

particular emphasis on the relationship of the teacher to the bilingual class as a learning group. It will discuss methods of teaching, of instructing the bilingual class, of handling the bilingual student in the bilingual class, of identifying problems of the bilingual student in the bilingual class. Culturally sensitive learning styles will be explored. Techniques for the solution of class problems will also be discussed.

### **BLE 554 Assessment of Language Skills**

Course content: a) theory and methods of assessing language aptitude, competence, and performance; b) an examination of the following kinds of tests—proficiency and achievement; discrete point and integrative. The primary focus of this course is on the actual construction and administration of language tests in the four skill areas—speaking, listening, reading, and writing. **Prerequisite:** EDU 580

**BLE 561 Community Relations and Resource Development in Bilingual Education**

A discussion of techniques for interfacing with the community, facilitating interagency procedures and community resource development.

**BLE 564 Problems of Adaptation of Bilingual Students**

This course deals with the psychological and sociological problems of limited English speaking students in adapting to a pluralistic society.

**BLE 565 Principles of Socio- and Psycholinguistics**

A study of the sociological and psychological factors involved in language learning. Emphasis is placed on the role these factors play in bilingual situations.

**BLE 567 Theory and Method of Contrastive Analysis**

The comparison of two languages and their respective cultures in terms of similarities and differences. Spanish and English are used as examples to compare elements such as phonological and grammatical systems and cultural attitudes towards language.

**BLE 568 Linguistics for Bilingual Teachers**

An overview of theories and principles of language study. Emphasis is on the structure of language as it applies to the bilingual teacher.

**BLE 569 Methods of Teaching English to Speakers of Other Languages**

A survey of techniques used in teaching English to the non-native user, including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines methods used in teaching the skills of speaking, understanding, reading, and writing; planning language lessons and modules; and language-classroom management.

**BLE 570 The Acquisition of Language and Culture**

An analysis of the developmental processes involved in the acquisition of a first and second language, with emphasis on the cultural and psycholinguistic factors surrounding these processes.

**CU 514 Utilization of Multi-Sensory Materials**

Deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

**CU 515 Design of Learning Materials**

The student will design valid learning materials to meet specific instructional objectives. The course emphasizes integration of technology into instructional strategies and curriculum development.

**CU 516 Operation of Media Centers**

This course comprises methods of establishing, organizing and operating media facilities for schools, school systems and training operations: how to achieve media accountability; and equipment, material and procedural considerations.

**CU 517 Bibliographic Methods for Learning Materials**

The student will study means of incorporating media materials into a school library structure and will learn to catalog, process, store and retrieve learning materials in media formats.

**CU 518 Selection and Evaluation of Learning Materials**

This course provides the student with experience in distinguishing among media; and in selecting, analyzing and valuing various learning materials. Criteria are established for evaluating and validating such materials.

**CU 519 Design of Mediated Learning Materials**

Each student is required to design valid mediated learning materials to meet specific learning objectives. The course emphasizes the integration of media technology into instructional strategies.

**EC 5281 Workshop in Early Childhood I (Theory)**

Exploration of different early childhood model programs for young children. In-depth studies of curriculum including self-concept development, social studies experiences, activities and mathematics for early childhood programs. Must be taken concurrently with EC 5282.

**EC 5282 Workshop in Early Childhood II (Practice)**

Application of techniques of instruction for the preschool and kindergarten child. Observation and supervised participation in an early child setting. Must be taken concurrently with EC 5281.

**EC 552 Assessment in Early Childhood**

This course familiarizes the student with formal and informal preschool and primary level screening tests — as well as a variety of techniques for assessing learning potential, language development and reading readiness. **Prerequisite:** EDU 580.



**EC 580 Speech and Language Development**

This course provides the student with a basic understanding of the nature of speech and language, developmental progression in language acquisition, problems associated with dialectical and cultural differences, bilingualism, or cerebral dysfunction and techniques for evaluating language development and remediation programs.

**EC 588 Practicum in Early Childhood**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

**EDU 505 Administration and Supervision of Exceptional Child Programs**

This course will discuss the major issues involved in the management of exceptional child programs including administrative, supervisory, and instructional functions.

**EDU 506 Directed Study**

Special topics.

**EDU 509 Educational Seminar**

Special topics selected to meet the needs of the student.

**EDU 513 Instructional Use of Audio-Visual Material**

A general course for teachers at all grade levels. Methods of using audiovisual materials in the instructional program. The selection, production, and evaluation of instructional materials; techniques for inclusion in curriculum.

**EDU 517 Instructional Materials in Elementary School**

The use of a variety of materials in the elementary school program, including children's literature, media, and independent learning materials.

**EDU 534 Learning Assessment: Principles and Practices**

Tests and measurements, the construction and evaluation of tests, methods and theories.

**EDU 536 Methods of Teaching Reading in Middle School**

Identifying reading skills, evaluating skills, recognizing and diagnosing reading problems in the middle school. Discussion of prescriptive methods and materials to increase reading performance of students in the middle school.

**EDU 537 Methods of Teaching Reading in Secondary School**

Identifying reading skills, evaluating skills, recognizing and diagnosing reading problems in the secondary school. Discussion of prescriptive methods and materials to increase reading performance of students in the secondary school.

**EDU 540 Introduction to Language Development and Speech Disabilities**

Study of language development and various speech and language disorders in children, with emphasis on the assessment of individual problems, and programming for their remediation within the classroom.

**EDU 542 Clinical Supervision and Curriculum in Reading**

Techniques for developing reading curriculum. Evaluation of curriculum materials, and supervision of reading programs and teachers will be included.

**EDU 544 Designing the Elementary School Curriculum**

Study of curricula and materials, research in curricula development, evaluation and discussion of innovative curriculum.

**EDU 545 The Child in the Classroom**

This course describes principles of teaching and general classroom management with particular emphasis on the relationship of the teacher to the child as an individual learner and the relationship of the teacher to the class as a learning group. It will discuss methods of teaching, of structuring the class and of handling the normal child in the normal class, of identifying problem areas for children. Techniques for the solution of class problems will also be discussed.

**EDU 546 Identification and Remediation of Learning Problems in Math**

Techniques and instruments for the identification of problems in mathematics, and a discussion of the prescriptive techniques for corrective or remedial procedures in mathematics.

**EDU 547 Teaching: Principles and Practices**

Principles of effective, different teaching styles, micro-teaching, techniques for teaching.

**EDU 548 Classroom Management**

Principles and Techniques of classroom management including grouping, discipline, record keeping, evaluation, interaction with special teachers, planning.

**EDU 549 Designing the Secondary School Curriculum**

Study of curricula and materials, research in curricula

development, evaluation and discussion of innovative curriculum. Principles of study in the modern school, curriculum evaluation in the junior and senior high school.

**EDU 550 Introduction to the Nature and Needs of the Gifted Child**

This course will include basic knowledge of gifted children including characteristics, evaluation and identification procedures. It will also include fundamentals of curriculum planning, utilizing an analysis of the strengths, weaknesses and potentials of the gifted.

**EDU 551 Educational Procedures for the Gifted Child**

This course will include techniques for selecting teaching strategies matched to the needs and interests of the individual gifted child. An introduction to specific strategies such as simulation, synectics, encounter, movement and role playing. It will also include lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

**EDU 553 Creative Problem Solving with Gifted Children**

This course will include a discussion of the creative process; techniques for developing lessons in creative thinking; techniques for assessing creativity (fluency, flexibility, elaboration and originality in the gifted); techniques for planning instructional activities and resource development.

**EDU 554 Supervised Fieldwork with the Gifted**

This course will include techniques for putting theory and knowledge of the gifted into educational practice. Methods for the effective use of teaching strategies, instructions, materials, equipment and other resources for the gifted. Techniques for identifying individual student learning styles; techniques for developing curriculum to meet those styles.

**EDU 555 Seminar for the Educator of Gifted Children**

This course will include topics of special interest to the educator of gifted children.

**EDU 556 Group Dynamics in the Classroom**

This course will include discussion of techniques for perceiving similarities and differences in group members; techniques for relating to students and others on individual and group basis; techniques for participating in verbal and non-verbal communication; techniques for the identification of group roles in the interaction process; techniques for directing or modifying group behavior toward a specific goal.

**EDU 560 Safety Education**

Safety instruction applied to home, school and community.

**EDU 561 Driver and Traffic Safety Education I**

Basic instruction in traffic problems. Analysis of action research and safe driving procedures. Variety of experiences will be discussed.

**EDU 562 Driver and Traffic Safety Education II**

Advanced professional preparation for secondary school instruction in driver education. Experience in working with simulator. **Prerequisite:** EDU 561.

**EDU 563 Principles of Coaching**

Emphasis on theory and practice in coaching sports.

**EDU 564 Designing Curriculum**

Basic principles of curriculum design and program planning.

**EDU 565 Course Design in the Content Areas**

Techniques for planning course objectives in middle and secondary programs, and strategies for reaching those objectives. The Student will focus on a selected academic specialization area of study.

**EDU 566 Teaching Communication Skills in the Content Area**

This course will discuss methods for teaching communication skills through the student's area of academic specialization. Techniques for teaching basic writing and research skills will be included. Techniques for teaching communication competencies such as summarizing material, identifying main ideas, topic sentences, outlining, will be included.

**EDU 568 Structural Linguistics**

A study of the structure of language, basic principles of linguistics. Survey of different approaches and techniques used in language study.

**EDU 571 Workshop in Programmed Instruction**

Principles and effective use of programmed instruction, techniques for writing programmed instruction, programmed instructional materials will be developed.

**EDU 572 Interpersonal Relations**

A workshop in techniques for the development of interpersonal relations.

**EDU 580 Educational Measurements**

A study of statistical concepts, measurements, instruments, and techniques; their specific roles in edu-



cational diagnosis and their utilization in group and individualized program planning.

**ELE 500 Techniques of Corrective or Remedial Reading**

See RED 500

**ELE 5271 Reading Supervision and Curriculum Development I (Theory)**

See RED 5271

**ELE 5272 Reading Supervision and Curriculum Development II (Practice)**

See RED 5272.

**ELE 5281 Workshop in Individualized Instruction: Elementary Level**

Investigation of contemporary methods, materials and practice in the teaching of science and mathematics to elementary school children. Must be taken concurrently with ELE 5282.

**ELE 5282 Workshop in Individualized Instruction: Elementary Level**

Study and analysis of methods, materials and practices in the teaching of the social sciences, including conservation, to young children. Must be taken concurrently with ELE 5281.

**ELE 541 Creativity in Elementary School**

The foundation and techniques of art, music and physical education as integrated aspects of the school curriculum.

**ELE 554 Assessment in Reading**

See RED 554

**ELE 570 The Reading Process**

See RED 570

**ELE 572 Reading Methods**

See RED 572

**ELE 575 Children's Literature**

See RED 575

**ELE 588 Practicum in Elementary Education**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The Practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

**ELE 590 Advanced Methods in Math/Science/6 Sem. Hours**

The participants will explore and experiment with innovative methods, techniques and materials relating to the teaching of math and science. Each participant will be given the opportunity to demonstrate his/her understanding of the course content through direct application in the classroom.

**ELE 591 Advanced Methods in Reading and Writing/6 Sem. Hours**

The participants will investigate and apply various methods of teaching reading and writing. Reading methods explored will include language experiences, linguistics, phonics, individualized reading and whole-word approaches. Basic elements of teaching manuscript, italic and cursive writing will be explored and applied.

**ELE 592 Advanced Methods in Social Studies/6 Sem. Hours**

The participants will investigate and demonstrate methods of teaching social studies and conservation including the development of units, themes, individualized learning packets, interest centers, and simulated environments.

**ELE 593 Advanced Methods in Creative Arts and Movement/6 Sem. Hours**

Methods and materials in the arts, and physical education curriculum will be explored by the participants. Knowledge of these methods and materials will be demonstrated by each participant through their practical application in the classroom.

**ELE 595 Practical Experience in Teaching/6 Sem. Hours**

Full-time, full-year supervised internship in the University School.

**ELE 596 Internship in Elementary Education/6 Sem. Hours**

Student must serve as an intern in an elementary school in observation and participation for a total of 96 hours.

**EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation**

This course focuses on the etiology of mental disability and cerebral palsy. It covers the social, emotional and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning and program development.

**EP 502 Biological, Psychological and Sociological Foundations of Motor Disabilities**

This course focuses on the biological and medical aspects of motor and health disabilities and the relationship of etiological factors to the social, emotional and educational characteristics and needs of the physically handicapped child.

**EP 503 The Gifted Child**

Definitions and characteristics of giftedness and the development of programs and curriculum which meet the challenge of the gifted child.

**EP 504 Workshop in Intellectual Disabilities**

Educational management, curriculum development methods and materials for the education and training of the mentally handicapped student including EMR and TMR children and youth. This course includes classroom observation and hands on experiences.

**EP 505 Biological and Medical Aspects of Motor and Physical Health Disabilities**

Focuses on anatomy, pathology in central nervous system. Covers motor, sensory language and psychological disorders.

**EP 506 Educational Management of Children with C.P. and Other Motor Disabilities**

This course focuses on management in the classroom, methods of rehabilitation and the assessing of community resources. In addition to classwork, each student must complete a practicum with a E.C. or Motor Disability Population.

**EP 507 Curriculum Development: Methods and Materials for Teaching the Mentally Handicapped Child**

Curriculum development, methods and materials for the education and training of the mentally handicapped student including EMR and TMR children and youth.

**EP 508 Educational Management of the Mentally Handicapped Child**

Educational management including preparation for future career planning for EMR and TMR children and youth.

**EP 515 Methods and Materials for E.M.R.**

This course focuses on educational methods and materials to be used with the EMR student for individual and small group instruction.

**EP 5261 Workshop in Learning Disabilities (Theory)**

A practical introductory overview of the field of Learning Disability with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading and techniques for individualization based on evaluation. *Must be taken concurrently with EP 5262.*

**EP 5262 Workshop in Learning Disabilities (Practice)**

Application of techniques of individualized instruction for the L.D. child. This course requires the demonstration and application of diagnostic and remedial skills; includes 100 contact hours and 40 hours of supervised work with L.D. children. *Must be taken concurrently with EP 5261.*

**EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child**

Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child.

**EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child**

Beginning with the assumption that behavior is purposeful this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

**EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child**

Techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques will be stressed including reinforcement, shaping, chaining and behavior charting, etc., will be developed in conjunction with the precision teaching approach.

**EP 552 Classroom Organization and Management for the Learning Disabled Child**

This course focuses on methods and techniques for organizing and managing a Learning Disability classroom and Learning Disability Resource Center.

**EP 556 Educational Assessment for Exceptional Children**

This course familiarizes the student with techniques and instruments for measuring exceptionality in chil-



dren including learning disabilities, emotional disabilities and mental retardation. **Prerequisite:** EDU 580

### **EP 557 Introduction to Speech, Language and Hearing Disorder**

This is an orientation course for all classroom teachers and serves as the basic course for Speech and Hearing Majors. It presents an introduction to the field of speech pathology with emphasis on the recognition and treatment of speech pathology with emphasis on the recognition and treatment of speech disorders in school children.

### **EP 558 Speech Pathology**

A study of the nature, etiologies, examination, diagnosis and remedial techniques associated with the various disorders of speech.

### **EP 560 Survey of Exceptionalities**

This course is an intensive investigation of learning disadvantage in a school situation — including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbance and language or cultural difference.

### **EP 571 Foundations of Learning Disabilities**

This course is an intensive investigation of learning disability from a theoretical point of view.

### **EP 573 Programming in Learning Disabilities**

This course focuses on the development of skills for individualized programming of the learning disabled child.

### **EP 582 Practicum in Specific Learning Disabilities**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **EP 583 Practicum in Emotional Disturbance**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **EP 586 Practicum in Intellectual Disabilities**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **EP 587 Practicum in Motor Disabilities**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **EP 590 Practicum in Exceptional Child Education**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **EP 597 Practicum in the Gifted Child**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the students in which they must take an active role. The practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

### **HB 501 Child Development**

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

### **HB 502 Adolescence and Beyond**

This course focuses on the developmental tasks of the adolescent and considers the impact of social change on youth in America.

### **HB 504 Human Development**

This course is a survey of the developmental stages of man and includes the impact of social change.

**HB 535 Foundations of Education From a Sociological Point of View**

History and philosophy of education in America.

**HE 500 Foundations of Health Education**

Basic principles of health education including the history of the field. Uses of educational theories and practices, concept of positive health, motivations in health, strategies for interventions.

**HE 501 Contemporary Problems of Personal and Community Health**

Current issues, problems and trends in community and personal health. Contributions of health education to health maintenance.

**HE 502 Implications of Environmental Health**

The relationships of individual health to the physical environment and industrial process. Interrelationships between disease processes, psychosocial and cultural aspects of life styles. Strategies for influencing change. Characteristics, special concerns, and needs of schools, medical care settings, industry and labor.

**HE 510 Social Support Systems**

The interrelation of economic, political and educational systems with community and personal health. Accessibility of health resources, referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation. Discussion of Health Systems Areas, Health and Rehabilitative Services.

**HE 512 Nutrition for the Health Professional**

Principles of nutrition in health and dietary treatment of disease. Will include such topics as relationship of nutrition to growth and development, influence of diet on learning and behavior, fad diets and behavior modification in weight control, aging, ethnic influences and cultural variations.

**HE 514 Interpersonal Relations and Group Processes**

A workshop in techniques for the development of interpersonal relations. Self discovery, self awareness and self discipline. Concept of peer review, skills of consultation. Processes of supervision and team management. Human rights, codes of ethics. Behavior modification in specific problems.

**HE 525 Techniques for Teaching Health Education**

Innovative approaches in teaching health education utilizing new methods and techniques including multimedia.

**HE 530 Research and Evaluation of Health Problems**

Statistical methods and research design applied to health programs. Sources of scientific information (census data, vital statistics), and collection and dissemination of health information.

**HE 535 Program Development, Health Education I**

Techniques for the management of programs in health including grants and proposal writing, program budgeting, program report writing, design and management of health education and resources and program evaluation. **Prerequisite:** HE 525

**HE 536 Program Development in Health Education II**

Development of training systems, adult education programs, continuing education, conference and workshop development, design and management of health education programs and resources, continued policy development. . . from gathered data, make educational diagnosis for a specific problem for a specific population. **Prerequisite:** HE 530

**HE 540 Bacteriology for the Health Professional**

This course will cover the foundations of bacteriology with special reference to application in the health profession. This course may replace another required course in the program with the permission of the program director.

**HE 560 Independent Study in Specialized Field****HE 588 Practicum in Health Education**

(3 credit practicum) Application of principles of health education to the solution of a practical problem within the specific subarea of specialization selected by the student, these areas are:

- A. Patient education in medical care institutions
- B. School Health Education
- C. Occupational Health
- D. Community Health

**LT 511 Production of Instructional Television Programs/3 Sem. Hours**

A workshop in advanced production methods for educational television programs with student prepared productions.

**LT 512 Production of CAI Programs and Simulations/3 Sem. Hours**

A workshop in the design, development and production of computer assisted instruction programs, simulations and games constitutes this course.



**LT 513 Production of Instructional Motion Pictures**

Hands-on experience in designing, planning, and producing educational motion pictures. Individual student productions.

**LT 590 Practicum in Learning Technology****LT 591 Practicum in Learning Technology**

Student selects a problem in the field of learning Technology. Solves it in a specific context and prepares a written report on the project.

**LT 600 Individual Study of Selected Topics in Learning Technology**

Student carries on independent study of topics of particular interest under the supervision of a faculty member. **Prerequisite:** Consent of Advisor.

**RED 500 Techniques of Corrective or Remedial Reading**

This course will include the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction, construction and evaluation of remedial reading, techniques and materials.

**RED 5271 Reading Supervision and Curriculum Development I (Theory)**

This workshop is designed for reading majors as a culminating integrated experience. Emphasis is on the development of an individualized reading curriculum. *Must be taken concurrently with RED 5272.*

**RED 5272 Reading Supervision and Curriculum Development II (Practice)**

This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom. *Must be taken concurrently with RED 5271.*

**RED 554 Assessment in Reading**

This course familiarizes the student with a variety of techniques both formal and informal for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. **Prerequisite:** EDU 580 or equivalent.

**RED 570 The Reading Process**

This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

**RED 572 Reading Methods**

The course focuses on methods in reading for skill acquisition and remediation. Phonemic, linguistic,

language experience, one-to-one sound-symbol, language arts, individualized, programmed and multisensory approaches are examined.

**RED 575 Children's Literature**

This course acquaints the student with a wide range of children's literature, and qualifies the teacher to analyze a given literary selection on the basis of quality, interest level, reading level and cultural relevancy. Additionally, it provides the student with a repertoire of strategies for introducing literature to children.

**RED 588 Practicum in Reading**

The Practicum is a project in the major area of concentration which seeks to relate theory and practice through the solution of a specific problem. The problem solving process is an experience for the student in which they must take an active role. The Practicum itself has a preliminary proposal review procedure, an action component and is concluded with a fairly extensive report of the problem solving process.

**SE 588 Practicum in Secondary Education I**

The practicum in Secondary Education is developed according to the needs of the student. The student will conduct an independent investigation to the special requirements of the subject area to be taught.

**SE 589 Practicum in Secondary Education II**

The student will be under supervision, develop in his area of specialization a product which will contribute to the field of education. **Prerequisite:** SE 588.

**SE 5951 Practical Experience in Teaching**

Full-time, full-year supervised internship in the University School, secondary level.

**Competency Based Courses**

Competency based courses are designed for students in the Master of Arts in Teaching (M.A.T.) program only.

**CB 511 Social Studies in the Secondary Schools**

Investigation, analysis and application of methods, materials, techniques and practices in the teaching of social sciences at the secondary level.

**CB 512 Sciences in the Secondary School**

Investigation, analysis and application of contemporary methods and materials, content and programs for teaching the physical and biological sciences at the secondary level.

**CB 513 Music in the Secondary School**

Investigation and application of fundamentals, con-

tents, program and special methods of teaching music and its instruments at the secondary level.

**CB 514 Art in the Secondary School**

Investigation and application of fundamentals, contents, methods and materials utilized in the development of projects as applied to the teaching of art at the secondary level.

**CB 515 Physical Education in the Secondary Schools**

Investigation and application of effective methods, materials and programs of teaching physical education at the secondary level.

**CB 516 Mathematics in the Secondary School**

Investigation and application of contemporary methods, materials and practices in the teaching of arithmetic, algebra, geometry, trigonometry and calculus at the secondary level.

**CB 517 Languages other than English in the Secondary Schools**

Investigation, analysis and application of methods, materials and practices for the teaching of fundamentals, development and expression of foreign languages at the secondary level.

**CB 518 English in the Secondary School**

Investigation, analysis and application of methods, materials and practices for teaching English grammar, composition and literature at the secondary level.

**CB 519 Business Education in the Secondary School**

Investigation, analysis and application of methods, materials, evaluation, resources and classroom skills in the teaching of business education at the secondary level.

**CB 520 Speech in the Secondary School**

Investigation, analysis and application of methods, materials and practices of teaching fundamentals of speech, debate or discussion, dramatics or oral interpretation and phonetics at the secondary level.

**CB 528A Science/Math in the Elementary School**

Investigation and application of contemporary methods, materials and practices in the teaching of science and math to elementary school children.

**CB 528B Social Studies in the Elementary School**

Investigation, analysis and application of methods, materials and practices in the teaching of the social sciences to young children.

**CB 540 Background of American Educational Practices**

American educational practices, values and institutions from their origin to the present day are investigated through readings and seminars.

**CB 541 Creativity in the Classroom**

Investigation and application of basic methods of teaching based on the creative and physical needs of young children.

**CB 575 The Role of Children's Literature in the Elementary School**

Analysis, selection and use of children's books and story-telling in the elementary school.

**Competency Based Units** (to be completed during supervised field internship)

**HS 500 Community Needs and Social Support Systems**

The interrelation of economic, political and social systems with community and individual needs. Information and referral strategies will be discussed.

**HS 514 Interpersonal Relations and Group Process**

Techniques for the Development of Interpersonal Relations. Self-discovery, self-awareness and self-discipline. Concept of peer review, skills of consultation. Processes of supervision and team management.

**HS 510 Theoretical Foundations of Human Services**

Fundamental concepts and principles in the field of human service. Values, ethics and historical background of the helping professions will be discussed in relation to working with individuals in complex problem situations.

**HS 512 Theory and Practice in Working with Individuals and Groups I.**

Methods and principles of helping individuals and groups such as families solve problems and improve functioning in society. Information gathering, intervention strategies, interviewing techniques, will be included.

**HS 513 Theory and Practice in Working with Individuals and Groups II.**

A continuation of HS 512 which will include techniques for crisis intervention and compliance techniques. **Prerequisite:** HS 512

**HS 520 The Law and Human Services**

Aspects of Federal, State and local law as applied to the field of human services. The right, responsibilities and restrictions of law as applied to the human service professional.



**HS 530 Evaluation of Human Service Program**

Nature and function of evaluation as applied to Human Service Programs.

**HS 540 Staff Development and Supervision**

Theory and Practice of effective management techniques as applied to the Social Service Agency.

**HS 544 Child Welfare**

This course will discuss a number of aspects of the child welfare system including legal aspects, dependent, neglected, exceptional children, child abuse, institutional care, etc.

**HS 545 Juvenile Justice**

Origins of juvenile delinquency and techniques dealing with it. A discussion of the juvenile justice system and the problems of adolescents in a changing society.

**HS 546 Human Service and the Problems of Aging**

Physical, economic, social and emotional problems of the aging and techniques for dealing with these problems within the Human Service System structure.

**HS 547 Vocational Rehabilitation**

A discussion of the field of Vocational Rehabilitation including techniques for planning and counseling individual needs and legal requirements for retraining individuals and groups.

**HS 548 Mental Health**

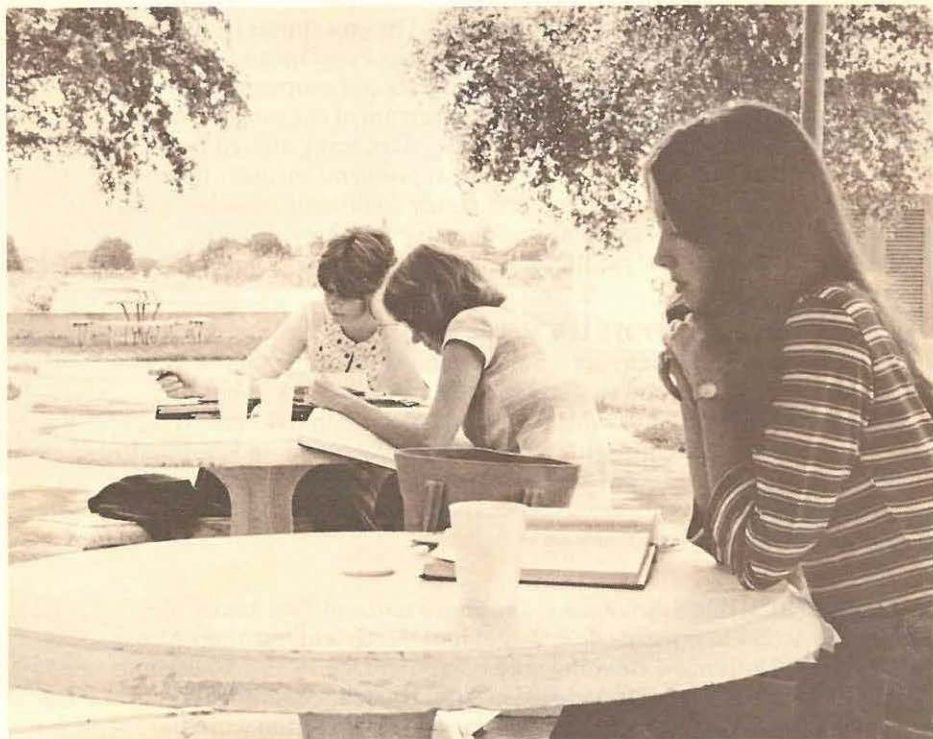
A discussion of the basic principles of Mental Health, Theories of Personalities, individuals under stress, societal influences on personal mental health, institutional treatment.

**HS 588 Practicum**

Applications of principles of human service to the solution of a practical problem within a specific sub-specification field.

**HS 596 Internship**

A supervised internship within the field of human services. This must be separate and distinct from the student's employment role.



# Department of Psychology

The Department of Psychology offers the Doctor of Philosophy Degree in Clinical Psychology, in Child Psychology, and in Research and Evaluation. It offers the Master of Science Degree with majors in Applied Psychology, Counseling, Gerontology, Psychometry, School Guidance and School Psychology. The Department operates several clinical and research facilities which are available for student training.

**Clinics** The Department operates clinics which integrate training and research activities for students in an applied setting. These activities occur in conjunction with providing service to the community through an out-patient mental health setting located on the Nova Campus and through an affiliation with Nova University Clinic, Inc., a community mental health clinic located in Coral Springs. The on-campus facilities include the Children's Assessment and Treatment Program and the Nova Psychological Clinic. These components interact and cooperate to provide unified mental health services for the full spectrum of age ranges within the community. The type of psychological services being offered by the Clinic to persons with learning or adjustment problems includes individual and group psychotherapy, marriage and family counseling, psychological and learning disability assessment, training in parenting skills and biofeedback treatment for psychosomatic disorders.

**Biofeedback Laboratory** The Biofeedback Laboratory has as its purpose the development of techniques and systems to monitor physiological functions and to study the effects of feedback about these physiological functions in normal and in pathological individuals. It is housed in a six room facility with four experimental rooms and two control rooms. The laboratory uses a computer system capable of interpreting physiological functions of various types and programming feedback and data acquisition.

**Other Facilities** Students in the Department of Psychology also have ready access to other facilities to aid in research and learning. Also in the Mailman-Hollywood Building are a computer facility, the Albert and Birdie Einstein Library and a television studio which is equipped for producing films, video-tapes and audio-tapes. In connection with the



television studio there are darkroom facilities. The University School is available to students for research and practicum experiences.

## MASTER'S OF SCIENCE PROGRAMS

**Requirements For Admission** An applicant for admission to the Master's Programs in Behavioral Science must meet the following requirements:

1. A baccalaureate degree, granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Aptitude measures will be administered for purposes of counseling and screening as part of the admissions procedures.

Admission to graduate study does not imply admission to candidacy for a degree. Conditions for candidacy are specified for each program.

**Enrollment Procedures** Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Application forms must be completed and returned to that office with payment of a \$15 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain the supporting documents necessary for application. All credentials must be submitted before the end of the first semester completed at Nova.

**Expenses For The Master's Program** Most courses for the master's degree program carry three semester hours of credit. Expenses are based on each credit hour of instruction with additional fees for application, registration, thesis publication, computer laboratory, materials for testing, practicums and graduation.

## Fee Schedule For 1980

Application Fee (nonrefundable) .....	\$15
Registration Fee (per semester) .....	\$15
Tuition Fee (per credit hour) .....	\$80
Credit by proficiency examination (per credit hour) .....	\$15
Thesis cost (varies with method of binding and type of thesis) .....	\$60
Graduate Fee (includes diploma) .....	\$15

**Master's Degree Requirements** A student must complete all required courses for the degree chosen. Master's degree programs require a minimum of 36 hours of graduate credit. After completion of four courses at Nova University with a 3.0 grade point average or better, the student becomes eligible for admission as a candidate for the master's degree. The student's application is then reviewed by the faculty advisor. Following admission, the student must file a master's matriculation form with the Registrar's Office. This form lists the entire program for the student and is to be signed by the student's advisor.

Transfer credits without fee up to a maximum of six semester hours will be allowed upon approval of the faculty advisor. These credits will not count toward the student's grade point average.

One semester prior to the estimated time of completion of the master's degree program, students must file graduation forms with the Registrar's Office and pay the graduation fee. Students can graduate at the end of any semester, but degrees will be formally conferred at the commencement following graduation. It is the student's responsibility to become familiar with the requirements and regulations of the University.

## Summary of Procedure for A Master's Degree Candidate:

1. Completion of the master's matriculation form. Filing of graduation form with the Registrar's Office at the time of registration for the student's final semester of course work.
2. Clearance with the Library.
3. Clearance with the Comptroller's Office.
4. Clearance with the Registrar's Office.

A candidate is expected to complete course work and the thesis or practicum in four years. The University reserves the right to withdraw the matriculation status of a student who does not fulfill this time



requirement, and it also reserves the right to withdraw the privilege of enrollment from a student whose grade average falls below 3.0.

A student receiving a master's degree with a major in one area may take additional courses in other areas for certification purposes. These additional courses do not entitle them to a second master's degree.

**Grading System For Master's Program** Grades in all course work are assigned to the following system:

GRADE	ACHIEVEMENT RATING	QUALITY POINTS
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
I	Incomplete	
I-F	Incomplete-Failure	0
NR	Needs to Repeat Course	
AU	Audit	
W	Withdrawal without penalty	
P	Pass (thesis, practicum and selected courses)	

An "I" grade will be changed to an I-F if the required work is not completed within one year after the end of the semester in which the "I" was issued.

A "W" grade will be assigned when a student withdraws from a course after the eighth week of the term. Prior to the eighth week, the course will be deleted from the student's academic record.

Grades "I", "W", "P", "AU" and "NR" are not used in computing the grade point average.

**Tuition Payment Policy** The following is the University policy on tuition payment and tuition refund:

1. All students must pay a registration fee of \$15.00 each semester.
2. All graduating students must pay a graduation fee of \$15.00.
3. Students are expected to pay tuition in full at the time of registration. In unusual circumstances and for compelling reasons tuition may be temporarily deferred. Such deferral may not extend beyond the end of the term for which tuition was originally deferred. A promissory note is executed on all deferred tuition by the assistant comptroller for revenue.
4. A student may not re-register for additional courses if there is an outstanding balance against previous tuition.

**Tuition Refund Policy** Any student in good standing wishing to withdraw because of illness or some other satisfactory reason must notify the Registrar's Office in writing. Adjustment of tuition will be computed from the date on which the written notice is received at the Registrar's Office.

1. No part of the application fee or the registration fee will be refunded upon withdrawal.
2. The refundable percentage of total tuition (paid or due) will be computed in accordance with the following schedule:

Prior to the first class meeting	100%
Prior to the expiration of the first 14 calendar days of the semester	80%
During the 15th through 21st calendar days	60%
During the 22nd through 28th calendar days	40%
During the 29th through 35th calendar days	20%
No refunds will be payable for any withdrawals beyond the 35th calendar day.	

3. The semester is deemed to begin on the day classes begin.
4. The refundable percentage of total tuition for the summer session (paid or due) will be computed in accordance with the following schedule:

Prior to the first class meeting	100%
First week of summer session	75%
Second week of summer session	50%
Third week of summer session	25%
No refund will be granted after the third week of summer session.	

**Off-Campus Programs** The Psychology Department of the Behavioral Science Center will be offering Master's Degree programs in several locations. These off-campus programs will utilize the same core courses and faculty as the on-campus programs and program content will vary only to the extent necessary to meet local certification requirements. Specific information may be obtained by writing to the Director, Behavioral Science Advanced Study Programs, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

## MASTER OF SCIENCE PROGRAMS IN COUNSELING AND GUIDANCE

**Major in Counseling** This program is designed for those who wish to improve their interpersonal counseling skills; it is not designed to train private practitioners. A minimum of 36 semester hours is required.



## REQUIRED COURSES

RES 501	Quantitative Methods I ✓
RES 502	Quantitative Methods II ✓
RES 520	Group Testing
CG 501	Counseling Psychology ✓
PSY 510	The Learning Process ✓
PSY 580	Abnormal Psychology ✓
PSY 550	Group Processes ✓
PSY 565	Personality and Psychotherapy ✓
PSY 570	Behavior Modification ✓
CG 588	Counseling Practicum

The balance of student's program may be selected from the following courses:

PSY 560	Substance Abuse
PSY 535	Pharmacology & Therapeutics
PSY 543	Introduction to Physiological Psychology, Psychophysiology, & Biofeedback ✓
PSY 588	Biofeedback Practicum
PSY 562	Social & Cultural Factors in Aging
CG 510	Career Development
PSY 525	Individual Intelligence Testing ✓
PSY 530	Introduction to Projective Techniques
CG 589	Counseling Practicum

**Specialty in Gerontology** This program is designed for those who wish to improve their interpersonal counseling skills and who plan to work with the aged. A minimum of 36 semester hours is required.

## REQUIRED COURSES

RES 501	Quantitative Methods I
RES 502	Quantitative Methods II
PSY 550	Group Processes
PSY 565	Personality and Psychotherapy
PSY 570	Behavior Modification
PSY 540	Aging I
PSY 544	Aging II
PSY 510	The Learning Process
PSY 562	Social & Cultural Factors in Aging
CG 501	Counseling Psychology
CG 509	Counseling Practicum: Gerontology
CG 590	Advanced Practicum: Gerontology

**Major in Psychometry** The program in psychometry prepares one to administer, score and interpret individual and group educational and psychological tests. A minimum of 36 semester hours is required.

### REQUIRED COURSES

RES 501	Quantitative Methods I
RES 502	Quantitative Methods II
RES 520	Group Testing
CG 501	Counseling Psychology
PSY 525	Individual Intelligence Testing
PSY 530	Introduction to Projective Techniques
PSY 580	Abnormal Psychology
EP 556	Educational Assessment for Exceptional Children
PSY 565	Personality and Psychotherapy
PSY 570	Behavior Modification

The balance of student's program may be selected from the following courses:

EP 560	Survey of Exceptionalities
EP 571	Etiology of Learning Disabilities
EP 573	Programming in Learning Disabilities
HB 501	Child Development
HB 502	Adolescence and Beyond
PSY 510	The Learning Process
PSY 550	Group Processes

**Major in School Guidance** This program is designed for those who desire to obtain certification to work as a school guidance counselor. A minimum of 36 semester hours is required.

### REQUIRED COURSES

PSY 505	Educational & Psychological Measurement I
PSY 515	Educational & Psychological Measurement II
RES 520	Group Testing
CG 501	Counseling Psychology
CG 510	Career Development
CG 515	Principles of Counseling and Guidance
PSY 580	Abnormal Psychology
PSY 550	Group Processes
PSY 565	Personality and Psychotherapy

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*\*An additional 3 hour practicum may be required of those students who do not hold a current teaching certificate.*



PSY 570	Behavior Modification
SG 588	Counseling Practicum*
PSY 510	The Learning Process

**Master of Science in Applied Psychology** This program is designed for those persons who wish graduate coursework in psychology preparatory to entering a doctoral program in clinical psychology. In addition, this program will prepare individuals to work as counselors or psychometrists in community agencies. A minimum of 45 semester hours is required for completion.

**Admission Requirements** A Bachelors Degree in the area of psychology granted by a regionally accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired is required for admission. If the individual has a Bachelors Degree in a field related to psychology, but not specifically in psychology, additional coursework will be required.

## REQUIRED COURSES

PSY 575	Intermediate Statistics
PSY 765	Comprehensive Psychotherapy
PSY 525	Individual Intelligence Testing
PSY 530	Introduction to Projective Techniques
PSY 660	Theories of Personality
PSY 570	Behavior Modification
PSY 550	Group Processes
PSY 630	Case Conference
CG 520	Marriage and Family Counseling
PSY 603	Clinical Practicum
PSY 580	Abnormal Psychology

The remaining coursework may be selected from among masters and doctoral courses in Behavioral Sciences with consent of faculty advisor.

## EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

This program is designed for those persons who hold positions in education or community agencies engaged in the counseling, testing or guidance of young people who wish to meet the Florida Certification requirements for School Psychologist. A minimum of 30 semester hours of post masters coursework is required.

**Admission Requirements** A Master's Degree in the area of Education, Behavioral Sciences or related field with at least a 3.00 cumulative grade point (GPA) earned in an accredited institution of higher education. Persons with degrees in areas other than those above may be considered on an individual basis.

## REQUIRED COURSES

PSY 575	Intermediate Statistics
PSY 510	The Learning Process
PSY 580	Abnormal Psychology
PSY 570	Behavior Modification
PSY 525	Individual Intelligence Testing
PSY 530	Introduction to Projective Techniques
EC 556	Educational Assessment Exceptional Children
EC 552	Assessment in Early Childhood
SP 588	School Psychology Practicum

Additional coursework in Education may be required of those students who do not hold a teaching certificate.

## COURSE DESCRIPTIONS

All courses are 3 semester hours unless otherwise indicated.

### **CG 501 Counseling Psychology**

The course will survey the counseling movement considering the various definitions and approaches, their philosophical and theoretical backgrounds, the research evidence and current issues.

### **CG 509 Practicum: Gerontology**

This practicum experience will require the beginning student to visit the local social service agencies and familiarize themselves with the services provided.

### **CG 510 Career Development**

Theories of occupational choice, career development and social mobility will be reviewed within the context of national, state or regional economic development. Occupational information will be considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

### **CG 515 Principles of Counseling and Guidance**

Course will cover the philosophy, functions, management and operation of a counseling and guidance program in elementary and secondary schools.

### **CG 520 Marriage and Family Counseling**

This course will present several specific intervention procedures for dealing with parents, families and couples. An understanding of a variety of approaches and strategies will be required as well as practical experience in each area. **Prerequisite:** CG 501

### **CG 588 Counseling Practicum**

### **CG 589 Counseling Practicum**

Individual assignments will be arranged for students by the instructor. Course may be taken one or two semesters for three or six semester hours credit. **Prerequisite:** Consent of advisor.

### **CG 590 Advanced Practicum: Gerontology**

Supervised internship in counseling in a geriatric setting. **Prerequisite:** Consent of advisor.

### **PSY 505 Educational and Psychological Measurement I**

This course will cover the basic principles of measurement and evaluation, including the concepts of validity, reliability, and test norms. The basic descriptive statistics necessary for understanding of psychometric properties of tests will be introduced.



**PSY 510 The Learning Process**

The emphasis of this course is on the psychology of learning. Terminology, processes, theories and research in learning are covered.

**PSY 515 Educational and Psychological Measurement II**

This course will cover test construction and include both teacher-made tests and standardized tests of achievement, attitude and personality interests. **Prerequisite:** PSY 505

**PSY 522 Psychology of Women**

This course will focus on studies related to women as well as how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors will be discussed. The course will provide students with the opportunity to understand the current issues within the community and the women's movement.

**PSY 525 Individual Intelligence Testing**

Readings will cover the history and theories of intelligence testing. Students will receive practical instruction in the administration, scoring and interpretation of commonly used instruments such as the WAIS, WISC-R, WPPSI and Stanford-Binet. **Prerequisite:** RES 501 and consent of advisor.

**PSY 530 Introduction to Projective Techniques**

Theory of projective testing will be covered along with an introduction to the administration, scoring and interpretation of such instruments as the Rorschach, TAT, Projective Drawings, sentence completion and the Bender-Gestalt. **Prerequisite:** PSY 580, PSY 525 and consent of advisor.

**PSY 535 Pharmacology and Therapeutics**

This course will focus on drugs commonly used in therapeutic situations. The primary objectives are to give the student fundamental knowledge of indications for Chemotherapy and awareness of adverse side effects.

**PSY 540 Aging I**

This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social and environmental components of aging are examined.

**PSY 544 Aging II**

Emotional disturbances common to the aging population are researched; the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

**PSY 543 Introduction to Physiological Psychology, Psychophysiology and Biofeedback**

This course will serve as an introduction to the areas of brain, body, and emotional processes, introducing basic neuro-anatomy, sensation, perception, central nervous system and autonomic system processes. It will integrate these concepts into present day utilization of biofeedback techniques.

**PSY 550 Group Processes**

The primary focus of this course is the application of group processes. Consideration will be given to organizational change, marriage and family counseling, traditional group therapy and the encounter group movement. **Prerequisite:** CG 501

**PSY 560 Substance Abuse**

This course will investigate the etiology of alcoholism and drug dependency. Attention will be given to assessment and treatment in both individual and family therapy approaches.

**PSY 562 Social & Cultural Factors in Aging**

The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, an improved national outlook and new treatment modes, are studied.

**PSY 565 Personality and Psychotherapy**

A survey of the major approaches to understanding personality will be made with emphasis upon practical applications in the form of therapy. **Prerequisite:** CG 501 and PSY 580

**PSY 570 Behavior Modification**

This course is an introduction to operant conditioning and behavior therapy with an emphasis upon the application of these approaches. **Prerequisite:** PSY 510

**PSY 580 Abnormal Psychology**

This course is an introduction to deviant behavior and will cover such common disorders as neuroses, psychoses, organic conditions, etc. The focus will be on etiology, symptomatology and treatment as appropriate to each disorder.

**PSY 588 Biofeedback Practicum**

This course is an opportunity for students to gain experience applying biofeedback techniques to psychosomatic and other body control problems. The student will use previously acquired skills in a clinical situation under supervision. **Prerequisite:** PSY 543 and consent of advisor.

**PSY 590 Advanced Topics**

Topics will vary depending upon the current interests of the instructors and students. **Prerequisite:** Consent of advisor.

**PSY 595 Special Topics: Independent Study in Biofeedback**

The specific activities in this independent study will vary from student to student, but the general experience will be to work in the area of biofeedback through both reading, discussing biofeedback techniques and actual experience in the laboratory working with the equipment on either a clinical or experimental basis. The laboratory experience will be closely supervised.

**PSY 660 Theories of Personality**

This course will focus on the major theories of personality development.

**PSY 630 Case Conference/1 sem. hr.**

This seminar will provide an opportunity for the students and clinical supervisors to exchange ideas and critique different therapeutic approaches. **Prerequisite:** Consent of advisor.

**PSY 765 Comprehensive Psychotherapy**

This course will provide a review of various theoretical approaches to psychotherapy and will attempt to provide an integration for the student. In addition, specific techniques will be practiced through modeling and behavior rehearsal. **Prerequisites:** PSY 660 & PSY 580

**PSY 603 Clinical Practicum/8 sem. hrs.**

Supervised Internship in counseling. **Prerequisite:** Consent of advisor.

**RES 501 Quantitative Methods I**

This course covers basic statistical techniques of primary importance in the behavioral sciences. The material covered includes an introduction to measurement scales, frequency distributions, measures

of central tendency, variability, correlation and regression. Basic psychometric concepts are also considered including reliability and validity.

**RES 502 Quantitative Methods II**

Introductory aspects of inferential statistics and experimental design are covered. The course material includes sampling, probability theory, hypothesis testing, advanced topics in correlation and regression, chi-square and other non-parametric techniques. Stress will be placed on interpreting research which employs these techniques. **Prerequisite:** RES 501

**RES 520 Group Testing**

Content and practicum experience will be combined in surveying the major types of group intelligence, achievement, personality, attitude interest and aptitude tests. Content, purpose, metrics, standardization procedures, manuals, validity, reliability, administrative problems and scoring procedures for several tests will be compared and evaluated. Report writing will be emphasized. **Prerequisite:** RES 501

**RES 575 Intermediate Statistics**

This course will include a short review of descriptive statistics and hypothesis testing. It will focus on inferential techniques beginning with correlation and working through analysis of variance. Partial correlation and more advanced models of analysis of variance than included in Quantitative Methods II will be covered in this course.

**SG 588 Practicum: School Guidance**

Supervised guidance internship in an elementary or secondary school setting. **Prerequisite:** Consent of advisor.

**SP 588 School Psychology Practicum/6 sem. hrs.**

Individual assignments will be arranged for students by the instructor. **Prerequisite:** Consent of advisor.



## DOCTOR OF PHILOSOPHY PROGRAMS

**Requirements for Admission** Applicants for the Ph.D. in Psychology with a specialty in Clinical Psychology or Child Psychology or the Ph.D. in Behavioral Science with specialty in Research and Evaluation in Psychology and Education should have an undergraduate major in the Behavioral Sciences or a related area and must meet the following requirements:

1. A baccalaureate degree, granted by an accredited institution, representing completion of a course of study which fulfills prerequisites for graduate work in the area desired.
2. An academic record which indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the degree-granting institution.
3. Three letters of recommendation from individuals in professional or academic settings which indicate potential for achievement in the chosen area.
4. Aptitude test scores from the Graduate Record Examination administered by the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540. Applicants for the Clinical Psychology and Child Psychology specialties must include the Graduate Record Examination in Psychology advanced test score. Scores must be mailed directly to Nova University from the Educational Testing Service.

Students accepted to study in one of the specialty areas are not permitted to change to another area unless entrance requirements for the new area are met and approval is given by the Behavioral Science Faculty.

Application forms for admission should be requested from the Office of Admissions, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Applications must be completed and returned to that office with payment of a \$25 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain the supporting documents requested and necessary for application. Application files for the Ph.D. programs must be complete in the Registrar's Office not later than March 1 prior to the Fall term for which admission is sought.

The foreign language requirement for the doctoral degree at Nova University has been replaced by FORTRAN, a computer programming language. If a faculty advisory committee feels that the student's major area of research requires knowledge of a foreign language, the student will then be expected to demonstrate competence in that language.

## Estimated Expenses for Ph.D. Program Based on An Academic Year of Two Semesters

Tuition	\$3200
Registration Fee	30
Books and Supplies	450
Housing (on campus)	2300
Living Expenses*	2750
	<u>\$8730</u>

Expenses outlined above are to be considered as very general estimates. They may vary by several hundred dollars, depending on individual circumstances.

**Degree Completion Requirements** The Ph.D. program is a full time On-Campus program requiring a minimum of three to four years of post-baccalaureate study. The student must complete the degree program within seven years.

Students will be guided in their studies by Faculty Advisory Committees. Insofar as possible, membership of this committee will reflect the individual student's interests and wishes. Changes in this committee may be made at the end of the first year in response to a request from a student or faculty member, with approval of the director of the Behavioral Sciences Center.

When the Faculty Advisory Committee feels the student is ready to begin dissertation work, a Dissertation Committee is formed to replace the original committee. This committee will consist of a minimum of three professors, one of whom can be on the faculty of another institution.

Either the Faculty Advisory Committee or the Dissertation Committee will meet with the student at least twice during each academic year. The Faculty Advisory Committee may schedule periodic written or oral examinations. Concerns of the committees include students' general education, development in their area of concentration, evaluation of their schedules, their admission to doctoral research and the progress of their research. The specific program of studies that leads to the dissertation proposal is determined by the individual's Faculty Advisory Committee.

**Specialty in Clinical Psychology** The Ph.D. program in clinical psychology at Nova University is behavioral in orientation and is intended for those with a commitment to scholarly research in psychology.

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\*This figure is based on the average-single student's expenditures for food, household items, clothing, medical bills and recreation.



It emphasizes studies of the analysis and change of human behavior. Accordingly, the program provides training in research, clinical practice and teaching.

Competence in content and skill areas of psychology is assessed by course achievement, written examination, practicum performance and project work completed by the student. Clinical training involves theories and techniques of behavior change, the observation of therapy, and supervised experience with child and adult populations utilizing individual and group settings.

The Nova Psychological Clinics provide experience in case management, program evaluation and clinical research in addition to providing settings for practicum experiences. The Ph.D. program requires that a comprehensive (general) examination be passed by the student, an independent research study be completed and a dissertation be completed and defended orally. To enable the student to analyze data, the language requirement is FORTRAN, a computer language.

## REQUIRED COURSES:

PSY 701	Developmental Psychology I
PSY 702	Developmental Psychology II
PSY 725	Theory and Systems of Psychology
PSY 726	Personality: Complex Human Behavior
PSY 727	Social Psychology
PSY 728	Theory, Assessment and Techniques of Behavioral Change I (Behavioral Assessment)
PSY 729	Theory, Assessment and Techniques of Behavioral Change II (Individual Therapy)
PSY 730	Theory, Assessment and Techniques of Behavioral Change III (Group and Family Therapy)
PSY 772	Human Psychophysiology
PSY 785	Psychopharmacology
PSY 786	Seminar in Behavioral Disorders
PSY 802	Theory and Construction of Psychological Tests
PSY 803	Clinical Practicum
PSY 810	Major Research Practicum I
PSY 811	Major Research Practicum II
PSY 850	Dissertation
RES 600	FORTRAN
RES 702	Multiple Linear Regression
RES 703	Multivariate Statistics
RES 711	Research Methodology
RES 712	Research Design
RES 720	Research Seminar

**ELECTIVES** In consultation with the Students Faculty Advisory Committee, a student who does not have the necessary prerequisites may be required to take relevant courses described under the master's program.

**Specialty in Child Psychology** The Ph.D. program in Child Psychology at Nova University is multifaceted in approach. It is intended for students who have a serious research interest in child behavior, and who are interested in working in child development programs, early childhood education, child welfare, or clinical practice.



The program includes formal course work, individual study, and research and teaching experiences. In addition, all students are required to spend a major amount of time serving either as a research associate in a service oriented (child development or child welfare) project or as a supervised clinician in a psychological clinic.

Several facilities and funded programs on the university campus provide opportunities for the development of research, programmatic and clinical skills. The Nova Psychological Clinic provides experiences in diagnosis and evaluation, case management, individual and group therapy, and clinical research. The University School, which includes a Head Start Program, a pre-school program for blind, visually limited and multiply handicapped, and a special program for learning disabled children,



provides opportunities for research projects and practicums. In addition, the University has several funded research and service programs in child welfare and early childhood development.

Students in child psychology, in addition to satisfactory completion of course work, are required to take a comprehensive examination. They are also required to complete an independent research study and a dissertation. The language requirement is FORTRAN which allows students to analyze data from research and evaluation projects.

## Ph.D. in Research and Evaluation

The disciplines of Education and Psychology are constantly in a process of change. New ideas, theories and practices are being introduced and implemented; some of the innovations will lead to positive changes, others will not. It is essential that any innovation or modification to an existing practice, be it a new training emphasis, degree offering, diagnostic and prescriptive procedure or system procedure be thoroughly evaluated to determine if it is more effective or preferable to the existing state. The Program in Research and Evaluation in Education and Psychology emphasizes the improvement of practice in the disciplines by assessing and comparing changes, theories and effectiveness of programs.

**Course of Study and Research Opportunities** The Research and Evaluation curriculum provides formal training in the quantitative procedures of statistical analysis and psychometrics while providing ample opportunities for the development of individual research interests. The Behavioral Sciences Center has psychology and education departments in which students may gain specialty training. The student can choose public or private schools, a mental health clinic or funded projects as the setting for practicum work. The program requires that two research or evaluation projects and a literature review paper be completed before the student becomes a candidate for the degree. In addition to providing the experience of conceptualizing designing and completing research studies, these studies allow the students breadth in their research experience.

The Ph.D. Program in Research and Evaluation was developed to fill the growing need for evaluators in mental health and education and to help meet the continuing need for high quality scholarly research in the content areas. It is anticipated that students with a high level of content knowledge and experience will conduct research studies, either basic or applied, to further our understanding of human characteristics. Problem areas that may be addressed include:

1. The characteristics and needs of the adult learners

2. The curriculum, competencies, processes and criteria for higher educational degrees
3. Evaluation models and procedures in education
4. Evaluation models and procedures in mental health and social service facilities
5. The development and application of time series analysis to single subject evaluation

A wide range of research topics is available to the student since the content expertise of incoming students is somewhat heterogeneous. The common core of expertise to be developed in the program consists of psychometrics, classical statistical analysis, research design, data analytic procedures and evaluation procedures. Particular attention will be paid to test validity and test construction and how the measures relate to the research or evaluation goals. In addition to the quantitative skills which generalize across all areas of behavioral science research, students are expected to develop or continue developing a substantive area of competence. Physiological psychology, early childhood education, science education, human development, human learning, child management, evaluation models, behavior modification or innovative research designs represent possible areas of specialization.

Students must complete one research or evaluation practicum, two research studies and a literature review at a level judged to be of publishable quality before a proposal for the dissertation will be entertained. The dissertation study is completed and written as the final degree requirement. Research facilities include a general purpose computing center with a DEC SYSTEM 20 computer, the Einstein Library, The University School, a community mental health center, a biofeedback laboratory and a television studio fully equipped with film, audio and video tape productions.

**Employment Opportunities** Accountability is becoming a reality rather than a desirable objective in the human sciences areas at both the local and national levels. The result is opportunities for educational, psychological, and general behavioral science research and evaluation that can lead to rewarding service and professional careers. Graduates from the Research and Evaluation program will be prepared to assume academic positions in departments of education or psychology; research and/or evaluation positions within school systems; mental health clinics; government agencies; universities or private institutions or administrative positions in government.

**Applicants** Consideration for admission will be given to any student with a Bachelor's or Master's degree and good academic record from an accredited college or university. Students or practitioners with a good



academic background in education, psychology or social sciences are encouraged to apply. Teachers of science or mathematics and others with a background in science, engineering or mathematics will be given special consideration in the selection process.

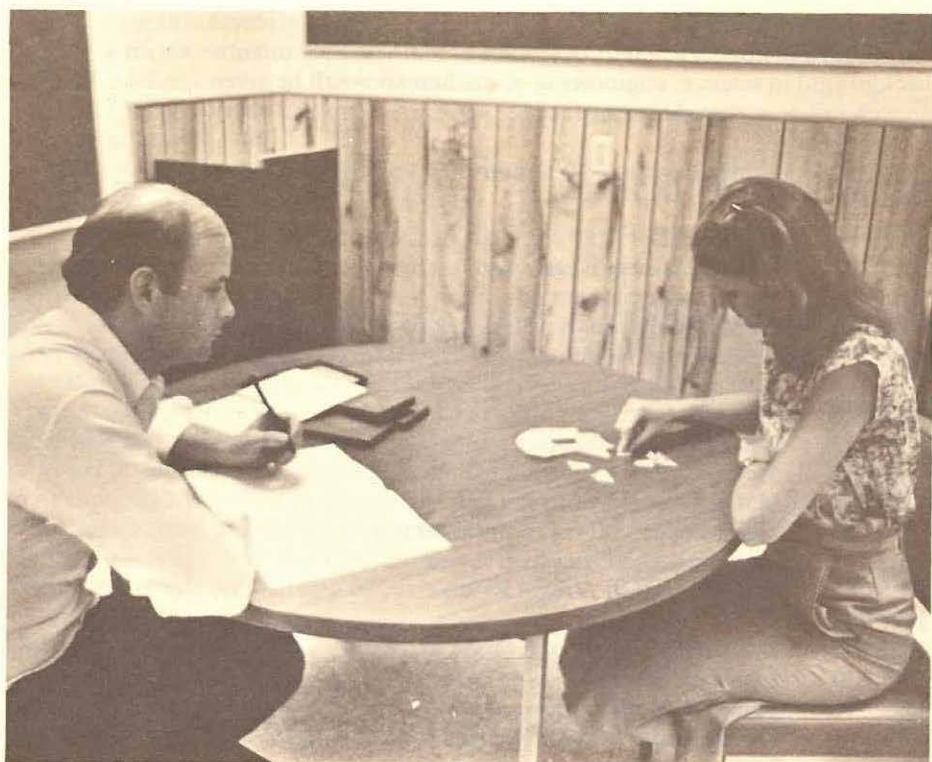
### REQUIRED COURSES:

RES 600	FORTRAN
RES 702	Multiple Linear Regression
RES 703	Multivariate Statistics
RES 705	Factor Analysis
RES 711	Research Methodology
RES 712	Research Design
RES 720	Research Seminar
RES 753	Educational Evaluation
RES 810	Major Research Practicum I
RES 811	Major Research Practicum II
RES 812	Major Paper: Survey of the Literature
RES 723	Distribution Theory
RES 752	Seminar in Educational Research
PSY 727	Social Psychology
RES 843	Evaluation Theory and Models
PSY 510	Learning Process
PSY 570	Behavior Modification
PSY 701	Developmental Psychology I
PSY 725	Theory and Systems of Psychology
PSY 726	Personality: Complex Human Behavior
IN 803	Research Practicum

**ELECTIVE COURSES:** Electives needed to complete the program may be selected from other available courses.

PSY 702	Developmental Psychology II
PSY 772	Human Psychophysiology
PSY 786	Seminar in Behavioral Disorders
RES 520	Group testing
RES 823	Non-parametric Statistics
ICS 610	Computer Systems

**Degree Candidacy** A student will be admitted to candidacy for the degree when the dissertation proposal has been successfully defended in a center-wide meeting. All other academic work leading up to the dissertation must be completed at this time. Upon entering degree candidacy the student must complete the study, satisfactorily defend the study and satisfactorily write the dissertation.





## COURSE DESCRIPTIONS

### **PSY 726 Personality: Complex Human Behavior**

This course focuses on a behavior analysis of traditional personality concepts such as traits, the self, motivation, conflict, emotion, private events, etc. Similarities and difficulties between behavior and other theories are examined.

### **PSY 728 Theory, Assessment & Techniques of Behavioral Change I (Behavioral Assessment)**

This course examines theory and procedures for assessment of anxiety, depression, anger, social skills, marital and inter-personal relationships in children and adults. Special emphasis is given to training in behavioral in behavioral interviewing.

### **PSY 729 Theory, Assessment & Techniques of Behavioral Change II (Individual Therapy)**

Analysis and practice in the range of therapeutic procedures when working with the individual client. (Child, Adolescent, and Adult)

### **PSY 730 Theory, Assessment & Techniques of Behavioral Change III (Group and Family Therapy)**

Analysis and practice in the range of therapeutic procedures when working with couples, families, and groups.

### **PSY 701 Developmental Psychology I**

This course considers the physical and behavioral changes that take place in the child from conception through middle childhood. Specific topics include attachment behavior, language, perception, cognition, the development of social skills and development of imagination.

### **PSY 702 Developmental Psychology II**

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

### **PSY 786 Seminar in Behavioral Disorders**

This course is designed to provide advanced exploration of symptoms associated with behavioral and mental disorders. Etiology, description and treatment of these disorders in line with current diagnostic criteria

(DSM II and DSM III) be examined to enhance clinical judgment, communication and formulation of intervention strategies.

### **RES 720 Research Seminar**

This course is an integration of all previous statistics and research courses. Data from ongoing projects or from other research studies will be utilized as examples and for discussion. Published articles will be critiques with the student either defending the study or suggesting changes that should have been made. Research methods and statistical methods appropriate to single subject designs are discussed as are evaluation and applied research procedures. The course emphasizes the interrelationship of methodology, statistics, data definition and content considerations in creating scientifically sound procedures for answering content questions in the behavioral sciences.

### **RES 702 Multiple Linear Regression**

The course in Multiple Linear Regression begins with a study of bivariate correlation and proceeds to the study of models with two or more independent variables. The factors that must be considered when interpreting a multiple linear regression analysis and analytical schemes are explored. Students analyze data with the existing computer library program to develop and test their interpretive skill in regression analysis.

### **RES 703 Multivariate Statistics**

The multivariate statistics sequence has three goals of instruction. When the graduate students have completed the course they should:

1. Have the knowledge and skills to be scientifically literate in the area of multivariate statistics.
2. Have knowledge of the applications of multivariate data analytic procedures and the judgment as to their appropriate use.
3. Have knowledge of the application of multivariate hypotheses testing procedures and the judgment as to their appropriate use.

### **PSY 727 Social Psychology**

Examination of Contemporary Research Issues in Socialization, Conformity, Behavior in Small Groups, Leadership, Language, and Attitude Change.

### **PSY 772 Human Psychophysiology**

This course offers an opportunity to explore the interactions between Psychological states and physiological processes, including the experimental

design for the study of these processes and includes the State of the Art of knowledge in this area. Topics include anatomy and physiology of the central nervous system; classical and operant conditioning of physiological processes; and measurement of physiological processes.

#### **PSY 785 Psychopharmacology**

The purpose of this course is to explore the State of the Art concerning Psychoactive drugs. The course will include symptomologies effects by drug therapy, course of action, side effects and contra-interactions.

#### **PSY 510 Learning Process**

(See description under Master's Programs)

#### **PSY 570 Behavior Modification**

(See description under Master's Programs)

#### **RES 520 Group Testing**

(See description under Master's Programs)

#### **ICS 610 Computer Systems**

(See description under Computer Science Programs)

#### **PSY 725 Theory and Systems in Psychology**

This seminar explores the role of psychology as science, and the nature of systems and theories. The major systems and theories are examined from a learning point of view, with both historical perspective and contemporary analysis. Systems covered are Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis. The learning theories include those of Tolman, Hull and Spence, Skinner, Guthrie, and others such as Miller, Lewin, Estes, etc., as time permits.

#### **PSY 801 Theory and Construction of Psychological tests.**

This course examines the theory, techniques, and statistics of behavioral measurement including psychometrics. Topics covered include fundamental measurement, the role of variance and covariance in science, basic statistical indices, theory of measurement error, types of validity, methods of assessing reliability, multiple prediction, and an introduction to factor analytic techniques.

## Academic Calendar

### SPRING 1980

Wed., Jan. 2-14	Registration for MASTER'S and Ph.D. PROGRAMS
Mon., Jan. 14	Classes begin for Spring Semester. Last day for completing regular registration and payment of fees. Fee for late registration is \$30.00 after this date.
Mon., Jan. 21	Last day for completing late registration.
Mon., Jan. 28	End of 80% refund period. Last day for adding courses.
Mon., Feb. 4	End of 60% refund period. Last day for adding courses.
Mon., Feb. 11	End of 40% refund period. Last day for adding courses.
Mon., Feb. 18	End of 20% refund period. Last day to drop courses.
Sat., Apr. 5	Spring recess begins.
Mon., Apr. 14	Classes resume after spring recess.
Fri., May 9	Spring semester ends
Fri., May 16	Final grades due at Registrar's office.
Mon., May 26	Memorial Day holiday. University offices closed.



## SUMMER 1980

Mon., May 12-27	Registration for MASTER'S PROGRAMS.
Mon., May 26	Memorial Day holiday. University offices closed.
Tues., May 27	Classes begin for Summer Session, MASTER'S PROGRAM. Last day for completing regular registration. Fee for late registration is \$30.00 after this date.
Mon., June 2	Last day for completing late registration. End of 75% refund period.
Fri., June 6	Last day for adding courses.
Mon., June 9	End of 50% refund period
Mon., June 16	End of 25% refund period. Last day to drop courses.
Fri., July 4	Independence Day. University offices closed.
Fri., July 18	Summer session ends.
Fri., July 25	Final grades due at Registrar's office.

## FALL 1980

Mon., Aug. 11-25	Registration for MASTERS and Ph.D. PROGRAMS
Mon., Aug. 18	Orientation for new Ph.D. students
Fri., Aug. 22	Faculty meetings.
Mon., Aug. 25	Classes begin, Fall semester. Last day for completing regular registration, payment of tuition and fees. Fees for late registration is \$30.00 after this date.
Mon., Sept. 1	Labor Day holiday. University offices closed.
Tues., Sept. 2	Last day for completing late registration.
Fri., Sept. 5	Last day for adding classes.
Mon., Sept. 8	End of 80% refund period.
Mon., Sept. 15	End of 60% refund period.
Mon., Sept. 22	End of 40% refund period.
Mon., Sept. 29	End of 20% refund period. Last day to drop courses.
Thurs., Nov. 27	Thanksgiving holiday. University offices closed.
Fri., Nov. 28	
Fri., Dec. 12	Fall Semester ends.
Fri., Dec. 19	Final grades due at Registrar's office.
Wed., Dec. 24	Christmas holiday. University offices closed.
Thur., Dec. 25	
Wed., Dec. 31	noon New Year's holiday. University offices closed.
Thur., Jan. 1	

# Computer Science Programs

## MASTER OF SCIENCE IN COMPUTER SCIENCE

By the choice of suitable electives this program will prepare students for one or more of six principal application areas of: operating systems design, compiler construction, data base and data communications design, software engineering and structured programming, application software development and computer systems performance, and operations research and numerical analysis.

### REQUIRED COURSES\*

ICS 610	Computer Systems
ICS 620	Graph Theory
ICS 630	Programming Languages
ICS 632	Language Theory and Automata
ICS 634	Compiler Design Theory
ICS 640	Digital Computer Design
ICS 650	Operating Systems Theory and Design
ICS 690	Software Engineering

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\*Students not having an undergraduate Major in Computer Science may also be required to take the following Prerequisite courses:

ICS 510	Programming Methods in Computer Science
ICS 520	Mathematical Foundations in Computer Science
ICS 530	Computer Organization and Operating Systems



The balance of the student's program may be selected from the following courses or approved electives:

ICS 622	Complexity Theory
ICS 624	Operations Research
ICS 625	Numerical Analysis
ICS 626	Modelling, Simulation and Performance Evaluation
ICS 635	Compiler Construction Practicum
ICS 651	Operating Systems Construction Practicum
ICS 656	Network Organization
ICS 658	Telecommunications
ICS 660	Data Base Management
ICS 675	Systems Performance Evaluation
ICS 680	Small Computer Systems
ICS 691	Software Engineering Practicum
ICS 694	Management in Data Processing
ICS 695	Management in Data Processing Practicum
ICS 696	Management of Research and Development

## Masters of Science in Computer Systems

**Management** The Computer Systems Management (CSM) program focuses on the management of complex information systems, and deals with technical, financial and human resources in organizations. Graduates of the CSM program will be managers who are competent in two foundation areas: computer technology and management applications.

The CSM program evolved out of two ongoing Nova programs: the six-year-old, highly successful Master of Business Administration (MBA) program and the Master of Computer Science, with its technical curriculum. The CSM curriculum is an offshoot of the MBA program along with recommendations made by an Advisory Board formed for the

CSM program. Advisory Board membership consists of top managers in the computer field with the best ability to specify training techniques and curriculum needs for their managers.

The CSM program is the product, a blend of academic and real worlds. As the growth of information technology continues, this program will help fill the demand for people trained to fill key jobs in management through the knowledge and skills acquired in the Computer Systems Management program.

**Format** The CSM Program consists of 36 semester hours of coursework and a Practicum. The program delivery takes 18 months. Participants in the CSM program take two courses, or six credits, every three months. Classes meet every third weekend on Friday evening for four hours, and on Saturday all day for five weekends; major seminars are spread over a three-month period. Many of the courses have additional lab sessions or help sessions interspersed between the five major weekends.

The program is designed for the working professional who has several years of on-the-job experience and can relate to his work in the classroom. Learning occurs at an accelerated rate through intensive seminars, readings, case studies, structured activities and class participation. Student progress is assured through constant evaluation as is the performance of our outstanding faculty, chosen because they have made their mark in the world of academia and because they practice what they teach in computer applications.

Initial students for the CSM program will meet on Nova's campus in Fort Lauderdale, and it is also possible for us to operate the CSM program off campus using a cluster format. A cluster is a group of 25 or more students who progress through the program in lockstep fashion. All students take the same course(s) together, and therefore academic progress is uniform. The same meeting schedule applies to the CSM off-campus cluster with classes every third weekend. A CSM cluster can be formed at any location with sufficient qualified applicants and is adaptable for delivery to corporate sites. When the CSM program is offered exclusively on corporate premises, several additional attractive features are added, such as the use of peer professors and the immediate application of course learning through problem-solving sessions. These techniques have been pioneered by Nova through their innovative Corporate Masters Programs for the MBA and Human Resource Management degrees.

**Admission Requirements** Students wishing to apply and be admitted to the Master of Science in Computer Systems Management Program must satisfy these requirements:

1. A baccalaureate degree from an accredited college; the undergraduate degree may be in any major.



2. Three letters of reference from either academic or business acquaintances.
3. An official transcript of undergraduate record.
4. A 3.0/4.0 undergraduate grade point average (waivers granted in special cases).
5. The intellectual capacity and motivation to pursue graduate work as determined by credentials and an interview. The interview can be waived if the applicant does not reside in the state of Florida.
6. Satisfaction of undergraduate prerequisites in:
 

Computer Fundamental	3 credits
Economics	3 credits
Statistics	3 credits
Experience with on high-level procedural language	
7. A minimum of two years experience in the computer industry.
8. A completed application form accompanied by a \$25 non-refundable application fee.

Students lacking any of the above prerequisites may start the program on a conditional basis subject to satisfaction at the earliest possible date of full matriculation requirements.

## Curriculum

FIRST BLOCK:	SEMESTER CREDITS
CSM 5610—Computer Architecture	3 Credits
GMP 5010—Environment of Business Enterprise	3 Credits
SECOND BLOCK:	
CSM 5698—Computer Applications and Quantitative Methods	3 Credits
GMP 5030—Human Resource Management	3 Credits
THIRD BLOCK:	
CSM 5690—Computer Methodologies	3 Credits
GMP 5050—Managerial Economics	3 Credits
FOURTH BLOCK:	SEMESTER CREDITS
CSM 5660—Data Management and Communication	3 Credits
GMP 5061—Financial Accounting	3 Credits
FIFTH BLOCK:	
CSM 5626—Computer Control	3 Credits
GMP 5080—Financial Management	3 Credits





**SIXTH BLOCK:**

GMP 5090—Business Policy

3 Credits

GMP 5590—Integrated

Management Systems

3 Credits**TOTAL SEMESTER CREDITS****PLUS PRACTICUM****36 CREDITS**

**NOTE:** A block is a registration period of three months, which roughly corresponds to a quarter of the calendar year. For specific dates, times and places of course meetings, check the advanced calendar of Graduate Management Programs in the Bulletin. The Practicum for the CSM program will be an experiential, problem-solving paper which the student should not write until the last registration period.

**Program Costs** The non-refundable application fee for Nova University is \$25. Tuition is \$80 per semester hour of credit, resulting in a total tuition charge of \$2,880. for the Computer Systems Management program. It is estimated that textbooks will cost from \$250-\$300. The total projected cost for the CSM program is therefore slightly in excess of \$3,000. Students are advised to consult the general catalog for Nova University in order to ascertain other fees for such things as removal of incompletes, make up of examinations, transcript fees, etc. as well as the school's refund policy.

## COURSE DESCRIPTIONS

### **ICS 610 Computer Systems and Software Techniques**

Introduction to digital computer design, peripheral devices, storage allocation, operating systems, compilers and assemblers. An understanding of the total operating environment will be developed. Investigation of the common programming techniques and their theory. Segmentation and overlays, recursion, dynamic storage processing, (stacks, queues, trees), macros. **Prerequisites:** ICS 510, ICS 520, ICS 530

### **ICS 620 Graph Theory**

Finite Linear graphs. Applications to modelling optimization, networks, operating systems design, digital design. **Prerequisites:** ICS 610, ICS 630

### **ICS 624 Operations Research**

Analytic formulation and solution of decision problems using mathematical techniques. Linear and dynamic

programming. Queueing, searching, maximizing/minimizing techniques. Scheduling and Inventory models, forecasting and time series analysis. **Prerequisites:** ICS 610, ICS 630

### **ICS 625 Numerical Analysis**

Introduction to error analysis, iterative methods, eigenvalue problems; Integration and differentiation by computer, Interpolation, ill conditioned problems. Non linear systems. Boundary value problems. **Prerequisite:** ICS 610, ICS 630

### **ICS 626 Simulation and Modelling**

Introduction to modelling techniques. Discrete events systems. Development of models (eg. mathematical) of physical processes. Use of simulation programs such as SIMULA, GPSS, and SIMSCRIPT. **Prerequisite:** ICS 624

**ICS 630 Programming Languages**

Introduction to data structures and data types, and understanding of the modern approach to structured programming will be developed. A comparative study of several high-level programming languages. Emphasis will be placed on how concepts are expressed in each of the major languages, such as FORTRAN, COBOL, PL/1, PASCAL, and ALGOL. **Prerequisites:** ICS 510, ICS 520, ICS 530

**ICS 632 Language Theory and Automata**

Introduction to formal grammars, Backus-Naur notation. The formal theory behind the design of a computer language is studied. The corresponding types of automata which may serve as recognizers and generators for a language will be described. **Prerequisites:** ICS 610, ICS 630

**ICS 634 Compiler Design Theory**

Language theory will be applied to the design of a compiler for a high-level language. Parsing, syntax analysis, interpretation phase and code generation. Other areas of the compilation process will be covered, such as storage allocation, symbol table management, searching and sorting, and recursion. **Prerequisite:** ICS 632

**ICS 635 Compiler Construction**

Design, implementation, and testing of a compiler for a high-level language. **Prerequisite:** ICS 634

**ICS 650 Operating Systems Theory and Design**

Analysis of computer operating systems with emphasis on structured design. Multiprogramming and multiprocessing, real-time, time-sharing, networks, job control. Scheduling, synchronization and other forms of resource management: I/O programming, memory and file system management. **Prerequisites:** ICS 610, ICS 630

**ICS 651 Operating Systems Construction**

Implementation and testing of operating system design on actual hardware. **Prerequisite:** ICS 650

**ICS 656 Network Organization**

Distributed processing and other forms of network systems. **Prerequisites:** ICS 610, ICS 630

**ICS 658 Telecommunication**

An introduction to basic data communication concepts, coding, modes and types of transmissions, multiplexing, line protocols, switching techniques and communication satellite technology. **Prerequisite:** ICS 656

**ICS 660 Data Base Management**

Computer-oriented techniques for information storage

and retrieval with emphasis on on-line capability. File structures, including data definition and manipulation languages. **Prerequisites:** ICS 610, ICS 630

**ICS 675 Systems Performance Evaluation**

An analysis of the computer resources in a monitoring environment. CPU, I/O Channel, memory and mix utilization statistics. Hardware monitors and software monitors. Determining the overloaded computer system. Capacity analysis. **Prerequisites:** ICS 610, ICS 630

**ICS 680 Small Computer Systems**

Survey of the state-of-the-art in mini/micro computer development and application. Emphasis on techniques applicable to the small computer environment. **Prerequisite:** ICS 640

**ICS 690 Software Engineering**

Introduction to the design of software projects using structured programming, top down design, state diagrams. Development of the professional attitude toward application of the computer for problem solving. The planning of a project, control of its development and its successful implementation. Programming team techniques. Software reliability. **Prerequisites:** ICS 610, ICS 630

**ICS 691 Software Engineering Practicum**

The techniques of software engineering will be applied to practical projects. **Prerequisite:** ICS 690

**ICS 694 Management in Data Processing**

Develops an awareness of the task of the manager of a data processing activity. The course introduces the student to the techniques and responsibilities of the manager in order to develop a better working relationship. **Prerequisites:** ICS 610, ICS 630

**ICS 622 Complexity Theory**

A general theory of computational complexity. Theory of algorithms. Turing Machines, Unsolvable problems. Exponential difficulty, NP-Completeness. **Prerequisite:** ICS 620

**ICS 640 Digital Computer Design**

Principles and techniques of digital computer design. Integrated circuits, logic design, LSI and MSI design, sequential circuit analysis. Processor logic design, arithmetic unit, memory systems, input-output structures, microprogramming. **Prerequisites:** ICS 610, ICS 630

**ICS 695 Management in Data Processing Practicum**

The techniques of data processing management will be applied to practical examples. **Prerequisite:** ICS 694



**ICS 696 Management of Research and Development**

This course analyzes the role of R & D in the company, its relation to other activities. The planning and organization of R & D, its control and evaluation. **Prerequisites:** ICS 610, ICS 630

**CSM 5610 Computer Architecture**

An introduction to the Computer architecture, its operating system, compilers and assemblers. Programming principles. The structure of high level programming languages. A comparative study of ALGOL, PASCAL, FORTRAN, PL/1, and COBOL will be given. **Prerequisites:** ICS 510, ICS 530

**CSM 5690 Computer Methodologies**

An introduction to software engineering, structured programming, top down design. The planning of a project, the Programming team techniques, software reliability. A survey of the Industry's most important software application packages. **Prerequisite:** CSM 5610

**CSM 5698 Computer Applications and Quantitative Methods**

An introduction to Operation Research/Management Science. Linear programming, scheduling and inventory models, decision theory, forecasting and time series analysis. **Prerequisite:** CSM 5610

**CSM 5660 Data Management and Communication**

An introduction to data structures and access methods of today's Data Base Management systems. File structures, Inquiry languages. An introduction to data communication concepts, modes of transmissions, line protocols, switching techniques, distributed processing. **Prerequisite:** CSM 5610

**CSM 5626 Computer Control**

An introduction to system performance evaluation, hardware failure analysis, software security. The total EDP operation and its efficient control. The production environment. **Prerequisite:** CSM 5610

**GMP 5010 The Environment of Business Enterprise**

Management problems arising from current domestic social changes: The relationship between business enterprise and society, particularly as reflected in the growth of consumerism and increased government involvement.

**GMP 5030 Human Resource Management**

This course examines the practices and problems involved in managing organizations' human resources. Sample topics examined include: Organization Behavior and Group Dynamics, Interpersonal Factors affect-

ing the Work Environment, Leadership and Motivation. In addition, other topics are: Recruitment and Selection of Employees, Training and Development, Performance Appraisal, Overview of Affecting Government Regulations such as EEOC and Affirmative Action; Job Analysis, Design, Enlargement and Enrichment, Incentive Systems and Effective Managerial Communication.

**GMP 5050 Managerial Economics for Decision Making**

The application of economic theory and quantitative methods to business decision making. Product demand, marginal pricing, competitive bidding, and allocation of resources.

**GMP 5061 Financial Accounting**

This course presumes no prior knowledge of accounting but students will cover those fundamentals which non-financial executives should be aware of, such as topics which repeatedly appear in the business section of the daily paper and in annual reports. Included will be material on: how financial statements are prepared, revenue recognition and timing, accrual concepts, accounting for fixed assets, tax considerations, corporate transactions involving externally raised and distributed capital and how reports must conform to generally accepted accounting principles.

**GMP 5080 Financial Management**

How to evaluate and select corporate assets; an introduction to security evaluation; a consideration of dividend and capital structure.

**GMP 5090 Business Policy**

Intensive scrutiny of the strategy employed by successful corporations through cases and a management game which utilizes the computer to simulate business environments.

**GMP 5590 Integrated Management Systems**

This course focuses on the basic concepts of systems and the systems approach within the context of organization and management theory, the formal organization's goals, decision methods, policies, procedures, control and reward systems that are used in order to fulfill organizational purposes and goals in a dynamic environment are examined. The organization as a sociotechnical system with models and analytical tools relevant to problem diagnosis and decision-making as well as general systems theory, alternative systems, models and tools of information, communication network analysis, systems modelling, methodology, planning and control are interrelated and integrated in this examination of systems management.



# Intensive English Program for International Students

**Philosophy** The philosophy of the Intensive English Program at Nova University is to provide educational opportunities to meet the academic and social needs of non-English-speaking students. Our goal is to prepare students for successful university, graduate school and career experiences in America by helping them develop proficiency in the English language in the areas of reading, writing, listening and speaking.

**Admission Requirements** The program is open to students from every country who desire to learn English and prepare themselves for further study or professional work. The student does not have to be a member of a degree program at Nova University or plan to join a University program to be eligible. To apply, a prospective student from abroad should ask for an application form and request the I-20 form. Students wishing to also apply for admission to a particular degree program should apply directly to that program for admission.

**Program Description** The Intensive English Program at Nova University offers students five hours of classroom instruction per day in Reading, Writing, Listening and Speaking. In addition, a Reading Lab and a Language Lab are available for students during the day and are also open after classes for students who wish an added hour of study.

Each skill area is divided into four levels of English proficiency through which a student may progress at his own rate. Level I is the beginning level of instruction designed to meet the needs of students who possess very limited knowledge of English. Level IV is the most advanced level of instruction for students who possess good skills in English but require further study for proficiency at university level.

**Placement** Placement in the Intensive English Program is determined by a series of assessments designed to measure a student's English proficiency.

A new student is evaluated in each skill area by means of standardized tests for reading and grammar, a writing sample, and an oral interview. Each skill area is evaluated separately and the student is placed in the appropriate level for each skill. The individualized approach to instruction allows flexibility in scheduling so that a student could conceivably be in Level II Writing and Level III Reading simultaneously.



## Duration of Study in Intensive English Program

The length of time a student remains in the Intensive English Program depends upon the level of those skills assessed by the placement evaluation. A student placed in the program in Level I with no English skills can anticipate a stay of one year or longer to attain the language proficiency required for certification (competency in English at the university level). The length of stay for those students placed in higher levels is determined by their abilities to progress and the rate at which they can assimilate the English language. Movement through the levels depends exclusively upon individual progress, not a specific time period.

**Program Dates** The Intensive English Program operates on a fifteen week semester system.

1979—September 4-December 14

1980—January 7-April 18

April 28-August 9

September 2-December 12

**COST** Tuition for a semester is \$900, payable in advance or on arrival. Since instruction is individualized, a student may enter the program after the semester begins, in which case his tuition will be pro-rated weekly at a cost of \$60 per week.

At the time of application and request for an I-20 form, an initial one-time application fee of \$25 is required. Also required is a \$100 deposit for the I-20 which is non-refundable but credited towards the student's tuition.

**Housing Facilities** Nova University has very limited housing facilities available for students, and almost all students will have to secure accommodations off campus. The University will extend every assistance possible in securing housing for students and their dependents, but it remains the responsibility of the student to obtain accommodations. The Intensive English Program offers a referral service for students who wish to live with American families.



# Institutes

**Institute of Child-Centered Education** The Institute of Child-Centered Education is a consortium of all Nova University programs which focus on Early Childhood. Its membership includes representatives from many different programs within and outside of the Behavioral Sciences Center. The purpose of the Institute is Threefold:

1. To assess needs and initiate programs and investigations relating to Early Childhood.
2. To coordinate the activities of centers and programs within the university that relate to Early Childhood.
3. To develop and disseminate publications and materials relating to Early Childhood.





**Institute for Social Services to Families** The Institute for Social Services to Families has as its mission to improve the quality of social services to families and children by providing programs that enhance these services through research, development, consultation and training. To implement this mission, the Institute has the following goals:

1. Provide a systems approach for the analysis and improvement of agencies that provide services to dependent children.
2. Develop a model for intervention into agencies that deal with families with dependent children.
3. Develop the capacity to analyze these systems as they compare to the model.
4. Have the capacity to recommend changes/improvements in these systems.
5. Provide services that would facilitate the implementation of those changes (i.e., training foster parents and caseworkers).

# Learning Resources

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

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

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

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

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

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

The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova Libraries are



connected with the DIALOG Information Retrieval System and other national data bases.

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

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

The Library Media Services also provides the complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

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

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

# Policies Governing Student Relations

## NOVA UNIVERSITY POLICIES STUDENT RELATIONS

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

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

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

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



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

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

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

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

- a. For purposes of audit and evaluation of Federal and State programs.
- b. To authorized representatives of:
  1. The Comptroller General of the United States.
  2. The Secretary of the U.S. Dept. of Health, Education and Welfare, Commissioner of Education or their deputies.
  3. State educational authorities.
- c. Nova personnel deemed to have a legitimate educational interest.
- d. persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition and enforcement of said aid.

- e. accrediting organizations in carrying out their functions.
- f. parents of students who have established the student as a dependent according to the provisions of the Internal Revenue Code.
- g. persons in compliance with a judicial order or lawfully issued subpoena.
- h. persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

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

- a. the student is notified of the categories designated as directory information.
- b. the student is given the opportunity to refuse disclosure of any or all of the categories.
- c. the student is given a reasonable period of time in which to submit said refusals in writing.

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

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

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

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

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

## Code of Students Rights and Responsibilities

### SECTION ONE—TITLE

This code shall be cited as Nova University Behavioral Sciences Center Code of Student Rights and Responsibilities.

### SECTION TWO—DEFINITIONS

When used in this code—

- a. The term "center" means Nova University Behavioral Sciences Center.



- b. The term "student" means any person registered for enrollment in any center course; or any person enrolled in a center program at the time of the alleged violation of this code; or any person on the premises or center related premises for any purpose related to registration for enrollment.

### SECTION THREE—STATEMENT OF RIGHTS

- a. The center affirms the right of each student to be free from discrimination on the basis of race, color, national origin, religious creed, political views, or sex.
- b. The center affirms the right of each student to conduct research and to publish, discuss and exchange findings and recommendations, except that the University may promulgate rules and regulations related thereto.
- c. Each student shall have the right to petition the center for redress of grievances, amendment of regulations and modification of center policies.
- d. Students shall be secure in their persons, living quarters, papers and effects from unreasonable, illegal, or unauthorized searches and seizures.
- e. The center affirms the right of students to be members of University and college committees, except that a student may not be a member of a committee by rule constituted exclusively of members of the university faculty.
- f. The center recognizes each student's right of freedom of speech, assembly and association as guaranteed by the Constitution; and all provisions of this code shall be construed consistent with these rights.
- g. The center recognizes the right of each member of the University community to interview for employment with any organization, firm, corporation, or any other body.

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

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

# Nova University Personnel

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## Behavioral Sciences Center

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