

1990

The GEM Programs 1990-1991

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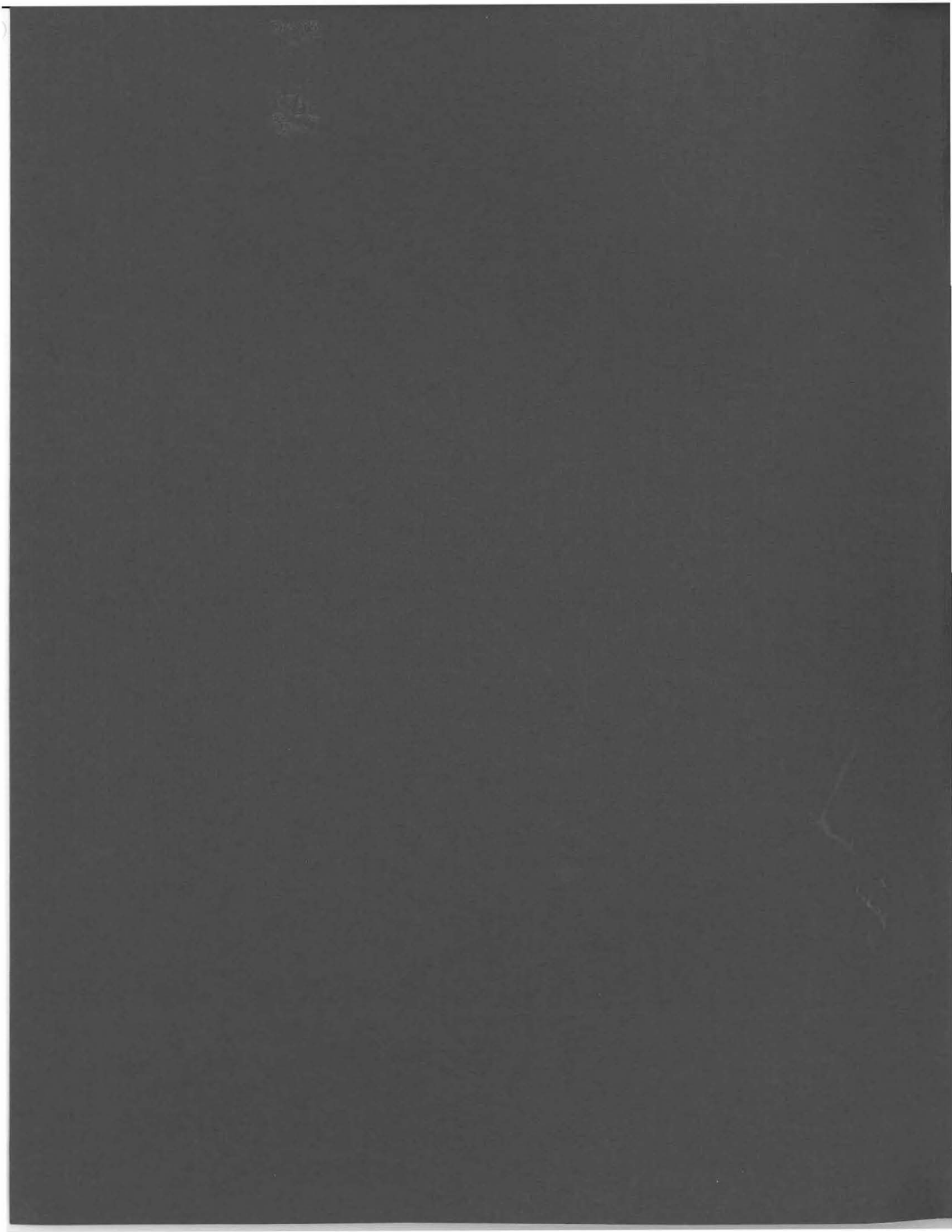
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THE
GEM
PROGRAMS
1990-1991

 NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION



THE GEM PROGRAMS 1990-1991

Published August, 1990

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

Nova University is a member of the American Association of Colleges for Teacher Education.

Nova University's GEM Program is licensed by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program.

Policies and programs set forth herein are effective through August 31, 1991. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

Successful completion of all or any part of a GEM program does not guarantee success on state certification examinations.

All GEM Programs majors are offered at each site. Since minimum enrollments are unpredictable, there is no guarantee that any given module or course will be taught at any given time or site.

Failure to read this catalog does not excuse students from the rules and procedures described herein. Personal factors, illness, or contradictory advice from any source is not acceptable for seeking exemption from these rules and procedures.



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

From the Dean

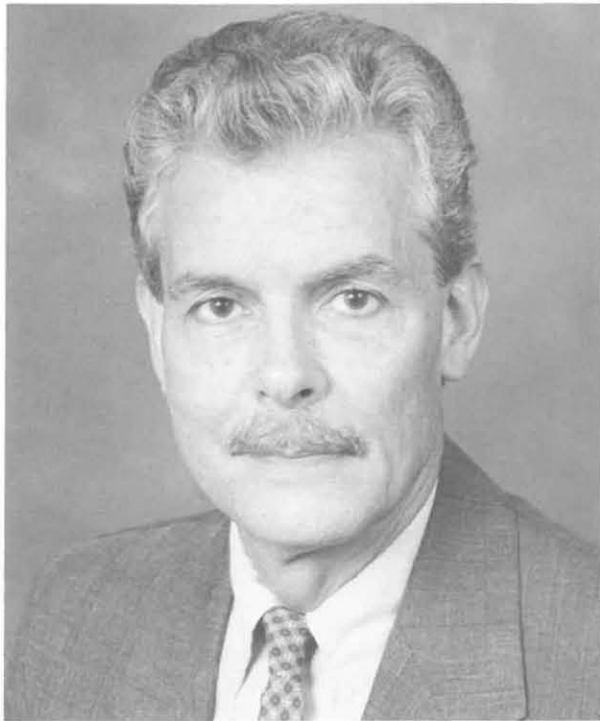
Leaders in the educational reform and restructuring movements are now recommending that graduate teacher education programs follow processes that have been at the core of the GEM Programs for more than a decade. Educators as developers of new knowledge; the linkage of theory with practice; instructors with extremely close relationships to actual practice in the schools--these are just some of the philosophical bases upon which GEM has operated through the years.

The successes of GEM graduates can be measured in various ways, among them the following:

- * Numerous state, district and school teachers-of-the-year in Florida, Arizona and Nevada.
- * Some one thousand applied research/school improvement projects (the practicum internship) completed each year and disseminated nationally.
- * Countless promotions to administrative positions, grade level and department chairperson, etc.

We encourage prospective students to visit GEM classes prior to enrollment and to talk with colleagues who are graduates or present students. Ask them the key questions related to program relevance, quality of instruction and the appropriateness of both to adult, professional learners.

I thank you for considering an exciting educational opportunity--an M.S. or Ed.S. degree in one of the GEM majors. Good luck with your career.



*J. Donald Stanier, Ph.D.
Director, GEM Programs*

From the Director

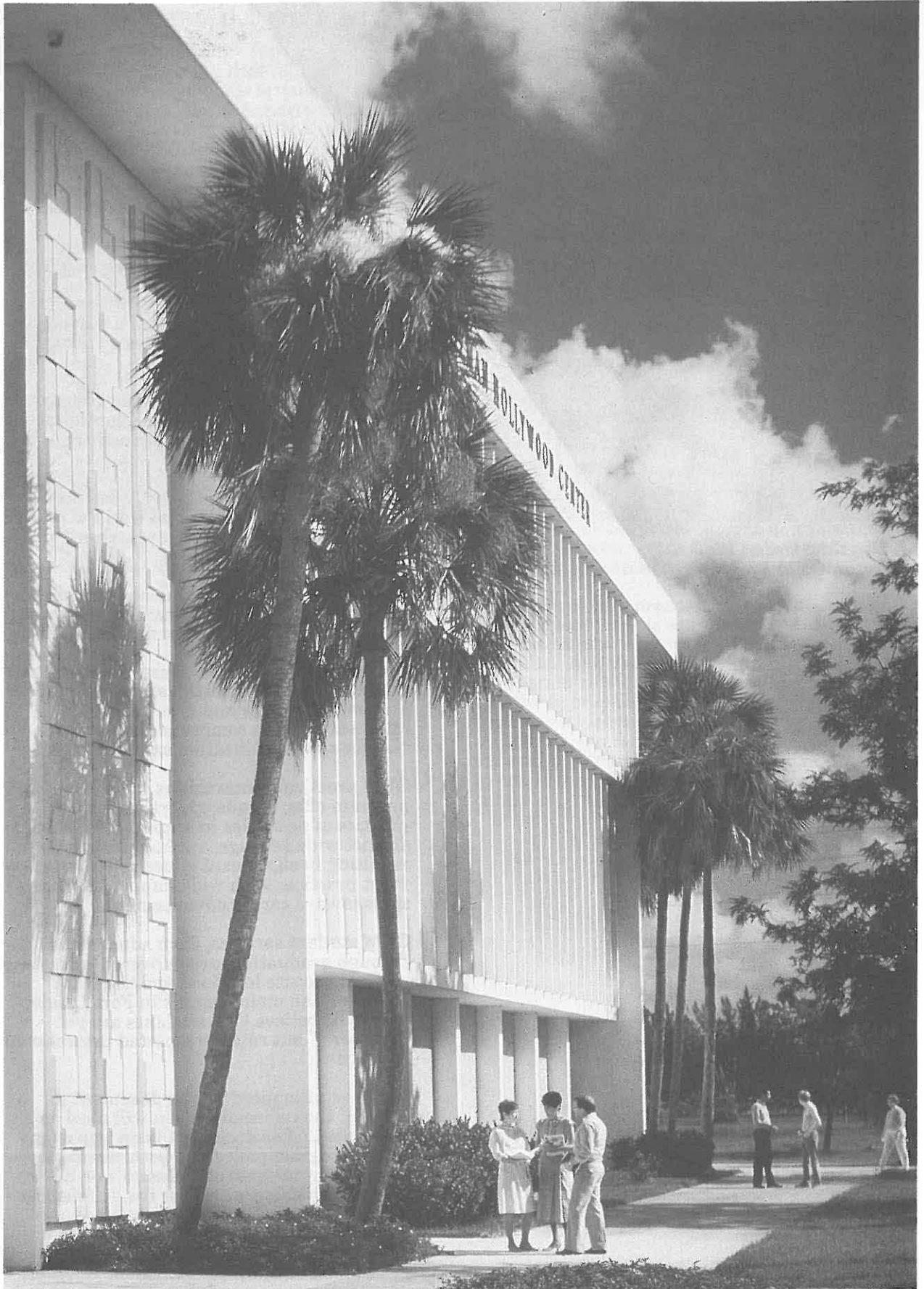
We are in our eleventh year of assisting teachers and administrators in over 100 school districts in Florida, Arizona, and Nevada to achieve their academic, professional, and career goals. Our enrollment last year across the GEM network of program sites was in excess of 1200. This makes us the largest graduate teacher education program in the nation.

We believe that the key factors contributing to the success of the GEM model are as follows:

- GEM Programs are scheduled at the 15 sites in all-day Saturday sessions and summer intensives, the best formats for working professionals.
- GEM faculty within the 20 major programs are highly qualified, successful local practitioners in their disciplines, "practicing what they teach."
- GEM curricula are consistently oriented toward practice and the real world of schools and districts, focusing on research with practical applications.
- GEM Programs promote, as an overriding aim, teacher professionalization-- the acquisition of professional leadership capabilities.
- GEM Programs contain course requirements for additional state certification coverages and endorsements and renewal of certificates and contain comprehensive preparation for state certification examinations.
- GEM practicum internships in each major program offer unique opportunities for practice of new roles in appropriate school or district-wide settings, applied research resulting in significant educational improvement practices with wide impact and direct steps toward career advancement.
- GEM student services, from admissions through graduation, are delivered by trained staff, at the site locations and the GEM offices on the main campus in Fort Lauderdale, who believe that students are not "numbers," but rather respected professional colleagues.

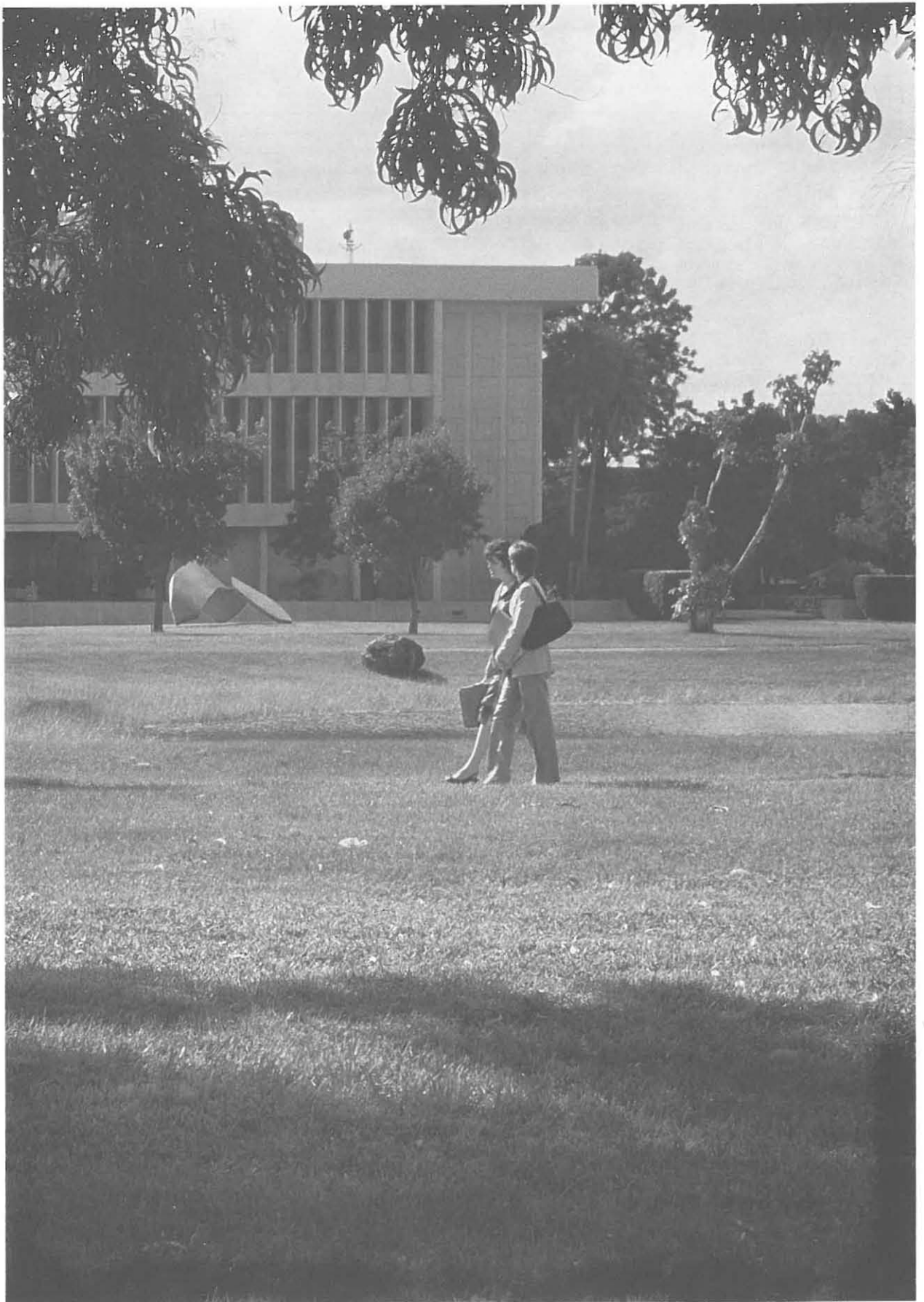
We have attempted in this document to present all the information you will need as a GEM student. The document is an important source of program policy and procedures as you move toward your goal of a Master's or Educational Specialist degree and/or the satisfaction of state certification requirements.

Please feel free to contact your local Site Administrator or our counselors on the main campus using our toll-free telephone number, for more information and discussion of your particular professional and academic needs.



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The Center for the Advancement of Education

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

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

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

The Center for the Advancement of Education offers:

At the doctoral level--

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

At the master's or educational specialist level--

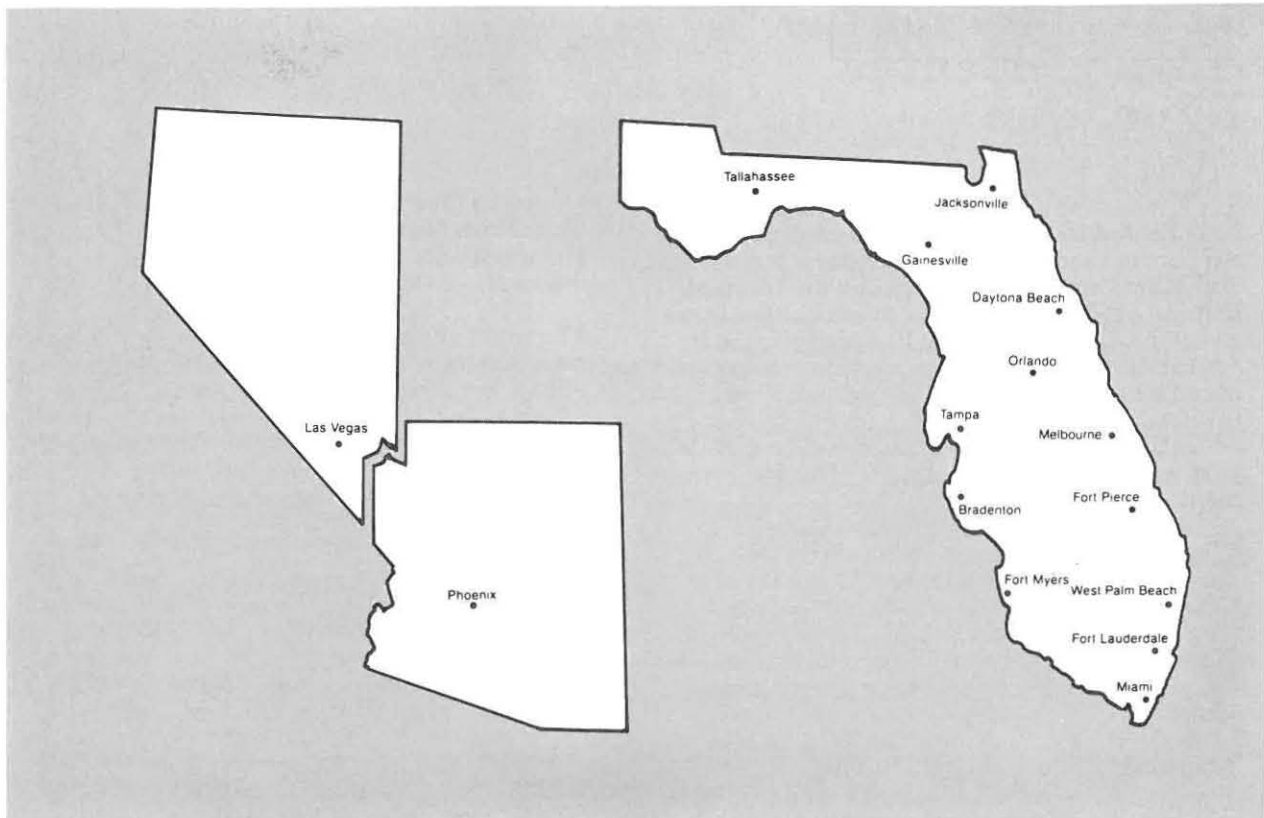
- Master's Program for Child and Youth Care Administrators
- Master's Program in Family Support Studies
- The GEM Programs - M.S. and Ed.S. in 20 majors
- M.S. in Speech and Language Pathology

Come to Our Campus Offices or Call a Toll-Free Number for Program Information

8:30 A.M. - 5:00 P.M., Monday-Friday

The main campus of Nova University is located on a 300-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike.

- | | |
|---|---------------------------|
| Broward County, Florida | 475-7440 |
| Dade County, Florida | 940-6447, Ext. 7440 |
| All other Florida Counties, all other states | 1-800-541-NOVA, Ext. 7440 |
| GEM Offices, Nevada
333 N. Rancho Dr., #138
Las Vegas, NV 89106 | (702) 648-1971 |
| GEM Offices, Arizona
8601 N. Black Canyon Hwy.
Suite 117
Phoenix, AZ 85021 | (602) 995-5999 |
| Toll free from California and Nevada to Arizona | 1-800-752-7440 |



GEM Classroom Locations

BRADENTON

Bayshore High School
5323 34th Street West

DAYTONA BEACH

Spruce Creek High School
801 Taylor Road
Port Orange

FORT LAUDERDALE

McFatter Vocational School Medical Building
6500 Nova Drive, Davie

FORT MYERS

Bayshore Elementary School
Route 41-Williams Road

FORT PIERCE

Dan McCarty Middle School
1201 Mississippi Avenue

GAINESVILLE

Gainesville High School
1900 N.W. 13th Street

JACKSONVILLE

Florida Community College at Jacksonville
Downtown Campus
101 State Street

LAS VEGAS

Bishop Gorman High School
1801 Maryland Parkway

MELBOURNE

Brevard Community College
3865 North Wickham Road

MIAMI

G. Holmes Braddock Senior High
3601 S.W. 147 Ave.

ORLANDO

Mid-Florida Technical Institute
2900 West Oak Ridge Road

PHOENIX

Nova University Office
8601 N. Black Canyon Highway
Suite 117

TALLAHASSEE

S.A.I.L.
School for Applied Individualized Learning
725 N. Macomb

TAMPA

Van Buren Junior High School
8715 North 22nd Street

WEST PALM BEACH

Palm Beach Lakes Community High School
3505 Shiloh Drive

GEM Site Field Staff

KEY

- SA = Site Administrator
ASA = Assistant Site Administrator
SELF = Senior Educational Leadership Faculty
PC = PASS Convenor (Practicums Supervisor)
SMS = Site Marketing Specialist

BRADENTON

Mr. William Lance, SA
813/758-3631
Mr. Walter Miller, SELF
Dr. Dan Nolan, PC
Dr. Matteo Leona, PC
Ms. Ruth Hamilton, SMS

DAYTONA BEACH

Mr. James Whitaker, SA
904/252-3200
Mr. William Walden, PC
Mr. James Clements, SELF
Dr. William Worley, SMS

FORT LAUDERDALE

Dr. Linda Lopez, SA
305/467-3343
Mr. Robert Greene, ASA
305/476-1957
Dr. Patricia Grimes, SELF
Dr. Nancy Terrel, PC
Ms. Melinda Ossorio, PC

FORT MYERS

Dr. Carrie Robinson, SA
813/332-0100
Ms. Elizabeth LaFuze, SELF
Mr. Joseph Pescatrice, PC
Dr. Douglas Santini, SMS

FORT PIERCE

Dr. George Hill, SA
407/461-7814
Ms. Barbara Bush, SELF
Dr. Twila O'Such Reinke, PC
Dr. Beth Gessner, PC
Mr. Jack Roberts, SMS

GAINESVILLE

Dr. Jack Buys, SA, PC
904/371-0533
Dr. Robert Schenck, SELF
Ms. Lavelle Oswald, PC
Ms. Sarah Buys, SMS

JACKSONVILLE

Dr. Marlene Kovaly, SA
904/724-9519
Mr. William Lotowycz, SELF
Dr. Duane Dumbleton, PC
Dr. Ailene Howard, SMS
Mr. Luke Smith, SMS

LAS VEGAS

Mr. Steve Rudish, SA, SMS
702/799-5900
Dr. Deo Nellis, SELF
Dr. C. Owen Roundy, PC
Ms. Marjorie Conner, PC

MELBOURNE

Ms. Shirley Ross, SA
407/636-3896
Mr. Walter Taylor, SELF
Dr. Everett Whitehead, PC
Ms. Cheryl Ross, SMS

MIAMI

Dr. John McKinney, SA
305/385-4255
Ms. Louise Harms, SA
Dr. Edward Trauschke, SELF
Dr. Willie Wright, PC
Dr. Richard Huffman, PC

ORLANDO

Dr. Jan Davis-Dike, SA
407/273-7330
Ms. Carol Quick, ASA
407/277-4661
Dr. James Talbert, SELF
Dr. Linda Mallinson, PC
Mr. Robert Elder, SMS

PHOENIX

Dr. Deo Nellis, SA, SELF
602/995-5999
Mr. Art Fenster, ASA
602/435-1936
Dr. J. Brison Torbert, PC
Dr. Carolyn Downey,
Director Administrative
Internship Program

TALLAHASSEE

Dr. David Fairbanks, SA
904/224-5487
Ms. Rosanne Wood, SELF
Dr. S. Allen Monello, PC
Ms. Susan Fresen, PC
Mr. Luke Smith, SMS
Ms. Georjean Machulis, SMS

TAMPA

Ms. Liz Argott, SA
813/685-3515
Ms. Peggy Landers, ASA
813/736-1609
Dr. Eugene Wiczorek, SELF
Dr. Jack Lamb, PC
Ms. Mary Ann Ratliff, PC

WEST PALM BEACH

Dr. Michael Robbins, SA
407/968-8252
Ms. Linda Cartlidge, ASA
407/744-8249
Dr. Norman Shearin, SELF
Dr. Juanita Scott, PC
Ms. Connie Gregory, SMS

GEM PROGRAMS

Academic Schedule 1990-91

FALL CYCLE MODULES-1990

Wednesday, September **5**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 September 8, 15, 22, 29
 October **6**, 13, 20, 27
 November **3**, 10, 17
 December 1, 8, 15,

WINTER CYCLE MODULES-1991

Wednesday, January **2**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 Jan. 5, 12, 19, 26
 Feb. **2**, 9, 16, 23
 Mar. **2**, 9, 16, 23
 Apr. 6, 13

SPRING CYCLE MODULES-1991

Wednesday, April **17**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 Apr. 20, 27
 May 4, 11, **18**
 June 1, 8, 15

Monday, June 17	4:00-10:00 P.M.
Tuesday, June 18	4:00-10:00 P.M.
Wednesday, June 19	4:00-10:00 P.M.
Thursday, June 20	4:00-10:00 P.M.
Friday, June 21	4:00-10:00 P.M.
Saturday, June 22	8:30 A.M.-4:30 P.M.
Monday, June 24	4:00-10:00 P.M.

SINGLE COURSE-1991

Tuesday, June 25	4:00-10:00 P.M.
Wednesday, June 26	4:00-10:00 P.M.
Thursday, June 27	4:00-10:00 P.M.
Friday, June 28	4:00-10:00 P.M.
Saturday, June 29	8:30 A.M.-4:30 P.M.

SUMMER CYCLE-1991

All sessions 4:00-10:00 P.M.

MONDAY

July **8**
 July 15
 July 22
 July 29
 August 5
 August 12

WEDNESDAY

July 10
 July **17**
 July 24
 July 31
 August 7

THURSDAY

July 11
 July 18
 July **25**
 August 1
 August 8

* Dates in **black** box = Course registration deadlines.

Information Meeting and Registration Session Dates

Information Meetings and Registration Sessions are held at local GEM classroom sites from 9:00 A.M. to 12:00 NOON. Fort Lauderdale, Phoenix and Las Vegas students may also register at local Nova University offices, Monday-Friday.

	INFORMATION MEETING	REGISTRATION
FALL	August 25, 1990	August 25, 1990
WINTER	December 1, 1990	December 8, 1990
SPRING	March 23, 1991	April 6, 1991
SUMMER	June 15, 1991	June 22, 1991

Admission Requirements

Master of Science Degree

General admission requirements for the student wishing to matriculate in the master's program of the GEM Programs are listed below:

The applicant must:

1. have earned a baccalaureate degree from a **regionally** accredited college or university,
2. provide three letters of recommendation* from professional colleagues or supervisors that indicate the applicant's ability to undertake graduate study successfully,
3. provide an official transcript* from his or her undergraduate degree-granting college or university (an official transcript is one that bears a university signature and raised seal),
4. submit photocopy of teaching certificate (if applicable),
5. submit completed application form* accompanied by a \$30 nonrefundable application fee, and
6. if majoring in Educational Leadership, document two years of successful teaching experience.

*Forms in back of this document

Educational Specialist Degree

General admission requirements for the student wishing to matriculate in the educational specialist program of the GEM Programs are listed below:

The applicant must:

1. have earned a master's degree from a regionally accredited college or university,
2. provide three letters of recommendation* from professional colleagues or supervisors that indicate the applicant's ability to undertake graduate study successfully,
3. provide an official transcript* from his or her graduate degree-granting college or university (an official transcript is one which bears a university signature and raised seal),
4. submit photocopy of teaching certificate (if applicable),
5. submit completed application form* accompanied by a \$30 nonrefundable application fee, and
6. if majoring in Educational Leadership, document two years of successful teaching experience.

*Forms in back of this document

Admission to Degree Candidacy

Upon completion of all admissions procedures, students are admitted to the GEM Programs. GEM students become eligible for admission to degree candidacy (master's or educational specialist) after successful completion of the COMMON MODULE. The requirements for admission to degree candidacy are:

1. A 3.0 ("B") grade point average or higher in the COMMON MODULE.
2. A completed admissions credential file, as indicated above. All items for the credential file should be mailed directly to GEM or submitted to a GEM staff member.

Degree Requirements

Master of Science (20 majors):

1. Satisfaction of initial admission procedures and requirements.
2. Full admission to degree candidacy through successful completion of the COMMON MODULE and completion of credential file.

3. Successful completion of 39 semester hours of credit (minus any accepted transferred credits), with a grade-point average of 3.0 ("B") or higher.
4. Satisfaction of all financial obligations to the University.
5. **Educational Leadership majors:** a passing score on the GEM comprehensive examination in educational leadership. The exam is open only to students who have successfully completed all coursework.

Educational Specialist (20 majors):

1. Satisfaction of requirements #1-4 listed above for the master of science degree.
2. A passing score on a GEM comprehensive examination in the major field of study.
3. Presentations at two local practicum orientation workshops, under the direction of site staff, sharing the process, procedures, results, and final practicum documentation with participating students.

GEM Programs Overview

The GEM (Graduate Education Module) Programs, an array of 20 major programs in continuing teacher education and school administration preparation, provide opportunities for full-time professionals to earn master's and educational specialist degrees and satisfy state requirements for renewal and addition of certification coverages and endorsements. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

GEM Programs are offered at locations and with schedules that make it possible for students to complete degree requirements without interrupting their careers. All courses are taught by instructional teams of highly qualified local professors who successfully practice what they teach. Each GEM Programs site is managed by a Site Administrator, a local educational leader, who is assisted by a staff team. Staff team members include a Senior Educational Leadership Faculty person (SELF), either one or two PASS Convenors (practicum internship managers and practicum advisor

supervisors), and a Site Marketing Specialist. Also included on staff teams at larger sites are Assistant Site Administrators.

Program Components

Degree-seeking students in all GEM majors at either degree-level must successfully complete the following program components in satisfaction of the 39 semester hours of credit requirement. Degree programs must be completed within four years.

	Credits
THE COMMON MODULE	9
A MAJOR MODULE	9
A SECOND MAJOR OR ELECTIVE MODULE	9
THE SINGLE COURSE	3
THE PRACTICUM INTERNSHIP MODULE	9

All degree-seeking students must begin their programs with the COMMON MODULE.

Common Module

This nine-credit experience is the first module taken by all degree-seeking students in all GEM Programs. It is offered at each GEM site four times per year, during the fall, winter, spring and summer cycles, provided that at least 15 students are enrolled.

Consisting of three closely related courses in computer literacy, curriculum and instruction, and measurement and evaluation, the COMMON MODULE achieves a number of important functions for the new GEM student:

1. It includes a comprehensive orientation to the practicum internship, covering needs assessment, techniques, the literature search, and other applied research methodologies.
2. It includes clear, standardized procedures for application for full admission to degree candidacy, requiring a 3.0 grade point average or higher.
3. It provides diagnosis of written communication skills and recommendations for remedial strategies, when necessary, for attaining the required levels of proficiency.
4. It includes a computer literacy course counted as infield for the renewal of any Florida certification coverage.

5. It introduces the most current preK-12 computer technology to all GEM majors.
6. It provides the curriculum and instruction content and the pair of emphasis area courses required by Florida law for initial certification in Educational Leadership (school administration), both for Educational Leadership majors and for other GEM majors who may later decide to pursue administration careers.
7. It serves as an excellent introduction to the unique philosophy of the GEM Programs--to blend tightly the academic and professional work of the student to achieve significantly rejuvenated and improved practice as teachers or administrators.
8. It serves also to introduce the unique GEM team-teaching model for instructional delivery of all modules, the bringing together of two or three highly qualified and successful local, expert practitioner/professors who:
 - practice what they teach,
 - represent excellent role models for their students,
 - complement each other in terms of teaching style and expertise,
 - function as a smoothly operating instructional team,
 - focus on the individual progress of each student, and
 - bring the real world of practice in school districts into their GEM classrooms as a rich supplement to the curriculum.

Major and Elective Modules

Students granted full admission to degree candidacy, as a result of their academic work in the COMMON MODULE, are eligible to enroll in second and then third modules as they are scheduled in subsequent cycles.

These nine-credit learning experiences may be MAJOR or ELECTIVE MODULES, depending on the student's particular program. In many cases these will both be MAJOR MODULES, to accommodate the number of courses required to add a state certification coverage or endorsement. In most cases when additional certification coverage is not being pursued, e.g., Elementary Education, Physical Education, Social Studies, or Science, one of the two is a MAJOR MODULE and the other an ELECTIVE MODULE. An ELECTIVE, any available module selected by the student, may be taken before a MAJOR MODULE. In some cases, the second and third modules can be taken through the DIRECTED STUDY system.

MAJOR ELECTIVE MODULES are taught by instructional teams as described above in the COMMON MODULE section.

The contents of all GEM modules are listed elsewhere in this document, along with complete descriptions of all courses contained in the modules.

The Single Course

The SINGLE COURSE, normally CSE 550, can serve as a certification addition or renewal course.

All SINGLE COURSES are taught by individual instructors, qualified and functioning as described above in the COMMON MODULE section.

The Practicum Internship Module

The nine-credit PRACTICUM INTERNSHIP MODULE, the fourth module, is the "center-piece" of the GEM Programs. It represents the direct application of all the student has learned in his or her major field of study to the resolution of a significant educational problem in his or her school, district, state department of education, or other agency. It is an applied research project carried out in an internship setting of the student's choice. It is undertaken, on an individually scheduled basis, when the student is eligible, prepared, and chooses to begin. The implementation phase of the project normally spans a period of at least one school district semester. However, there are viable projects that may require less time.

If an additional course is needed to satisfy state certification requirements, that course is substituted for three credits of the nine credit PRACTICUM INTERNSHIP MODULE.

The PRACTICUM INTERNSHIP involves the student in a closely collaborative effort with--

- a PRACTICUM ADVISOR, a qualified GEM faculty member, with solid expertise in the major involved and experiential knowledge of the internship setting chosen, who guides the student through each step of the process;
- a PRACTICUM MENTOR, who administers the internship setting and with whom the student negotiates the nature of the research and resolution project to be undertaken; and
- other professionals working in the internship setting and with whom the student will be involved in the project.

The GEM Programs staff continuously informs building and district-level administrators, department of education officials, and personnel in related agencies regarding the Practicum Internship process.

Three additional vehicles exist for wide dissemination of the best GEM practicum work.

1. Outstanding practicum documents are disseminated nationally, through inclusion in computerized database networks, such as ERIC.
2. Abstracts of outstanding practicum documents are published in a Nova University research series, Outstanding Educational Improvement Projects, distributed to a wide national readership.
3. At local and regional GEM site Practicum Fairs, outstanding practicum projects are presented and exhibited by students, their advisors and mentors for large audiences within the local education communities.

Initial steps leading to the PRACTICUM INTERNSHIP:

- Common Module completed and degree candidacy achieved
- Major Module completed (if not currently certified in major area)
- Writing assessment passed
- Practicum Orientation Workshop attended
- Mentor selection form completed
- Advisor requested
- Tuition paid

Prior to the implementation phase of the project, the proposal must be approved by the Practicum Advisor. The proposal is then mailed to the Practicum Internship Office on the main campus well before implementation is completed.

Special Students

Special students, i.e., non-degree-seeking students, are welcomed by the GEM Programs. Among the various purposes for enrolling under special student status are--

- completion of courses required for certification renewal,
- completion of courses to satisfy requirements for addition of certification or endorsement coverages,
- "trying out" the GEM Programs.

Special students taking the "modified core" program in Educational Leadership must attain a passing score on the GEM Comprehensive Examination in Educational Leadership.

Procedures for changing from special student to degree-seeking status can be obtained from the local Site Administrator or a student advisor on the main campus.

Counseling Services

The CAE Student Affairs department includes a number of student advisors who are available in person and by telephone for information and advice to students. Other GEM staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information.

All new degree-seeking students *must* have a *program outline* developed, prior to the mid-point of the COMMON MODULE, with the assistance of the local Site Administrator and subsequent approval of the appropriate student advisor. For *Educational Leadership* majors, the program outline is developed with the assistance of the local Senior Educational Leadership Faculty member.

Directed Study

In some cases, nine-credit modules needed to complete programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM Programs when this occurs, the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same period. The instructors, based on the main campus at Fort Lauderdale, schedule biweekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments, which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. The following policies apply to directed study work:

- Students must be in attendance at the site for the first night of class.
- Only degree-seeking students who have completed the Common Module and attained candidacy will be permitted to complete nine-credit modules using this format.
- Directed Study is not offered in Educational Leadership, Educational Media, any computer module, ECSE, Health II, or Mentally Handicapped.

However, CSE I and II modules may be taken by Directed Study/Distance Learning (See below).

- Three, six, or all nine of the credits in a Directed Study module may be taken as needed.

Directed Study/Distance Learning (DS/DL)

Delivery of instruction via telecommunications is available to students at locations where a Computer Science module is not available because of small class size. DS/DL is offered in cooperation with the Center for Computer and Information Sciences (CCIS). Therefore, GEM students in DS/DL will register with CCIS (through their GEM Site Administrator). They will pay the CCIS tuition and fees and work with the counselors from that center for credits taken through this approach. A Directed Study fee will cover up to 6 hours of online time per course. Additional hours, if used, will be billed at the current online rate.

Students in DS/DL must meet the requirements for Directed Study listed above. To participate in DS/DL, students must have access to an MS/DOS or Apple compatible computer with modem to enable them to work online evenings and weekends with their instructors and "classmates." Only Computer Science Education I and Computer Science Education II modules are available through Directed Study/Distance Learning.

Transfer of Credits

Up to six semester hours of graduate transfer credits in teacher education will be accepted into GEM Programs, provided that the following conditions apply:

- The student's major program allows for transfer of credit.
- The credits were earned at a regionally accredited, graduate institution, within a five-year period preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades assigned the courses were either "A" or "B".
- An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.
- A Request for Transfer of Credit form has been completed by the student and is on file. (These forms are available at all GEM sites.)
- Final approval of transfer of credits has been given by the appropriate student advisor.

- No transfer of credit will be applied to the Common Module.

Credits transferred in will decrease the overall total of 39 credits required for GEM degree programs but will not be computed into the student's grade point average.

Since state requirements for additional certification coverages are increasing and, in many cases, passing scores on state certification examinations are required, it is mandatory that all GEM students pursuing additional coverages consult with their student advisors in the GEM Programs offices as to current state policies that may affect GEM transfer of credit.

Fees

Payment of fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be made payable to NOVA UNIVERSITY. Tuition fees can be charged to Master Card, Visa, Discover or American Express accounts. Fees are subject to change without notice.

Graduate Admissions

Application Fee \$30

This is a one-time, non-refundable fee. (A perforated Graduate Admissions Application form is included at the end of this document.)

Registration Fees \$10

This processing fee must be paid each time a registration form and tuition are submitted, whether the registration and tuition are covering one course or more than one course.

Tuition Fees \$156/credit

For the COMMON MODULE, MAJOR and ELECTIVE MODULES, and the SINGLE COURSE, tuition payment and completed registration forms must be received at CAE or by the local Site Administrator on or before the first class session.

For students in modules wishing to register course by course, the initial registration and payment of \$468 (plus registration fee) is due as stipulated above. A second registration and payment of \$468 (plus registration fee) is due no later than the fifth full class session of the regular module academic schedule, and the third registration and payment of \$468 (plus registration fee) is due no later than the ninth full class session of the regular module academic schedule..

For the PRACTICUM INTERNSHIP MODULE, tuition payment and a completed registration form must be received at CAE or by an authorized local GEM staff member at any time after successful completion of the COMMON MODULE and prior to commencement of initial work on the PRACTICUM INTERNSHIP.

For students wishing to make tuition payments in three installments for the PRACTICUM INTERNSHIP MODULE, the initial registration and payment of \$468 (plus registration fee) for PRA 690, PRACTICUM INITIATION is due as stipulated above. A second registration and payment of \$468 (plus registration fee) for PRA 691, PRACTICUM PROPOSAL must be submitted with the practicum internship proposal. The third registration and payment of \$468 (plus registration fee) for PRA 692 FINAL REPORT must be submitted with the final practicum internship document.

Students who are not registered will not receive credit or grades.

Late Fees \$75

If the appropriate registration form, registration fee and tuition fee have not been submitted by the established deadlines for any course or module, the late fee will be assessed.

Practicum Internship Module Maintenance Fee \$300/year

In the event of the necessity to retain the professional services of the PRACTICUM INTERNSHIP ADVISOR and the PRACTICUM INTERNSHIP MENTOR, a maintenance fee of \$300 per year will be assessed in all cases in which the FINAL PRACTICUM INTERNSHIP DOCUMENT has not been received at CAE on or before the date marking 18 months from the date of initial registration for the PRACTICUM INTERNSHIP MODULE. The maintenance fee is assessed, if applicable, each succeeding year from the first assessment, up to the four year statute of limitations for completion of GEM Programs.

NOTE: Payment of PRACTICUM INTERNSHIP MODULE MAINTENANCE FEES does not extend the repayment of student loans. Lending institutions may seek initial repayment of these loans even though the PRACTICUM INTERNSHIP MODULE has not been completed.

Textbooks, Books of Readings, Practicum Internship Packet, and other Learning Materials as applicable

Students must purchase required learning materials no later than the opening class sessions of each applicable module, course, or Directed Study period. Unless otherwise indicated by the Site Administrator, checks or

money orders should be made payable to NOVA BOOKS, INC. Receipts are provided if needed.

Local Fees as applicable

The GEM Programs are offered in cooperation with local teacher organizations in Alachua, Brevard, and Dade Counties in Florida. Students eligible, but not members of these organizations at the Gainesville, Melbourne, or Miami GEM sites must pay a service fee to the appropriate organization. Site Administrators at these locations provide complete details regarding local fees to students to whom they apply.

Graduation Fee \$30

- Students must request a DEGREE APPLICATION FORM from the Nova University Registrar's Office (extension 7400) at least two months prior to the projected date for completion of all degree requirements.
- An additional fee is charged by the Registrar's Office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, in writing, the director of the GEM Programs or the site administrator of their reason for withdrawal. Refunds will be based on the date of receipt of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not payment has been submitted. The following schedule applies for each module or course.

- For 100% refund: withdrawal in writing prior to the first class session
- For 75% refund: withdrawal in writing before the second regular class session regardless of class attendance
- For 50% refund: withdrawal in writing before the third regular class session regardless of class attendance
- No refunds after the third class session regardless of class attendance

Practicum Internship Tuition Refund Policy

- A handling fee of \$50 will be charged to each practicum student requesting a refund.
- If a practicum advisor has been assigned, the student will be entitled to 75% refund, transferable to tuition for other program requirements within 90 days of registration.
- There will be no refund or credit beyond 90 days of registration for the practicum.

Grading Policy

GEM students must maintain a grade point average of at least 3.0 ("B") for retention in the program. Incomplete grades ("I") must be made up within four months of the final class meeting of the module or course, or sooner if stipulated by the instructors. Otherwise a grade of F will automatically appear in the permanent records.

Grade		Quality Points
A =	Excellent achievement	4.0
B =	Good achievement	3.0
C =	Below expectations for graduate work	2.0
D =	Poor achievement	1.0
F =	Failure	0.0
P =	Pass	0.0
PR =	Progress Shown	
WU =	Administrative Withdrawal	
Z =	No Grade Submitted by Instructor	
I =	Incomplete	

No plus or minus grades (e.g., A-, B+) are used in the GEM Programs.

Transcript Request Policy

Upon completion of a degree program at Nova University, students receive one transcript without charge.

Any other transcripts, before or after graduation, must be requested by completing the Request for Transcript form available at local sites. This form and a three dollar check or money order should be mailed to Registrar: Nova University.

Attendance Policy

GEM students must attend all class sessions and must adhere to the scheduled class hours. When class sessions must unavoidably coincide

with religious holidays, students affected are excused but must make up work as required by the instructor.

Grievance Policy

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the student affairs department at CAE.

Financial Aid

Information regarding financial aid can be obtained by using the toll-free telephone number 1-800-541-NOVA, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Aid. Information concerning veterans' benefits is available by using the toll-free number, extension 7400 or by writing the Office of the Registrar at Nova University. Financial Aid is available for United States citizens only.

Original Work

At Nova University it is plagiarism to represent another person's work, words, or ideas as one's own without use of a University recognized method of citation.

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated in a manner consistent with a University recognized form and style manual. Violation of the requirement of original work constitutes plagiarism at Nova University and may result in disciplinary action up to and including termination from the institution.

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

The GEM Majors and Course Requirements

The chart below displays the 20 major programs available and the four modules and the single course required for a degree in each major.

CM: COMMON MODULE

PIM: PRACTICUM INTERNSHIP MODULE

MAJOR	MODULE	MODULE	MODULE	SINGLE COURSE	MODULE
ADULT EDUCATION	CM	ADULT	ELECTIVE	CSE 550	PIM
COMPUTER APPLICATIONS	CM	CAP I	CAP II	CSE 670	PIM
COMPUTER SCIENCE EDUCATION	CM	CSE I	CSE II	CSE 670	PIM ¹
EARLY CHILDHOOD (PRIMARY)	CM	EARLY CHILDHOOD	ELECTIVE	CSE 550	PIM
EARLY CHILDHOOD SPECIAL EDUCATION	CM	ECSE I	ECSE II	CSE 550	PIM
EDUCATIONAL LEADERSHIP (ADMINISTRATION K-12)	CM	EL I	EL II	CSE 550	PIM
EDUCATIONAL MEDIA	CM/ EM I ²	EM II	EM III	EM 520 ²	PIM
ELEMENTARY EDUCATION	CM	ELEM ED	ELECTIVE	CSE 550	PIM
EMOTIONALLY HANDICAPPED	CM	EH	SLD II	CU 665	PIM
ENGLISH	CM	ENGLISH I	ENGLISH II or ELECTIVE	CSE 550	PIM
GIFTED	CM	GIFTED	ELECTIVE	CSE 550	PIM
HEALTH	CM	HEALTH I	HEALTH II	CSE 550	PIM
MATHEMATICS	CM	MATH I	MATH II or ELECTIVE	CSE 550	PIM
MENTALLY HANDICAPPED	CM	MH	SLD II	CU 665	PIM
PHYSICAL EDUCATION	CM	PED	ELECTIVE	CSE 550	PIM
READING	CM	RDG I	RDG II	RED 780	PIM ³
SCIENCE	CM	SCIENCE	ELECTIVE	CSE 550	PIM
SOCIAL STUDIES	CM	SST	ELECTIVE	CSE 550	PIM
SPECIFIC LEARNING DISABILITIES	CM	SLD I	SLD II	CU 665	PIM
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES ⁴	CM	TESOL I	TESOL II	CSE 550	PIM

1. Footnote for COMPUTER SCIENCE EDUCATION:
 - In PIM, substitute CSE 680, Teaching Basic Programming for three credits of the Practicum Internship.
2. Footnotes for EDUCATIONAL MEDIA:
 - The CM contains three media courses (EM I).
 - If EM III has not been completed, permission of the instructor must be obtained to enroll in EM 520.
3. Footnote for READING:
 - In PIM, substitute RED 650, Infusion of Critical Thinking Skills in Reading for three credits of the Practicum Internship.
4. Footnote for TESOL:
 - A minimum score of 220 on the Test of Spoken English (TSE) must be presented prior to admission to the TESOL program.

For all Students

- All students begin their programs with the COMMON MODULE.
- All students take the nine-credit PRACTICUM INTERNSHIP MODULE, except in the cases of Computer Science Education and Reading (see notes #1 and 3 above.)
- All students take the CSE 550 SINGLE COURSE unless, for certification purposes, another course is required.
- An ELECTIVE MODULE, indicated for some majors, is any available module selected by the student.
- In programs including MAJOR and ELECTIVE MODULES, these may be taken in either order.
- In programs including TWO MAJOR MODULES, these may be taken in either order, except for Computer Science Education, in which CSE I must be taken first.
- All new degree-seeking students must have a program outline developed, prior to the mid-point of the COMMON MODULE, with the assistance of the local Site Administrator and subsequent approval of the appropriate student advisor. (For Educational Leadership majors, the program outline is developed with the assistance of the local Senior Educational Leadership Faculty person: the SELF.)

Common Module Emphasis Areas

All students taking the COMMON MODULE must complete two emphasis area courses. The same emphasis area must be taken in both courses.

Select ONE of the following PAIRS of courses:

CUR 501 Curriculum and Instruction:
Early Childhood/Primary Education

CUR 531 Educational Measurement and Evaluation:
Early Childhood/Primary Education

OR

CUR 502 Curriculum and Instruction:
Elementary Education

CUR 532 Educational Measurement and Evaluation:
Elementary Education

OR

CUR 503 Curriculum and Instruction:
Middle School Education

CUR 533 Educational Measurement and Evaluation:
Middle School Education

OR

CUR 504 Curriculum and Instruction:
Secondary School Education

CUR 534 Educational Measurement and Evaluation:
Secondary School Education

OR

CUR 505 Curriculum and Instruction:
Exceptional Student Education

CUR 535 Educational Measurement and Evaluation:
Exceptional Student Education

The GEM Programs in Arizona and Nevada

All GEM Programs are offered, subject to minimum enrollment requirements, at the PHOENIX and LAS VEGAS sites. The programs are adjusted as necessary to comply with state certification and licensing requirements. Nova University's office of Western Programs, located in Phoenix, provides supervision and support resources for both of these GEM sites.

Special programs and features include the following:

- In Phoenix, a three or six semester hour credit ADMINISTRATIVE INTERNSHIP is offered to meet Arizona requirements for school administration certification. This uniquely structured experience provides solid preservice practice, in real administrative situations under the mentorship of successful administrators. The ADMINISTRATIVE INTERNSHIP is required in addition to the regular PRACTICUM INTERNSHIP for Educational Leadership majors and is normally inserted in the student's program outline in lieu of the regular SINGLE COURSE offering.
- In Las Vegas, a custom-designed program in SPECIAL EDUCATION is available for students wishing to complete requirements for the Nevada certification endorsement as resource room teacher. All courses contained in this program are listed and described in this catalog. The endorsement program requires up to 45 semester credit hours of study, depending on whether or not the student already has one or more of the required courses on his or her transcript.

For more information on these options in Arizona or Nevada, contact the appropriate Site Administrator or the main campus student advisor for the Phoenix and Las Vegas site.

GEM Module Contents

Administration of Adult Education (AE)

- AS 610 Organization and Administration of Adult and Community Education
- AS 630 Methods and Materials of Instruction for Adults
- AS 640 Community School Administration

Common Module (CM)

- CSE 500 Computer Literacy for Teachers and Administrators
- CUR 501/2/3/4/5 Curriculum and Instruction
- CUR 531/2/3/4/5 Educational Measurement and Evaluation

Computer Applications (CAP) I

- CSE 505 Computer Applications
- CSE 510 Advanced Applications of Technology
- CSE 515 Computer Assisted Instruction

Computer Applications (CAP) II

- CSE 605 Applications of Electronic Publishing
- CSE 610 Communicating with Computers
- CSE 615 Emerging Technologies for Teachers and Administrators

Computer Science Education (CSE) I

- CSE 505 Computer Applications
- CSE 510 Advanced Applications of Technology
- CSE 700 Introduction to Structured Programming

Computer Science Education (CSE) II

- CSE 710 Programming in Pascal
- CSE 712 Advanced Programming in Pascal
- CSE 715 Data Structures

Early Childhood Education (Primary)

- EC 5281 Individualized Instruction in Early Childhood I (*Theory*)
- EC 5282 Individualized Instruction in Early Childhood II (*Practice*)
- HB 501 Child Development

Early Childhood Special Education (ECSE) I

- EP 5265 Nature and Needs of Handicapped Preschool Children
- EP 5270 Assessing the Needs of Preschool Handicapped Children
- EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children

Early Childhood Special Education (ECSE) II

- EP 5280 Working with the Community and Families of Young Handicapped Children

- EP 5285 The Team Approach in Programs for Young Handicapped Children
- EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children

Educational Leadership (EL) I

- EDL 505 Educational Budgeting and Finance
- EDL 510 School Leadership
- EDL 515 Communication Skills and Appraisal of Educational Leadership

Educational Leadership (EL) II

- EDL 520 School Law for Administrators
- EDL 525 Personnel Selection and Development
- EDL 530 Organizational Management of Schools

Educational Media (EM COMMON MODULE) I

- EM 500 Philosophy of School Library Media Programs
- EM 505 Design and Production of Educational Media
- EM 510 Media for Children

Educational Media (EM) II

- EM 525 Library Media Collection Development
- EM 530 Management of School Library Media Programs
- EM 535 Media for Young Adults

Educational Media (EM) III

- EM 515 Reference and Information Services
- EM 540 Organization of Library Media Collections
- EM 545 Production of Instructional Video Programs

Elementary Education (ELE)

- ELE 541 Creativity in Elementary School Curriculum
- ELE 542 Materials in the Teaching of Elementary Arithmetic and Science
- ELE 730 Reading in the Elementary Classroom

Emotionally Handicapped Education (EH)

- 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

English (ENG) I

- ENG 600 Recent Directions in Oral Communications
 ENG 605 Recent Directions in Language Learning
 ENG 615 Recent Directions in Expository Writing

English (ENG) II

- ENG 625 Recent Directions in Creative Writing
 ENG 635 Recent Directions in Adolescent Literature
 ENG 645 Recent Directions in the Analysis of Literature

Gifted Child Education (GCE)

- EDU 550 Introduction to the Nature and Needs of the Gifted Child
 EDU 551 Educational Procedures for the Gifted Child
 EDU 555 Seminar for the Guidance of Gifted Children

Health Education (HE) I

- HE 565 Human Sexuality in Health Education
 HE 570 Gerontology and the Health Educator
 HE 575 Drug Abuse in Health Education

Health Education (HE) II

- HE 526 Stress Management
 HE 545 Fitness Education
 HE 580 Health Counseling

Mathematics Education (MAT) I

- MAT 645 Topology and Non-Euclidean Geometry
 MAT 650 Advanced Euclidean Geometry
 MAT 655 Symbolic Logic and Set Theory

Mathematics Education (MAT) II

- MAT 755 Linear Algebra
 MAT 760 Abstract Algebra
 MAT 765 Number Theory

Mentally Handicapped Education (MH)

- EP 501 Biological, Psychological, and Sociological Foundations of Mental Retardation
 EP 509 Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
 EP 510 Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

Physical Education (PED)

- PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
 PED 730 Physical Education Programs to Promote Future Healthy Adulthood
 PED 750 Problems of Negligence and Liability in Physical Education Programs

Practicum Internship Module (PIM)

(Major Prefixes) 698/798
 Practicum Internship (9 credits)

Reading (RED) I

- RED 500 Techniques of Corrective and Remedial Reading
 RED 554 Assessment in Reading
 RED 570 The Reading Process

Reading (RED) II

- RED 575 Contemporary Foundations of Reading
 EDU 580 Educational Measurement
 RED 750 Literature for Children and Adolescents

Science (SCI)

- SCI 610 Current Issues in Energy and Environmental Studies
 SCI 620 Biology and Human Affairs
 SCI 630 Scientific and Social Perspectives in the Physical Sciences

Social Studies (SST)

- SST 610 Political Thought and Analysis
 SST 620 Contemporary Theories in Behavioral Science
 SST 630 Contemporary Social Problems/Issues

Special Education (SE) I (Las Vegas only)

- EP 582 Curriculum Development for the Exceptional Child
 EP 584 Characteristics of Exceptional Students
 EP 586 Pre-Vocational/Vocational Education for the Handicapped

Special Education (SE) II (Las Vegas only)

- EP 556 Educational Assessment for Exceptional Children
 EP 561 Parent and Teacher Interaction in Special Education
 EP 580 Speech and Language Development for the Handicapped

Special Education (SE) III (Las Vegas only)

- EP 527 Educational Programming for Exceptional Students
 EP 5261 Workshop in Learning Disabilities (Theory)
 EP 560 Survey of Exceptionalities

Special Education (SE) IV (Las Vegas only)

- EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
 EP 540 Counseling Techniques and Programs for Handicapped Students
 EP 5262 Workshop in Learning Disabilities (Practice)

- Specific Learning Disabilities (SLD) I**
 EP 5261 Workshop in Learning Disabilities (Theory)
 EP 5262 Workshop in Learning Disabilities (Practice)
 EDU 558 Classroom Management of the Learning Disabled Child

- Specific Learning Disabilities (SLD) II**
 EP 556 Educational Assessment for Exceptional Children
 EC 580 Speech and Language Development
 EP 560 Survey of Exceptionalities

- TESOL I**
 BLE 500 Foundations of Bilingual Education
 BLE 547 Testing and Evaluation in BLE/ TESOL
 BLE 567 Applied Linguistics: Contrastive Analysis

- TESOL II**
 TSL 515 Curriculum Development in Bilingual Programs
 TSL 562 Cultural and Cross-Cultural Studies
 TSL 569 Methodology of Teaching English to Speakers of Other Languages

Course Descriptions

AS 580 Administration of Exceptional Student Education (3 Cr.) This course familiarizes the student with federal regulations and state laws that surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special needs of exceptional students. Emphasis is placed upon developing the administrator's ability to handle the responsibilities encountered in monitoring the preparation of individual educational plans, providing due process within the laws, for parental involvement in educational planning, and in documenting mandated procedures.

AS 610 Organization and Administration of Adult and Community Education (3 Cr.) Participants become familiar with theoretical and empirical foundations of adult and community education. Students in this course are able to describe appropriate ways in which they can organize, administer, and evaluate adult-oriented educational programs.

AS 630 Methods and Materials of Instruction for Adults (3 Cr.) Following an exploration of various concepts, materials, and instructional techniques which are appropriate for adults, including reaching disadvantaged adults, participants develop materials and methods which are appropriate for their own educational settings.

AS 640 Community School Administration (3 Cr.) Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by the state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of needs assessment; familiarity with life-long learning curricula; and the planning needed to meet the cultural, recreational, academic and social needs of the community.

AS 798 (Ed.S.)
AS 698 (M.S.) Practicum Internship in Administration of Adult Education (9 Cr.) The Practicum Internship in Adult Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the administration of adult education with critical thinking skills and/or technology. The final, written report documents the entire process.

BLE 500 Foundations of Bilingual Education (3 Cr.) A survey of the history, rationale, and organization of bilingual education in the U.S. The course includes a study of various bilingual-bicultural education programs already in existence.

BLE 547 Testing and Evaluation in BLE/ TESOL (3 Cr.) Using course objectives and curriculum materials from the other component of this core module, participants will select and design tests to measure and evaluate BLE or ESOL proficiency and achievement.

BLE 567 Applied Linguistics: Contrastive Analysis (3 Cr.) An overview of the principles of linguistics and how they can be applied to language teaching and learning. Emphasis is on a contrastive analysis of native and target languages and on how this analysis can be applied to teaching the student in bilingual/ ESOL classes.

CAP 798 (Ed.S.)
CAP 698 (M.S.) Practicum Internship in Computer Applications (9 Cr.) The Practicum Internship in Computer Applications is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the use of computer applications with critical thinking skills and/or technology. The final, written report documents the entire process.

CSE 500 Computer Literacy for Teachers and Administrators (3 Cr.) This course constitutes an introduction to the electronic tools of the information age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer assisted instruction and telecommunications are also introduced.

CSE 505 Computer Applications (3 Cr.) After gaining facility with a computer operating system (DOS), students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

CSE 510 Advanced Applications of Technology (3 Cr.) Extending basic applications of computers to new frontiers will help students blend critical thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, problem solving techniques, the Logo environment, graphics, and merging graphics with text material.

CSE 515 Computer Assisted Instruction (3 Cr.) Students will explore various modes of computer assisted instruction and its impact upon student learning. As a culminating product, students will create an appropriate CAI instructional lesson. This lesson will incorporate graphics and text on a topic related to their area of expertise.

CSE 550 Computer Education: Technology for Teachers and Administrators (3 Cr.) Students will examine the characteristics of high technology and local area networks, review related research, explore examples of CAI, and evaluate various pieces of hardware and software in terms of their functional and cost effectiveness. The use of high technology will be emphasized, along with the development of policies related to its use.

CSE 605 Applications of Electronic Publishing (3 Cr.) Students will explore uses of publishing media in an educational setting. Desktop publishing will provide a means to demonstrate principles of layout and design. Students will create products suitable for use in a variety of educational environments.

CSE 610 Communicating with Computers (3 Cr.) After gaining familiarity with the concepts of telecommunications, modems, communication software, bulletin boards, email, and other aspects of electronic communications, students will access online services. They will

then summarize the value to educators and relative advantages and disadvantages of each type of electronic communication facility they have explored.

CSE 615 Emerging Technologies for Teachers and Administrators (3 Cr.) Students will investigate new and emerging areas of technological development that have immediate or potential impact upon the improvement of education. Included in this course will be an exploration of topics such as robotics, local area networks, hypermedia, new hardware developments, and expert systems.

CSE 670 Methods for Teaching Computer Science K-12 (3 Cr.) Students will investigate alternative instructional strategies for designing and teaching computer science courses in grades K-12. Included in the course will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan.

CSE 680 Teaching BASIC Programming (3 Cr.) Content, materials and methods for teaching BASIC programming in the schools, program development, evaluation techniques, resources, and teaching principles will be discussed.

CSE 700 Introduction to Structured Programming (3 Cr.) Using the concepts of problem solving, critical thinking, and pseudocode, students will analyze assigned tasks and develop structured approaches to designing computer programs using the BASIC programming language. Logo will also be referenced for additional examples of programming techniques.

CSE 710 Programming in Pascal (3 Cr.) This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. Included are all Pascal statements and basic data structures.

CSE 712 Advanced Programming in Pascal (3 Cr.) In this course, students will build on the basic concepts of Pascal programming acquired in the introductory course. Emphasis will be on the concepts of multi-dimensional array processing, sorting and searching algorithms, character string processing, records, sequential file manipulation and an introduction to data structures (pointers).

CSE 715 Data Structures (3 Cr.) Participants will develop skill in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs.

CSE 798 (Ed.S.)

CSE 698 (M.S.) Practicum Internship in Computer Science Education (6/9 Cr.) The Practicum Internship in Computer Science Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of computer science with critical thinking skills and/or technology. The final, written report documents the entire process.

CU 514 Utilization of Multi-Sensory Materials (3 Cr.) This course 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 519 Design of Mediated Learning Materials (3 Cr.) 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.

CU 665 Theories of Learning and Effective Teaching (3 Cr.) This course examines both modern and traditional learning theories and their relationship to effective teaching behavior. Also included are new brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

CU 670 Multicultural Education (3 Cr.) This course investigates strategies for teaching children from cultural minorities. Through this course students will become sensitive to ethnic differences and similarities. They will become familiar with ways of providing students with experiences and opportunities to understand their uniqueness. Participants will examine and design strategies for teaching children of cultural minorities; they will evaluate conventional and innovative materials and programs for minority children, and will study the values, attitudes, and customs of ethnic minorities.

CUR 501 Curriculum and Instruction: Early Childhood/Primary Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the early childhood and primary years.

CUR 502 Curriculum and Instruction: Elementary Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the elementary years.

CUR 503 Curriculum and Instruction: Middle School Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the middle school years.

CUR 504 Curriculum and Instruction: Secondary School Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the high school years.

CUR 505 Curriculum and Instruction: Exceptional Student Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to exceptional student settings.

CUR 531 Educational Measurement and Evaluation: Early Childhood/Primary (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the early childhood and primary years.

CUR 532 Educational Measurement and Evaluation: Elementary Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the elementary years.

CUR 533 Educational Measurement and Evaluation: Middle School Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the middle school years.

CUR 534 Educational Measurement and Evaluation: Secondary School Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the high school years.

CUR 535 Educational Measurement and Evaluation: Exceptional Student Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to exceptional student settings.

EC 580 Speech and Language Development (3 Cr.) This course provides the student with a basic understanding of the nature of speech and language; developmental progression in language acquisition; problems associated with dialectal and cultural differences, bilingualism, or cerebral dysfunction; and techniques for evaluating language development and remediation programs.

EC 5281 Individualized Instruction in Early Childhood I (Theory) (3 Cr.) This course comprises exploration of early childhood model programs for young children and in-depth studies of curricula including self-concept development, social studies experiences and activities, mathematics for early childhood programs.

EC 5282 Individualized Instruction in Early Childhood II (Practice) (3 Cr.) This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in early childhood setting.

EC 798 (Ed.S.)

EC 698 (M.S.) Practicum Internship in Early Childhood Education (Primary) (9 Cr.) The Practicum Internship in Early Childhood Education (Primary) is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research,

knowledge, and skills in early childhood education with critical thinking skills and/or technology. The final, written report documents the entire process.

ECSE 798 (Ed.S.)

ECSE 698 (M.S.) Practicum Internship in Early Childhood Special Education (9 Cr.) The Practicum Internship in Early Childhood Special Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in early childhood special education with critical thinking skills and/or technology. The final, written report documents the entire process.

EDL 505 Educational Budgeting and Finance (3 Cr.) Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget.

EDL 510 School Leadership (3 Cr.) Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies (or those adopted by other states, for non-Florida students) are also included.

EDL 515 Communication Skills and Appraisal of Educational Leadership (3 Cr.) Using simulations and other process activities, students will assess their own leadership styles along a multidimensional scale and explore the resulting implications for working with staff members whose styles differ. Sensitivity to the impact of one's actions on others, techniques of persuasion, and public information management are important elements of this course.

EDL 520 School Law for Administrators (3 Cr.) Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

EDL 525 Personnel Selection and Development (3 Cr.) Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the operation of the collective bargaining process will be explored.

EDL 530 Organizational Management of Schools (3 Cr.) Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including values-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning.

EDL 798 (Ed.S.)

EDL 698 (M.S.) Practicum Internship in Educational Leadership (9 Cr.) The Practicum Internship in Educational Leadership is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the implementation of educational leadership with critical thinking skills and/or technology. The final, written report documents the entire process.

EDU 550 Introduction to the Nature and Needs of the Gifted Child (3 Cr.) This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 Cr.) This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr.) This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

EDU 558 Classroom Management of the Learning Disabled Child (3 Cr.) This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EDU 580 Educational Measurement (3 Cr.) This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 624 Parental Counseling (3 Cr.) This course is designed to help classroom teachers acquire skill in parental counseling. Participants in this course will examine contemporary problems of the American families; the ways in

which the family members communicate, and how the quality of communication affects the education of the child. Teachers will become better able to facilitate communication both within the family and between family and social agencies.

EH 798 (Ed.S.)

EH 698 (M.S.) Practicum Internship in Emotionally Handicapped Education (9 Cr.) The Practicum Internship in Emotionally Handicapped Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of emotionally handicapped students with critical thinking skills and/or technology. The final, written report documents the entire process.

ELE 541 Creativity in Elementary School Curriculum (3 Cr.) Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 542 Materials in the Teaching of Elementary Arithmetic and Science (3 Cr.) Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

ELE 730 Reading in the Elementary Classroom (3 Cr.) Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.

ELE 798 (Ed.S.)

ELE 698 (M.S.) Practicum Internship in Elementary Education (9 Cr.) The Practicum Internship in Elementary Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in elementary education with critical thinking skills and/or technology. The final, written report documents the entire process.

EM 500 Philosophy of School Library Media Programs (3 Cr.) This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards;

program planning, implementation and evaluation; research applications; and trends and issues that influence school media programs.

EM 505 Design and Production of Educational Media (3 Cr.) This survey course introduces the principles of instructional design; provides experiences in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr.) This course includes the developmental stages of children, the utilization of print and non-print media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.

EM 515 Reference and Information Services (3 Cr.) This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

EM 520 Instructional Role of the Media Specialist (3 Cr.) This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media into the learning environment.

EM 525 Library Media Collection Development (3 Cr.) This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process.

EM 530 Management of School Library Media Programs (3 Cr.) This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices.

EM 535 Media for Young Adults (3 Cr.) This course includes the developmental stages of adolescents; utilization of print and non-print media to meet the instructional, informational, personal, and recreational needs of adolescents, and methods for providing reading, listening, and viewing guidance.

EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles and techniques of descriptive cataloging, methods of

organizing media resources, and the application of technology to bibliographic methods.

EM 545 Production of Instructional Video Programs (3 Cr.) This course provides laboratory experience in the production and utilization of video programs for instructional purposes, and methods of teaching video production.

EM 798 (Ed.S.)

EM 698 (M.S.) Practicum Internship in Educational Media (9 Cr.) The Practicum Internship in Educational Media is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the use of educational media with critical thinking skills and/or technology. The final, written report documents the entire process.

ENG 600 Recent Directions in Oral Communications (3 Cr.) Students will explore recent directions in discussion theory, current models of group communication, the nature of public speaking, cooperative learning and the role of oral communications in the history of English teaching.

ENG 605 Recent Directions in Language Learning (3 Cr.) Students will investigate recent directions in the study of grammar and syntax including a comparison of the adult standards approach and the language/experience approach.

ENG 615 Recent Directions in Expository Writing (3 Cr.) The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities and on the writing of research papers.

ENG 625 Recent Directions in Creative Writing (3 Cr.) The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction.

ENG 635 Recent Directions in Adolescent Literature (3 Cr.) Students will explore recent developments in reader response theory and recent directions in the use of young adult literature. Specific topics will include the use of questioning strategies, literary attitude scales, story-telling, reading aloud, reading inventories, and the integration of language arts through the study of literature.

ENG 645 Recent Directions in the Analysis of Literature (3 Cr.) Students will explore recent directions in the analysis and criticism

of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 798 (Ed.S.)

ENG 698 (M.S.) Practicum Internship in English Education (9 Cr.) The practicum Internship in English Education is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of English with critical thinking skills and/or technology. The final, written report documents the entire process.

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation (3 Cr.)

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

EP 509 Curriculum Development, Methods and Materials for the Trainable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for trainable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for educable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

EP 527 Educational Programming for Exceptional Students (3 Cr.) This course provides specialized teaching and programming techniques to meet the unique needs of exceptional students. Educational programming for the learning disabled, mentally retarded, and emotionally disturbed student populations will be explored. Special education programming for the regular classroom, resource room, and special programs classroom will be reviewed. The course prepares the teacher to meet the academic, social, behavioral, and other unique needs of exceptional students.

EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child are emphasized.

EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) 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 (3 Cr.) Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

EP 540 Counseling Techniques and Programs for Handicapped Students (3 Cr.)

This course is a comprehensive introduction to counseling theories and techniques, including communication skills related to school and home problems with handicapped students. Focus will be on the understanding and development of principles in vocational, individual and group dynamics utilizing special education methods with students, parents, teachers, administrators and other related staff.

EP 556 Educational Assessment for Exceptional Children (3 Cr.) This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities, and mental retardation.

EP 560 Survey of Exceptionalities (3 Cr.)

This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

EP 561 Parent and Teacher Interaction in Special Education (3 Cr.)

This course is designed to increase the awareness of the exceptional family, developing conference skills and strategies for effectively communicating with parents of exceptional children. Teachers will also learn strategies for managing home-school conflict and effective home programming activities for the special student.

EP 580 Speech and Language Development for the Handicapped (3 Cr.) This course covers basic components of speech and language development, including normal/abnormal language development, delayed language, linguistics, pragmatics, assessment of speech and language, anatomy of speech and hearing, and neurology of speech, language, and hearing. Procedures and techniques to stimulate and remediate speech and language skills within a classroom setting will be emphasized.

EP 582 Curriculum Development for the Exceptional Child (3 Cr.) This is a critical study of current curricular models in special education. Content in relevant special education areas are covered in mental retardation, emotional disturbance, and learning disabilities with exceptional students ages 3 through 21.

EP 584 Characteristics of Exceptional Students (3 Cr.) This course is a study of the characteristics, training and educational needs of handicapped and gifted students ages 3 through 21, within school, agency and institutional settings.

EP 586 Pre-Vocational/Vocational Education for the Handicapped (3 Cr.) This course involves consideration and design of pre-vocational and vocational programs for handicapped students, including the mentally retarded, learning disabled, emotionally disturbed, physically impaired, and other students with handicapping conditions.

EP 5261 Workshop in Learning Disabilities (Theory) (3 Cr.) 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.

EP 5262 Workshop in Learning Disabilities (Practice) (3 Cr.) Application of techniques of individualized instruction for the LD child. This course requires the demonstration and application of diagnostic and remedial skills.

EP 5265 Nature and Needs of Handicapped Preschool Children (3 Cr.) This course provides an overview of the effects of handicapping conditions on the physical, cognitive, communicative, and social/emotional development of infants and young children. Legal and ethical issues relating to early childhood special education programs are covered. Past and present early childhood special education programs are surveyed.

EP 5270 Assessing the Needs of Preschool Handicapped Children (3 Cr.) This course provides an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an Individualized Education Program are included.

EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children (3 Cr.) This course covers the development and adaptation of curriculum, teaching methods, materials, and the physical environment for use with preschool handicapped children. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards and limits for behavior in the classroom setting.

EP 5280 Working with the Community and Families of Young Handicapped Children (3 Cr.) This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources/services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources.

EP 5285 The Team Approach in Programs for Young Handicapped Children (3 Cr.) This course covers the routine care, nutritional needs, and medical emergencies of young handicapped children. Instruction is provided in procedures for maintaining a safe and healthful environment. Techniques and terminology used by other health and education members of the childcare team are examined.

EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children (3 Cr.) This course covers the development of communication skills, including nonspeech communication, speech, and language. Problems associated with dialectical and cultural differences, bilingualism, and handicapping conditions are examined, as is the impact of delayed or deviant communication skills on social-emotional development. Instruction is provided in methods of facilitating communication skills, interpersonal skills, and strategies for coping with conflict and frustration.

GCE 798 (Ed.S.)

GCE 698 (M.S.) Practicum Internship in Gifted Child Education (9 Cr.) The practicum Internship in Gifted Child Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solutions strategy that combines current research, knowledge, and skills in the teaching of gifted children and youth with critical thinking skills and/or technology. The final, written report documents the entire process.

HB 501 Child Development (3 Cr.) 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, social, emotional and creative.

HE 500 Foundations of Health Education (3 Cr.) The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

HE 526 Stress Management (3 Cr.) Students will be able to recognize and identify personal stressors, employ methods of relaxation to control the stress response, and to teach these techniques to others.

HE 535 Program Development in Health Education (3 Cr.) This course covers techniques for the management of programs of health including grant and proposal writing, program budgeting, program report writing, design and management of health education programs and resources and program evaluation.

HE 545 Fitness Education (3 Cr.) Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 565 Human Sexuality in Health Education (3 Cr.) Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

HE 570 Gerontology and the Health Educator (3 Cr.) Through this course, all health care professionals will become familiar with the problems, misconceptions and needs of the elderly of American society. Participants will compare and critique programs for the elderly, such as preretirement counseling, recreation and exercise programs. In addition, participants will examine various pedagogical techniques used in aging education.

HE 575 Drug Abuse in Health Education (3 Cr.) Health care professionals will explore common drug abuse problems and investigate methods to address them.

HE 580 Health Counseling (3 Cr.) Physical, mental, emotional, and social health problems are discussed. Students gain expertise in administration of remedial procedures, handling of confidential records, and various counseling techniques.

HE 798 (Ed.S.)

HE 698 (M.S.) Practicum Internship in Health Education (9 Cr.) The Practicum Internship in Health Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the area of health education with critical thinking skills and/or technology. The final, written report documents the entire process.

MAT 645 Topology and Non-Euclidean Geometry (3 Cr.) A study of an axiomatic system parallel to Euclid's as well as some important ramifications of geometry. Student applies the axiomatic method to its fullest and deduces properties of new abstract systems.

MAT 650 Advanced Euclidean Geometry (3 Cr.) A course designed to prepare students for rigorous mathematics by making careful definitions and examining explicit assumptions about geometry. This presents some of the topics taught in high school geometry from an advanced point of view.

MAT 655 Symbolic Logic and Set Theory (3 Cr.) Participants apply standard notations, methods and principles of symbolic logic to determine the validity or invalidity of arguments. Participants demonstrate successively more complex modes of argumentation.

MAT 755 Linear Algebra (3 Cr.) A course designed to introduce the student to the theory and applications of linear equations.

MAT 760 Abstract Algebra (3 Cr.) Participants further refine their ability to use the axiomatic method to develop properties of abstract algebraic structures.

MAT 765 Number Theory (3 Cr.) Participants develop the ability to use the axiomatic method by proving properties of the set integers.

MAT 798 (Ed.S.)

MAT 698 (M.S.) Practicum Internship in Mathematics Education (9 Cr.) The Practicum Internship in Mathematics Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of mathematics with critical thinking skills and/or technology. The final, written report documents the entire process.

MH 798 (Ed.S.)

MH 698 (M.S.) Practicum Internship in Mentally Handicapped Education (9 Cr.)

The Practicum Internship in Mentally Handicapped Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of mentally handicapped students with critical thinking skills and/or technology. The final, written report documents the entire process.

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes (3 Cr.)

Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood (3 Cr.)

Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and elements of mental health into the existing school physical education classes. Examples, problems and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems of Negligence and Liability in Physical Education Programs (3 Cr.)

Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education program. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems. Attention will be paid to special problems such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped and physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 798 (Ed.S.)

PED 698 (M.S.) Practicum Internship in Physical Education (9 Cr.)

The Practicum Internship in Physical Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution

strategy that combines current research, knowledge, and skills in the teaching of physical education with critical thinking skills and/or technology. The final, written report documents the entire process.

RED 500 Techniques of Corrective and Remedial Reading (3 Cr.)

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

RED 554 Assessment in Reading (3 Cr.)

This course familiarizes the students 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.

RED 570 The Reading Process (3 Cr.)

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

RED 575 Contemporary Foundations of Reading (3 Cr.)

Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels, with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 650 Infusion of Critical Thinking Skills in Reading (3 Cr.)

Students will review current literature on the infusion of critical, creative thinking in the reading content. Problemsolving strategies for the practicum in reading will include the use of critical, creative thinking and, where appropriate, technology.

RED 750 Literature for Children and Adolescents (3 Cr.)

Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 780 Teaching Language Arts in the Secondary School (3 Cr.)

The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades six through twelve. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 798 (Ed.S.)

RED 698 (M.S.) Practicum Internship in Reading (6/9 Cr.) The Practicum Internship in Reading is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of reading with critical thinking skills and/or technology. The final, written report documents the entire process.

SCI 610 Current Issues in Energy and Environmental Studies

(3 Cr.) The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamic forces acting on the nearshore environments and effects on reef growth distribution.

SCI 620 Biology and Human Affairs (3 Cr.)

This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy and behavior of intact organisms. In addition, a study of various biological factors that affect the health and survival of man in modern society, as well as the evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences (3 Cr.)

Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

SCI 798 (Ed.S.)

SCI 698 (M.S.) Practicum Internship in Science Education (9 Cr.)

The Practicum Internship in Science Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of science with critical thinking skills and/or technology. The final, written report documents the entire process.

SLD 798 (Ed.S.)

SLD 698 (M.S.) Practicum Internship in Specific Learning Disabilities (9 Cr.) The Practicum Internship in Specific Learning Disabilities is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of children and youth with specific learning disabilities with critical thinking skills and/or technology. The final, written report documents the entire process.

SST 610 Political Thought and Analysis

(3 Cr.) Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science (3 Cr.)

Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics as they apply to counseling, emotional problems, criminal behavior, business, and education, will be explored. The student will be familiar with classical theories and evaluate contemporary literature in such areas as self concept, self awareness, encountering, consciousness raising, promoting self, and similar approaches.

SST 630 Contemporary Social Problems/Issues (3 Cr.)

In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The students will develop skill in gathering information on problems encountered within the family, local government, and the nation.

SST 798 (Ed.S.)

SST 698 (M.S.) Practicum Internship in Social Studies Education (9 Cr.)

The Practicum Internship in Social Studies Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of social studies with critical thinking skills and/or technology. The final, written report documents the entire process.

TSL 515 Curriculum Development in Bilingual Programs (3 Cr.) A study of the content development, and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

TSL 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors which influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 Cr.) A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

TSL 798 (Ed.S.)

TSL 698 (M.S.) Practicum Internship in Teaching English to Speakers of Other Languages (9 Cr.) The Practicum Internship in Teaching English to Speakers of Other Languages (TESOL) is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of English to speakers of other languages with critical thinking skills and/or technology. The final, written report documents the entire process.

GEM Site Administrators

BRADENTON

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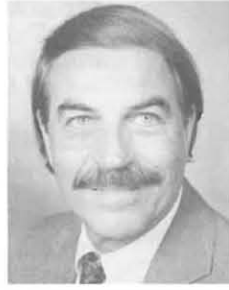
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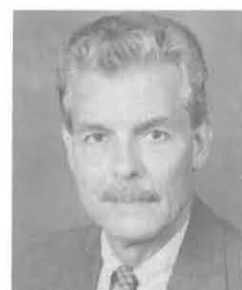
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Nova University Policies

General

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

Institutional and Academic Information

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

Financial Aid

Student Financial Aid at Nova University

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314. Telephone (305) 475-741 or 1-800-541-NOVA, Ext. 7410 or 7411. Financial Aid is available for United States Citizens only.

When to Apply

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year; the priority deadline for a given academic year is the preceding April 1st. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1st (13 months after the priority deadline). For example, the two deadlines for the 1990-91 academic year are April 1, 1990, and May 1, 1991.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20, must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. While financial aid is available for United States citizens only, some scholarship money may be available for foreign students. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800/541-6682 Ext. 5695. All others 305/370-5695.

Veterans' Benefits

All programs described in this document are approved for veteran's training by the Florida Department of Education. Eligible veterans and veterans' dependents should contact for more information, the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305/475-7413 or 1-800-541-NOVA, Ext. 7413.

Standards of Progress for VA Students

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

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

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

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

Grade/Progress Reports For VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g. term, semester, quarter). See grading policy on page 11. A copy of each report will be placed in the student's permanent file maintained by the school.

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

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of 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 that includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing, and other admissions credentials as well as progress records (transcripts) of the student's studies at Nova.

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

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

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

5. to accrediting organizations in carrying out their functions;
6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;
7. to persons in compliance with a judicial order or lawfully issued subpoena;
8. to persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

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

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

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

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

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

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

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

Student Rights and Responsibilities

Academic Rights and Responsibilities

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

Certain rights and obligations flow from membership in the academic community including--

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

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

Student Conduct

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

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

Referencing the Works of Another

All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

Reservation of Power

Nova shall reserve the right to amend, modify, change, add to or delete from such rules and regulations that may affect its 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 are required.

Nova University Learning Resources

Library Resources

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

Several special library services are available to Nova University students through the librarian at the Einstein Library. These services include computer searches through the DIALOG Information Retrieval Service, Interlibrary Loan service to locate materials not immediately available at Nova's Library, and access to several area university libraries through the Southeast Florida Educational Consortium.

This facility contains individual carrels, a media room, and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week. For further information, call 475-7496.

The UNIVERSITY SCHOOL MEDIA CENTER is in two parts. One is located in the University School Building, for preschool through middle school students. High school students are provided a collection of books and periodicals located in the library in the Sonken Building. This combined media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, housed in the Oceanographic Center at Port Everglades, contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 475-7487.

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

which are deposited with Nova University.

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 bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as those of Miami-Dade Community College, Barry University, Florida International University, and St. Thomas University. 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 provide a complete non-print media service including 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 provide a complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

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.

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers over 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September, 1976, the IRS has distributed over 90,000 documents on microfiche.

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

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 excellent media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

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

Computing Facilities

The University Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative 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 other University sites in the Fort Lauderdale area. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented coursework.

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Stoneybrook
M.A. University of Miami

Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

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

Doctor of Education (Ed.D.) in:

Adult Education
Child and Youth Studies
Computer Education
Early and Middle Childhood
Educational Leadership
Higher Education
Vocational, Technical,
Occupational Education

Doctor of Science (Sc.D.) in:

Computer Science
Information Science
Information Systems
Training and Learning

Juris Doctor (J.D.) in:

Law

Doctor of Philosophy (Ph.D.) in:

Clinical Psychology
Family Therapy
Oceanography

Doctor of Psychology (Psy.D.) in:

Clinical Psychology

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

Public Administration

Specialist Degrees

Educational Specialist (Ed.S.) in:

Education (20 majors)

Master's Degrees

Master of Accounting (M.Ac.) in:

Accounting

Executive Master of Business Administration

in Banking (M.B.A.--Ex.) in:

Business Administration

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

Business Administration

Master of International Business

Administration (M.I.B.A.) in:

International Business Administration

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

Public Administration

Master of Science (M.S.) in:

Child and Youth Care

Administration

Coastal Zone Management

Computer-Based Learning

Computer Science

Counseling Psychology

Criminal Justice

Education (20 majors)

Family Therapy

Family Support Studies

Gerontology

Health Services Administration

Human Resource Management

Human Services

Marine Biology

School Guidance

Speech-Language Pathology

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting

Administrative Studies

Business Administration

Community Psychology

Computer Engineering

Computer Information Systems

Computer Science

Computer Systems

Elementary Education

Exceptional Education

General Psychology

General Studies

International Studies

Legal Studies

Ocean Studies

Professional Management

Secondary Education

Bachelor of Arts (B.A.) in:

Liberal Arts

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

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

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

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

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

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

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veteran's Training, State of Florida Department of Veteran's Affairs. Eligible veterans and veterans' dependents should contact the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305/370-5685.

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

The Nova University general policies on Student Relations are on file in the Office of the Registrar.

Application and Admissions Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the GEM Programs. Included here are:

- a graduate admissions application form
- three recommendation forms
- three requests for official transcript forms

Dear Applicant:

Admissions forms for the GEM Programs have been perforated for easy separation. The following is a checklist for the admissions process:

- Graduate Admissions Application Form with \$30 application fee made payable to Nova University. Complete all information requested and sign back of the application form.
- Recommendation Forms to be distributed to three professional colleagues or supervisors who can comment on your academic and/or professional performance.
- Request for Official Transcript Forms to be sent to your undergraduate and graduate degree-conferring institutions and to any institution from which you have received credits which you wish to have transferred to Nova.
- Photocopy of your teaching certificate (if certified) to be submitted.

All information should be directed to:

CAE Admissions
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314

The admissions process will be delayed if your application is incomplete.

We wish you the best of success with your program.

Sincerely,



J. Donald Stanier, Ph.D.
Director, GEM Programs



3301 College Avenue
Fort Lauderdale, Florida 33314 • 305/475-7440
1-800-541-NOVA, Ext. 7440

OFFICE USE ONLY

Center - AE _____
 Cluster Code _____
 Major Code _____
 Degree Objective _____
 S - PR _____
 AC - GST _____
 AA - X _____
 AT - GR _____

**Graduate Admissions Application
The GEM Programs**

This application must be accompanied by a \$30 nonrefundable fee.

(Type or Print)

Expected Starting Date _____ / _____ / _____ Site Location _____
 Mo. Day Year City State
 Soc. Sec.# _____ / _____ / _____ Sex: () M () F Date of Birth _____ / _____ / _____
 Mo. Day Year

Last Name _____ First Name _____ M.I. _____ Maiden Name _____

Mailing Address while attending Nova _____ Street & Number _____ Apartment _____
 () ()
 City _____ State _____ Zip _____ Home Telephone _____ Business Telephone _____

Permanent Address (if different) _____ City _____ State _____ Zip _____

Emergency Contact:

Name _____ Street & Number _____ Apartment _____
 () ()
 City _____ State _____ Zip _____ Home Telephone _____ Business Telephone/Extension _____

Academic Goal: Master's Educational Specialist Certification, non-degree

Planned Major: Please check only one:

- | | | |
|--|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Computer Applications | <input type="checkbox"/> Emotionally Handicapped | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Computer Science Education | <input type="checkbox"/> English | <input type="checkbox"/> Science |
| <input type="checkbox"/> Early Childhood (Primary) | <input type="checkbox"/> Gifted Child Education | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> Health Education | <input type="checkbox"/> Special Education (Las Vegas only) |
| <input type="checkbox"/> Educational Leadership | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Specific Learning Disabilities |
| <input type="checkbox"/> Educational Media | <input type="checkbox"/> Mentally Handicapped | <input type="checkbox"/> TESOL |

Please list all colleges and universities attended. **Official transcripts from all regionally accredited, degree-granting institutions are required.**

Complete Name of College	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree (B.S./M.A.)

Please complete other side

Citizenship Status:

- U.S. Citizen
- Non-resident Alien
- Resident Alien

Foreign Students:

- Do you require an I-20? Yes _____ No _____
- If you have a visa, indicate Status Code _____
- Country of Citizenship _____
- Native Language _____

Resident alien students are required to submit a copy of their alien registration card. For more information contact the International Student Office (305) 475-7413

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

Check one of the following:

- White Not of Hispanic Origin
- Black Not of Hispanic Origin
- Hispanic Origin
- Asian or Pacific Islander
- American Indian or Native Alaskan

Applicant Status at Time of Application:

- First time attending Nova University? Yes No
- Returning to Nova after absence? Yes No

Teaching Certification:

- State _____ Certificate Type: Professional Temporary Substitute
- Areas of Certification _____ / _____ / _____

Employment:

Position	School/Company	City/State	Dates Employed	
			From	To

Financial Aid:

- Have you applied for Financial Aid? Yes No
- Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? Yes No
- If yes, when was the F.A.F. sent to Princeton, N.J.? _____
Date

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

_____ Applicant Signature _____ Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.

Recommendation for Admission to the GEM Programs

TO THE APPLICANT: This form should be completed by an administrator, supervisor, or professional colleague who can indicate the nature of your present performance. You must submit three of these recommendation forms as part of the admissions process.

Please complete this portion of the Recommendation Form *before giving* it to your source of reference.

Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO ___ I DO NOT ___ waive the right to inspect and review this completed recommendation.

Applicant's Name (PRINT)	Signature
Street Address Apt.	City State Zip
Social Security No. Program	Site Date

Employer: _____

TO THE EVALUATOR: Please do not complete this form if the waiver above has not been completed and signed by the applicant.

The individual named above has made application to the GEM Programs. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators, supervisors, or colleagues denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicum) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the GEM Programs. Please rate the applicant on the following items:

- | | |
|---------------------------|---|
| 1. Attitude toward work | _____
Somewhat negative Average Positive |
| 2. Motivation toward work | _____
Low Average High |

- | | | | |
|--|----------|--------------------------|-------------------------|
| 3. Ability to carry out tasks | _____ | _____ | _____ |
| | Low | Average | High |
| 4. Resourcefulness in identifying and carrying out tasks | _____ | _____ | _____ |
| | Low | Average | High |
| 5. Emotional Control | _____ | _____ | _____ |
| | Unstable | Usually well
balanced | Always well
balanced |
| 6. Interpersonal Relationships | _____ | _____ | _____ |
| | Avoided | Tolerated
by others | Well-liked
by others |
| 7. Most significant strength | _____ | _____ | _____ |
| 8. Most significant weakness | _____ | _____ | _____ |
9. I have known the applicant for _____ years. The applicant has been a member of my staff or colleague _____ years.
10. In my opinion, the applicant's potential for success in a graduate program of studies is: Good _____, Average _____, Poor _____
11. In my opinion, the applicant has the capabilities to carry out an applied research project:
Yes _____, No _____
12. The applicant works effectively with administrators or supervisors at his institution or organization. Yes _____, No _____.
13. The Applicant has been involved in innovative projects at his institution or organization. Yes _____, No _____.

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement in the doctoral program.

Date: _____

Signature: _____

Name: _____
(Please Print)

Institution or Organization: _____

Title: _____

Department: _____

RETURN TO: Admissions Office
CAE
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

- | | | | |
|--|----------|--------------------------|-------------------------|
| 3. Ability to carry out tasks | Low | Average | High |
| 4. Resourcefulness in identifying and carrying out tasks | Low | Average | High |
| 5. Emotional Control | Unstable | Usually well
balanced | Always well
balanced |
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|---------------------------|---|
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Somewhat negative Average Positive |
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Low Average High |

- | | | | |
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Date: _____	Signature: _____
	Name: _____ (Please Print)
Institution or Organization: _____	Title: _____
_____	Department: _____

RETURN TO: Admissions Office
 CAE
 Nova University
 3301 College Avenue
 Fort Lauderdale, Florida 33314



CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue, Fort Lauderdale, Florida 33314

REQUEST FOR OFFICIAL TRANSCRIPT

STUDENT: Fill in blanks on both sections. Mail to your FORMER SCHOOL.

Dear Alma Mater:

Please send an **official** transcript of my academic work while attending your institution to Nova University. Return the form below to Nova University.

A. I attended your school from _____ to _____

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

Last	First	Middle/Maiden
------	-------	---------------

C. My student identification number was: _____

Thank you for your assistance.

Sincerely,

Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security # _____ / _____ / _____ Date _____

Name _____

Last	First	Middle/Maiden
------	-------	---------------

City _____ State _____ Zip _____

PLEASE SEND _____ COPIES TO **NOVA UNIVERSITY**
CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314



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

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Sincerely,

Signature

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TRANSCRIPT TRANSMITTAL FORM

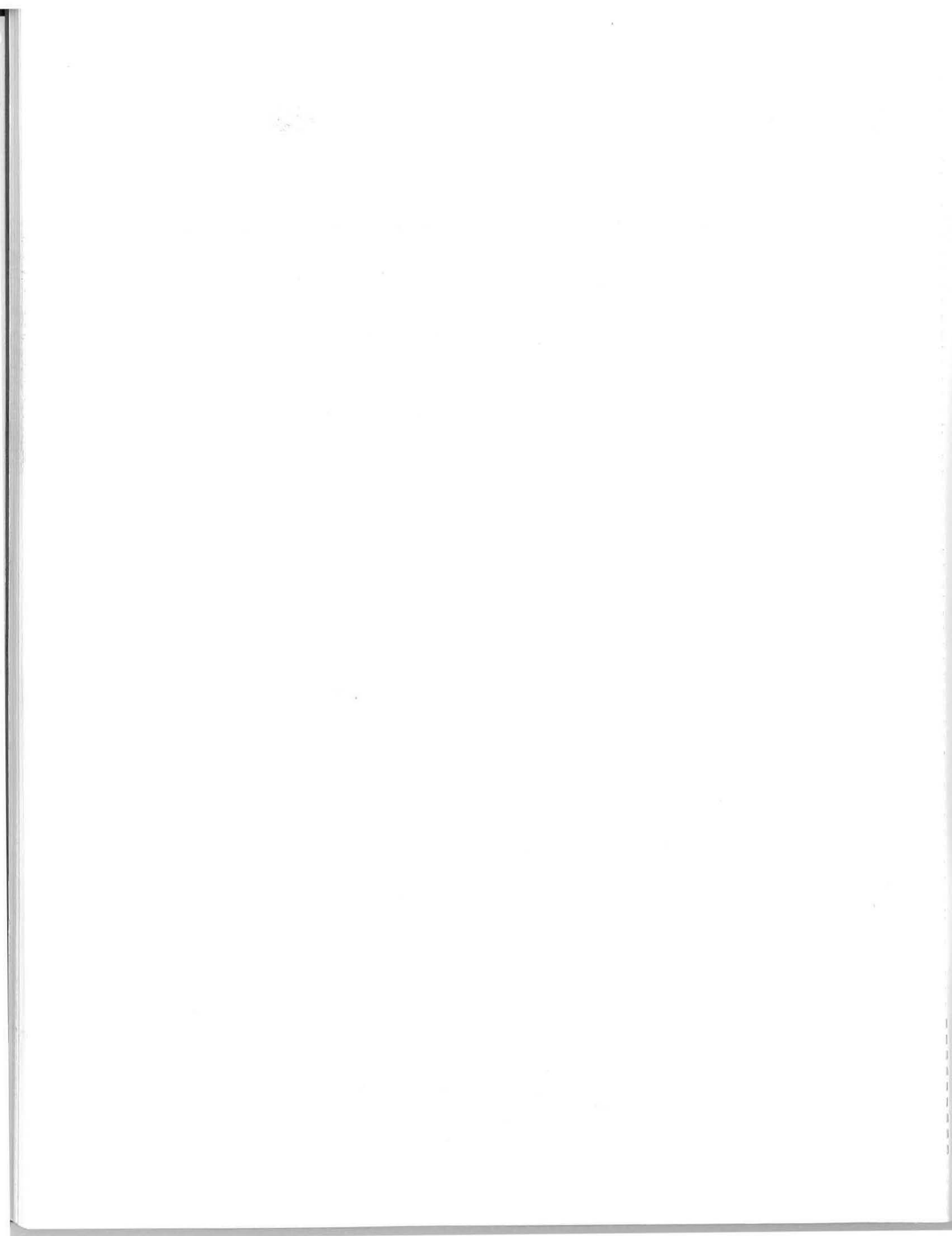
Social Security # _____ / _____ / _____ Date _____

Name _____

Last	First	Middle/Maiden
------	-------	---------------

City _____ State _____ Zip _____

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 ADMISSIONS OFFICE
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 Fort Lauderdale, Florida 33314





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 Signature

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TRANSCRIPT TRANSMITTAL FORM

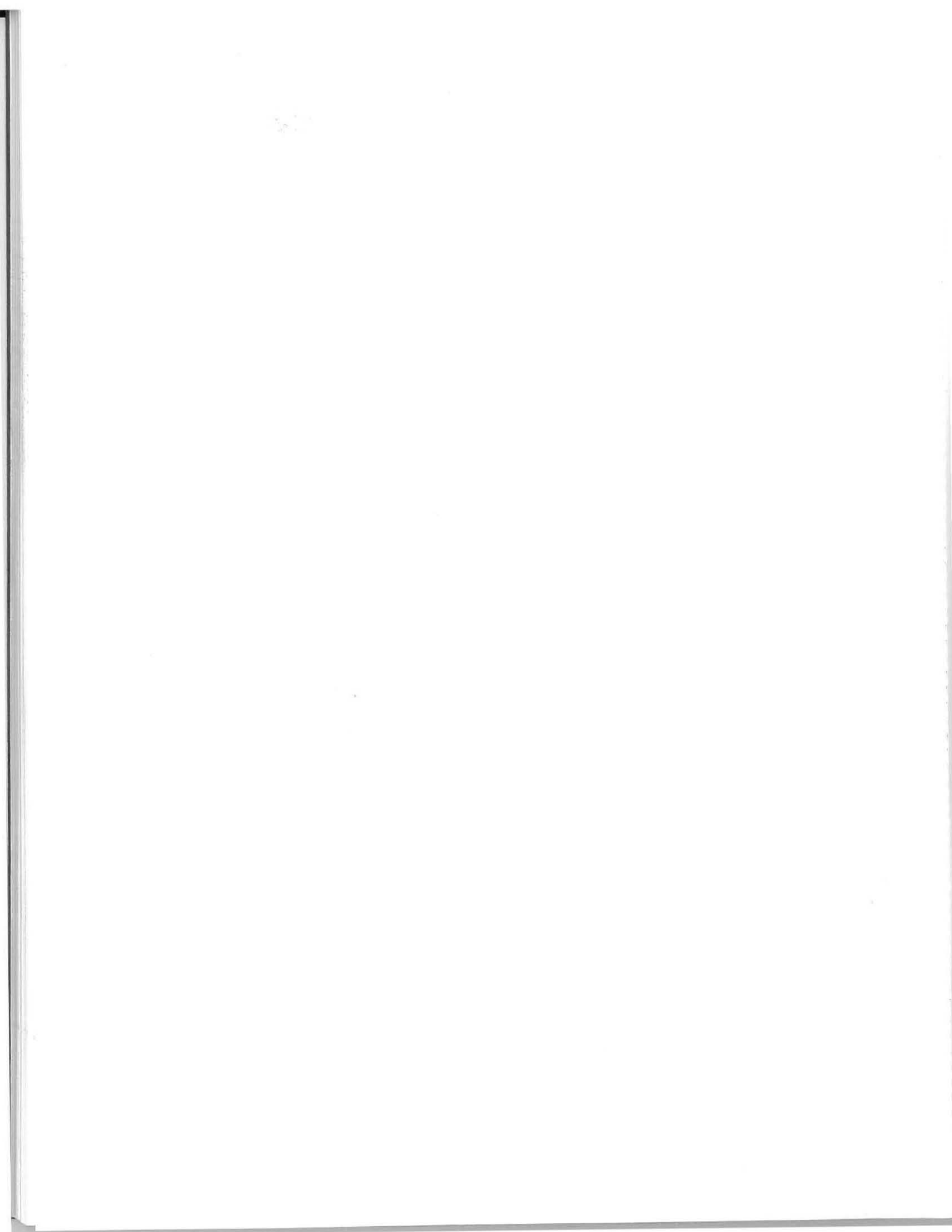
Social Security # _____ / _____ / _____ Date _____

Name _____

Last First Middle/Maiden

City _____ State _____ Zip _____

PLEASE SEND _____ COPIES TO **NOVA UNIVERSITY**
 CENTER FOR THE ADVANCEMENT OF EDUCATION
 ADMISSIONS OFFICE
 3301 College Avenue
 Fort Lauderdale, Florida 33314



GEM PROGRAMS

Academic Schedule 1990-91

FALL CYCLE MODULES-1990

Wednesday, September **5**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 September 8, 15, 22, 29
 October **6**, 13, 20, 27
 November **3**, 10, 17
 December 1, 8, 15,

WINTER CYCLE MODULES-1991

Wednesday, January **2**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 Jan. 5, 12, 19, 26
 Feb. **2**, 9, 16, 23
 Mar. **2**, 9, 16, 23
 Apr. 6, 13

SPRING CYCLE MODULES-1991

Wednesday, April **17**, 6:00-9:00 P.M.
 Saturdays, 8:30 A.M.-4:30 P.M.
 Apr. 20, 27
 May 4, 11, **18**
 June 1, 8, 15

Monday, June 17	4:00-10:00 P.M.
Tuesday, June 18	4:00-10:00 P.M.
Wednesday, June 19	4:00-10:00 P.M.
Thursday, June 20	4:00-10:00 P.M.
Friday, June 21	4:00-10:00 P.M.
Saturday, June 22	8:30 A.M.-4:30 P.M.
Monday, June 24	4:00-10:00 P.M.

SINGLE COURSE-1991

Tuesday, June 25	4:00-10:00 P.M.
Wednesday, June 26	4:00-10:00 P.M.
Thursday, June 27	4:00-10:00 P.M.
Friday, June 28	4:00-10:00 P.M.
Saturday, June 29	8:30 A.M.-4:30 P.M.

SUMMER CYCLE-1991

All sessions 4:00-10:00 P.M.

MONDAY
 July **8**
 July 15
 July 22
 July 29
 August 5
 August 12

WEDNESDAY
 July 10
 July **17**
 July 24
 July 31
 August 7

THURSDAY
 July 11
 July 18
 July **25**
 August 1
 August 8

* Dates in **black box** = Course registration deadlines.



NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION

The GEM Programs

3301 College Avenue

Fort Lauderdale, Florida 33314