

1987

Center for the Advancement of Education GEM Programs, 1987-88 Catalog

Nova University

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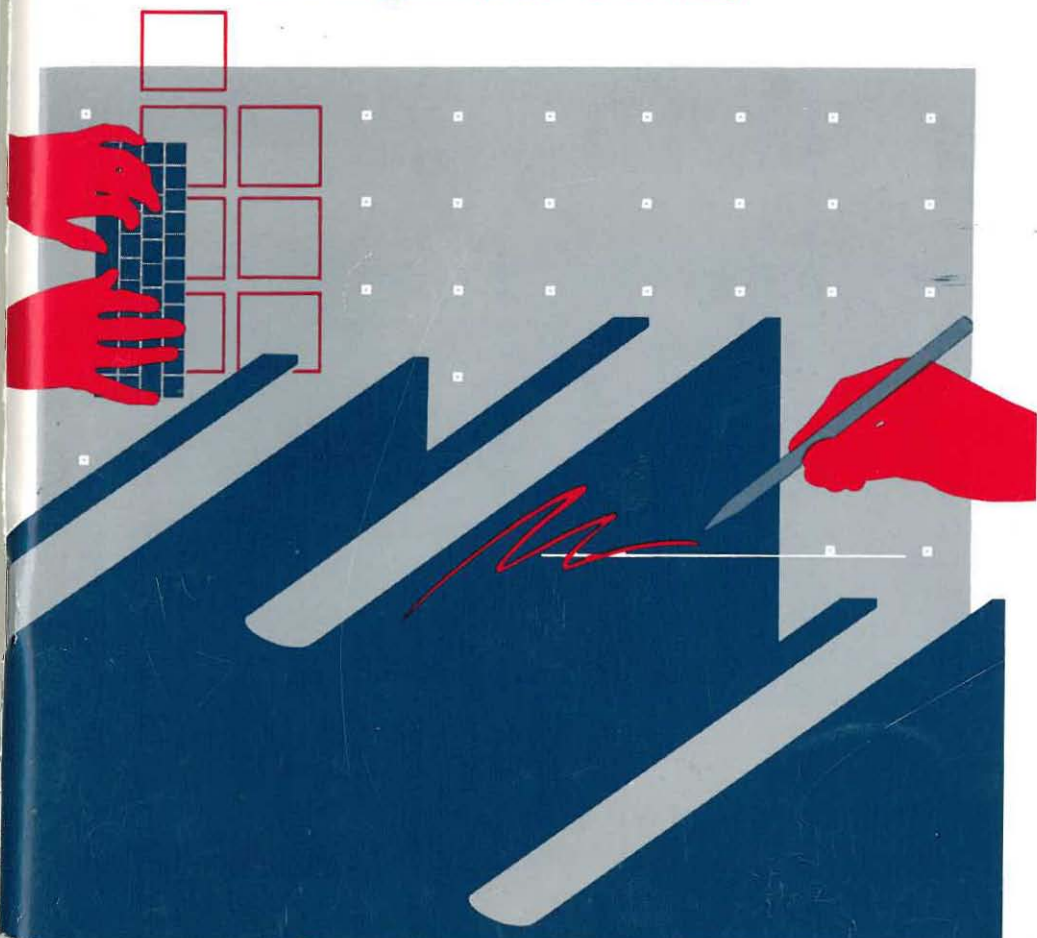
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NOVA



UNIVERSITY

*Center for The Advancement of Education
GEM Programs, 1987-88 Catalog*



The GEM Programs

1987-88 Catalog

Published November, 1987

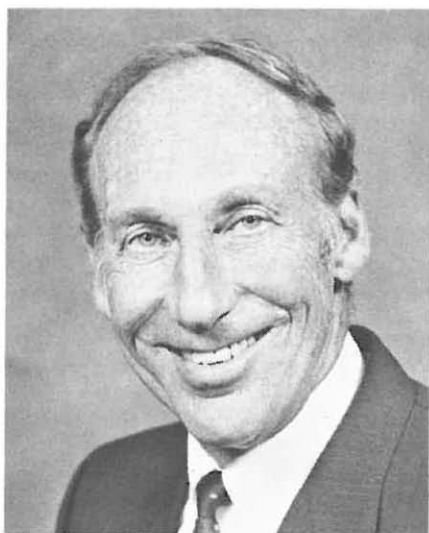
Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

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. All program/center catalogs, bulletins and handbooks must carry this information.

Policies and programs set forth herein are effective through June 30, 1988. 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.



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

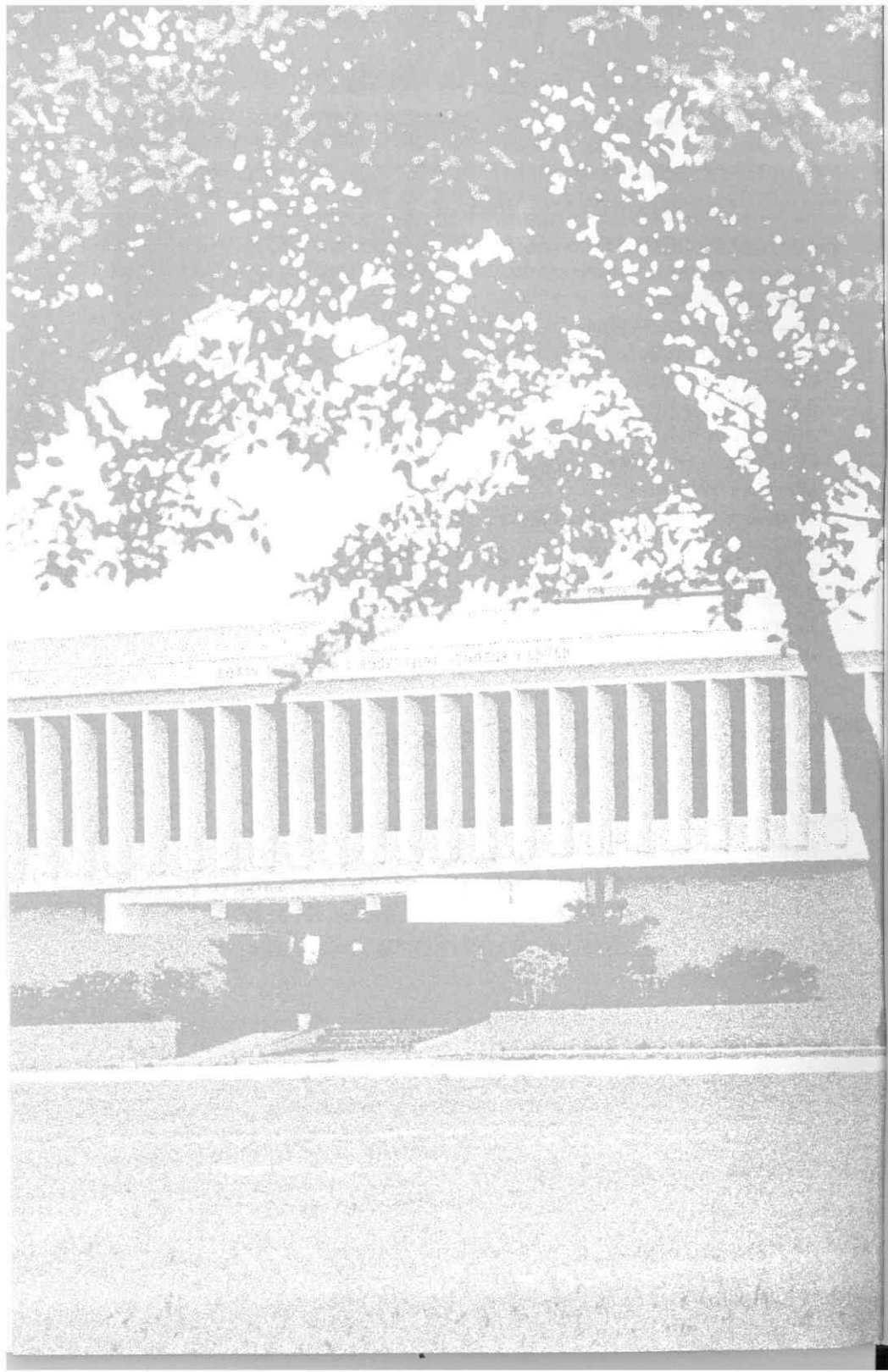
Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality while it is meeting these needs.

Abraham S. Fischler

President, Nova University

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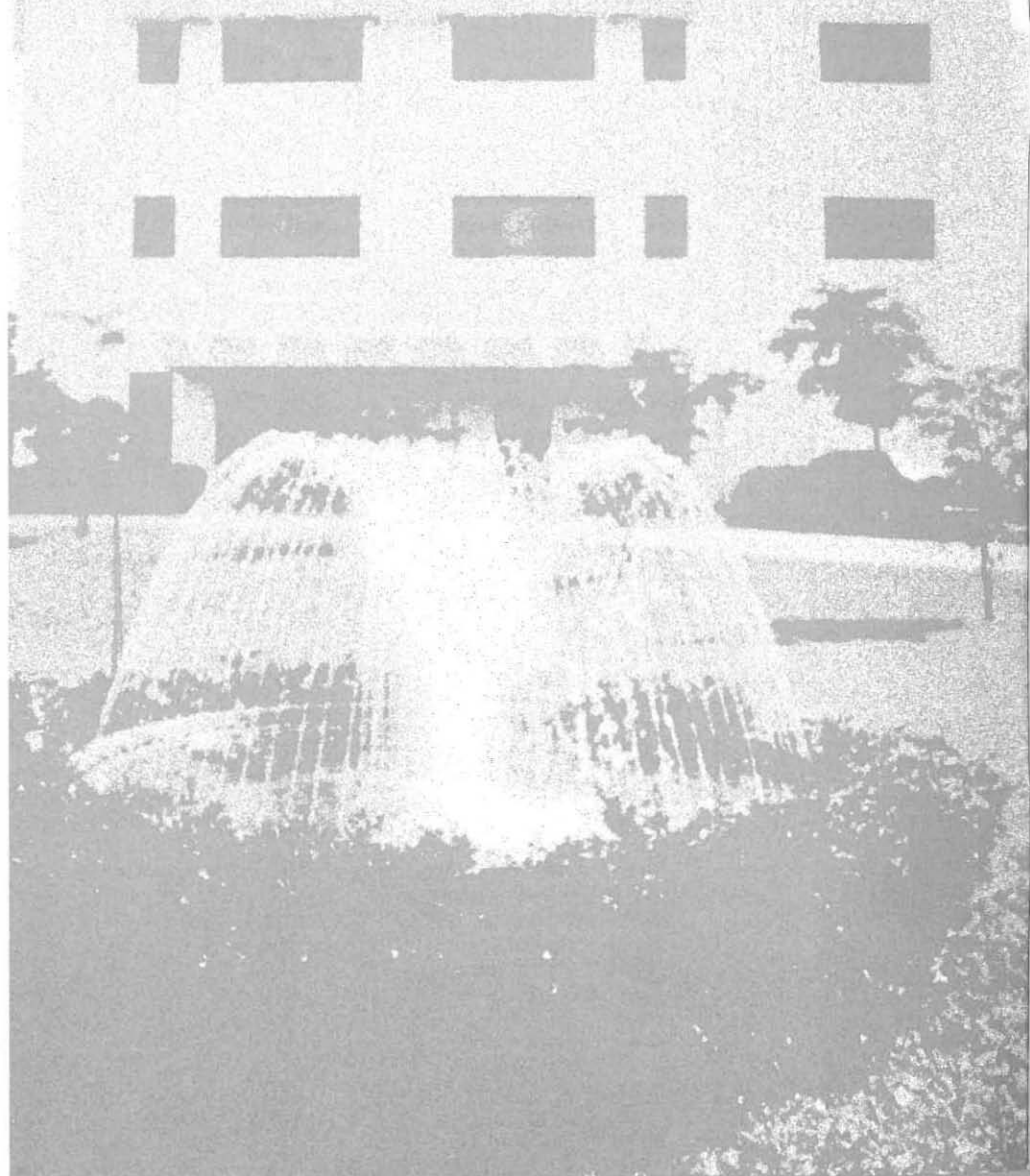


Nova University

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

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

MAILMAN FAMILY CENTER



The Center for the Advancement of Education

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

Ed.D. in Computer Education

Ed.D. in Higher Education; Vocational, Technical,
Occupational Education; or Adult Education

Ed.D. in Early and Middle Childhood

At the master's or educational specialist level--

The GEM Programs

M.S. in Computer Education

Ed.S. in Computer Education

M.S. in Speech and Language Pathology

M.S. in Child and Youth Care Administration

The GEM Programs

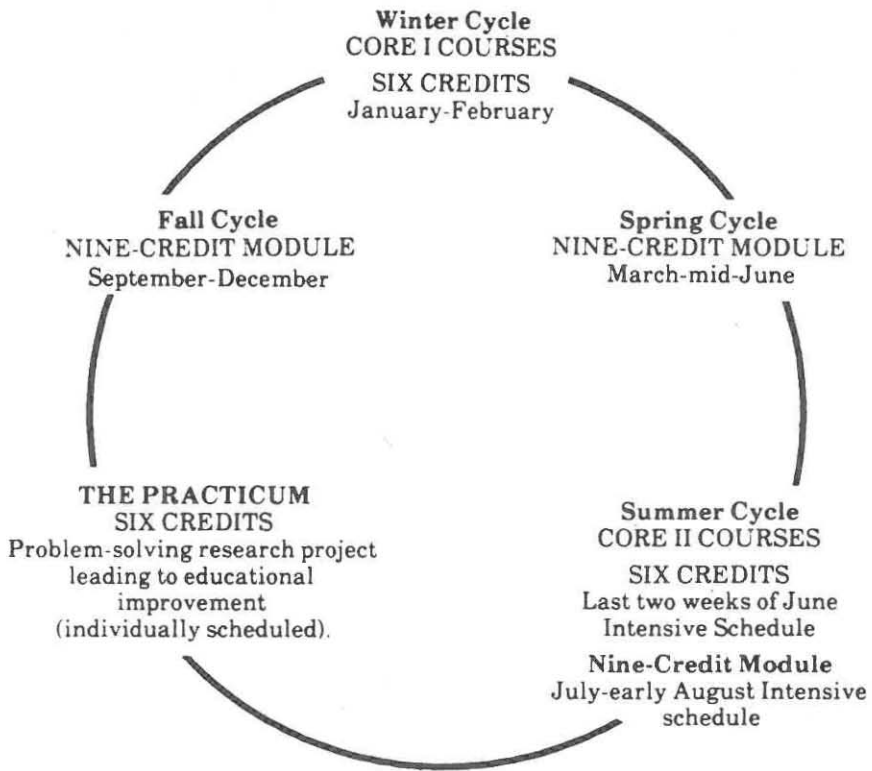
The GEM (Graduate Education Module) Programs provide opportunities for full-time professionals to pursue a master's or an educational specialist degree in 23 major areas. The focus is on the improvement of practice and the achievement of career objectives.

The programs are offered in locations that make it possible for students to complete a degree without interrupting their careers. Each GEM program site is managed by a site administrator who is a local educational leader. The site administrator is responsible for advising students, providing program information, and the overall leadership of the local site.

Requirements for the Master's Degree or Educational Specialist Degree

A total of 36 credits is required for a master's degree. The educational specialist degree requires 36 credits beyond the master's. Through the GEM Program the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a longer period.

Academic requirements in each graduate degree program are two nine-credit MODULES, four CORE courses and THE PRACTICUM. The graphic shows the five academic requirements for completion of a 36 semester-credit-hour GEM program. It is in circular form to indicate that entry into a program can occur at the beginning of any of these cycles during the year. A more detailed description of the requirements follows.



The requirements for graduation are:

Two Nine-credit Modules	= 18 credits
Two Core I Courses	= 6 credits
Two Core II Courses	= 6 credits
The Practicum	= 6 credits

	36 credits

Two NINE-CREDIT MODULES are required for degree programs. The graphic shows that there are three times during the year when these are offered. The "extra" time for the modules is during the summer cycle in a five-week intensive period in July and early August.

NINE-CREDIT MODULES contain three courses in specific areas of study, in single, content-integrated, nine-credit learning experiences. The modules are taught by faculty teams of highly qualified local instructors who are themselves current practitioners in the fields they teach.

The CORE COURSES, two in Core I and two in Core II, contain topics of broad interest and importance to educators. Students in most GEM majors take the core courses with students in other majors. Some GEM major programs include their own special courses (see Contents of Modules and Courses).

Educational specialist degree coursework may be undertaken only upon completion of a master's degree. Requirements for the educational specialist degree (36 credits beyond the master's) differ from requirements for the master's degree in two ways:

--Special core courses are required, parallel to the master's core courses but at an advanced level.

--Candidates must satisfy more stringent requirements for the practicum, sharing and disseminating their work with other GEM students and the educational community, producing an annotated bibliography, and providing assistance at Practicum Orientation Workshops.

The PRACTICUM can be initiated any time after the completion of the first nine-credit module. It can be completed while attending classes or after all class work has been taken. A local practicum advisor, an expert in the particular area of study, is assigned to provide individual guidance and assistance. A practicum orientation workshop is conducted at each GEM site at least two times per year. Students are required to purchase a practicum orientation workshop packet before attending the workshop. The packet consists of a registration form, the Practicum Handbook, the Form and Style Manual, the Outstanding Educational Improvement Projects book, and a cassette training tape. After a proposal is approved by the practicum advisor and the CAE practicum department, the research project is implemented during a 10-20 week period, or longer. The final report documents the entire process and the results. Since the practicum involves a substantial application of learning (in the major area of study) to the solution of a critical problem existing in the student's own work setting (e.g., a classroom), the resulting improvement in educational practice is an exciting aspect of the GEM programs. Dissemination of excellent practicums by computerized network

to educators across the country is now gaining national exposure for many GEM students. The final grade is awarded by the director of practicums on the recommendation of the practicum advisor. All practicum manuscripts must follow the procedures outlined in the Form and Style manual.

The Educational Leadership major requires a PRACTICUM/INTERNSHIP. The practicum for EL students is the same in all respects described above except that it is implemented within an administrative internship setting.

The length of time varies for completion of all requirements. Students who register for consecutive cycles and complete the practicum requirement while attending classes can finish a degree program in one calendar year. Many students take 15-18 months to complete all requirements. CAE permits up to four years to finish a degree program.

The GEM Majors

The chart below shows the 23 major programs available and the two nine-credit modules required for each. An elective is any other available module the student selects. Some majors require both nine-credit modules in the major field, usually to meet state add-on certification requirements. In most cases either of the two modules may be taken first, i.e., the GEM programs are designed so that there are no prerequisites for the modules and core courses.

Major	Module	Module
1) Administration of Children's Programs	ACP	EC
2) Adult Education	Adult Ed.	Elective Module
3) Bilingual Education	BLE/TESOL-I	BLE-II
4) Computer Application	CED I	CAP
5) Computer Education	CED I	CED II
6) Computer Studies	CED I	CED II & CED III
7) Early Childhood	EC	Elective Module
8) Early Intervention Programs	EIP	EC
9) Educational Leadership* (Administration K-12)	EL I	EL II
10) Elementary Education	Elem.Ed.	Elective Module
11) Emotionally Handicapped*	EH	Elective Module
12) English	ENG	Elective Module
13) Gifted Child Education	Gifted	Elective Module
14) Health Education	Health I	Health II, III or IV
15) Learning Resources*	LR-I	LR-II
16) Mathematics	MAT	Elective Module
17) Mental Retardation*	MR	Elective Module
18) Physical Education	PED	Elective Module
19) Reading*	Read-I	Read-II
20) Science	SCI	Elective Module
21) Social Studies	SST	Elective Module
22) Specific Learning Disabilities*	SLD-I	SLD-II
23) Teaching English to Speakers of Other Languages	BLE/TESOL-I	TESOL-II

* All students majoring in these areas **MUST** contact a student advisor and obtain an approved program outline.

The Computer-Hyphenated Major

The special Computer-Hyphenated Major offers the student interested in the educational uses of microcomputers a combined program applying computer knowledge and skills to another major GEM area. All registrants for this major **MUST** confer with a student advisor before registering. The requirements are:

Credits

2 MODULES in Computer Education Computer Applications or Computer Studies	= 18
1 MODULE in any other GEM major	= 9
1 CORE COURSE (suggested by a GEM counselor)	= 3
THE PRACTICUM (combining the two major areas)	= 6
	<hr/>
	36



Contents of Modules and Courses

The following is a list of all GEM courses singularly or contained within nine-credit modules. After completion of nine-credit modules, grades are posted on transcripts with the courses listed just as they appear here. This listing is accurate as of August, 1987.

Core Courses*

State Department of Education certificates may be extended or renewed by completing combinations of certain CORE courses.

Master of Science:

M.S. Core I CU 500 Modern Curriculum Design	M.S. Core II EP 560 Survey of Exceptionalities
**CU 530 Measurement and Evaluation of Educational Systems	AS 516 School Law

Educational Specialist:

Ed.S. Core I EDU 547 Teaching: Principles and Practices	Ed.S. Core II AS 580 Administration of Exceptional Student Education
EDU 580 Educational Measurement	AS 616 Applications of School Law

* *These core courses may NOT be used toward a degree in learning resources, educational leadership, health, learning resources, bilingual, and TESOL. Special cores for those majors are listed separately in this catalog.*

** *To meet Florida certification requirements, M.S. students majoring in reading must take EDU 580 in Core I on the Ed.S. level instead of CU 530.*

Health, Learning Resources, BLE, and TESOL Core Courses

Health, learning resources, BLE, and TESOL majors are available at selected sites. Completion of the learning resources major leads to Florida State certification as a media specialist. These majors require completion of the following core courses.

M.S./Ed.S. Core I-Health

- HE 500 Foundations of Health Education
- HE 535 Program Development in Health Education

M.S. Core I-Learning Resources

- LT 521 Innovative Operation of School Media Centers
- LT 522 Analysis, Retrieval, and Dissemination of Information

Ed.S. Core I-Learning Resources

- LT 621 Effective Functioning of School Media Centers
- LT 622 Use of Modern Technology to Improve Bibliographic Control

MS./Ed.S. Core II-Learning Resources/Health

- CU 514 Utilization of Multi-Sensory Materials
- CU 519 Design of Mediated Learning Materials

M.S./Ed.S. Core II-Bilingual /TESOL

BLE/TESOL students take the regular Core I courses for the M.S or Ed.S. degrees. However, they will take the following courses for Core II.

- BLE 546 Applied Curriculum Design in BLE/TESOL
- BLE 547 Testing and Evaluation in BLE/TESOL

Educational Leadership Core Courses

Majors in Educational Leadership pursuing initial state certification in administration must complete four core courses as indicated below.

M.S./Ed.S. Core I

Select ONE of the following:

- CU 502 Modern Curriculum Design: Early Childhood/Primary Education
- CU 532 Measurement and Evaluation: Early Childhood/Primary Education

OR

- CU 503 Modern Curriculum Design: Middle School Education
- CU 533 Measurement and Evaluation: Middle School Education

OR

CU 504 Modern Curriculum Design:	Secondary School Education
CU 534 Measurement and Evaluation:	Secondary School Education

OR

CU 505 Modern Curriculum Design:	Exceptional Student Education
CU 535 Measurement and Evaluation:	Exceptional Student Education

M.S./Ed.S. Core II

For **MASTER'S** level only
AS 516 School Law

For **Ed.S.** level only
AS 616 Applications of School Law

For **MASTER'S AND Ed.S.** levels
EL 600 Seminar in the Knowledge Base of Educational
Leadership (PREREQUISITES: All other Educational
Leadership course work)

Nine-Credit Modules

1) Administration of Children's Programs

AS 500	Educational Resource Development (<i>Budget</i>)
AS 520	Professional Seminar in Administration and Supervision of Educational Systems
AS 550	Supervision of School Personnel

2) Adult Education

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

**3) Bilingual Education/Teaching English to Speakers of
Other Languages I**

BLE 500	Foundations of Bilingual Education
BLE 545	Methods of Teaching Bilingual Education
BLE 567	Applied Linguistics: Contrastive Analysis

- 4) **Bilingual Education II**
 BLE 542 Curriculum Development in Bilingual Education
 BLE 543 Methods of Teaching Bilingual Education
 BLE 563 Teaching the Culture of the Target Language
- 5) **Computer Applications**
 BED 500 Word Processing with Microcomputers
 CED 521 Computer Assisted Instruction, Courseware
 Version
 CED 721 Administrative Applications of Microcomputers
- 6) **Computer Education I**
 CED 600 Teaching Computer Literacy
 CED 617 Software Search and Evaluation
 CED 726 Programming Microcomputers
 in PILOT
- 7) **Computer Education II**
 CED 680 Teaching BASIC Programming
 CED 725 Programming Microcomputers
 CED 735 Advanced Programming of Microcomputers
 in BASIC
- 8) **Computer Education III**
 CED 621 Computer Assisted Instruction
 CED 728 Programming Microcomputers in Pascal
 CED 729 Advanced Programming of Microcomputers
 in Pascal
- 9) **Early Childhood Education**
 EC 5281 Individualized Instruction in Early Childhood I
 (*Theory*)
 EC 5282 Individualized Instruction in Early Childhood II
 (*Practice*)
 HB 501 Child Development
- 10) **Early Intervention Programs**
 EC 552 Assessment in Early Childhood
 EC 557 Early Intervention Programs
 EC 558 Observation and Assessment of Young Children
- 11) **Educational Leadership I (Administration)**
 AS 500 Educational Resource Development
 CU 510 Survey of Educational Innovations
 CU 545 Educational Theory into Practice

12) Educational Leadership II (Administration)

- AS 509 Clinical Supervision of Teachers
- AS 520 Professional Seminar in Administration and Supervision of Educational Systems
- AS 550 Supervision of School Personnel

13) Elementary Education

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

14) Emotionally Handicapped

- EP 529 Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
- EP 530 Workshop in Class 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

15) English

- ENG 620 Developmental Writing
- ENG 630 English Workshop
- ENG 640 Rhetoric: Fundamentals of Speech Communication

16) Gifted Child Education

- 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

17) Health I

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

18) Health II

- HE 526 Stress Management
- HE 545 Fitness Education
- HE 580 Behavioral/Medicine and Counseling

19) Health III

- HE 502 Implications of Environmental Health
- HE 505 Consumer Health Education
- HE 510 Social Support Systems

20) Health IV

- HE 530 Research and Evaluation of Health Problems
- HE 540 Health of the Community and Preventive Care
- HE 555 Marketing Health Care Systems

21) Learning Resources I

- CU 516 Operation of Media Centers
- CU 517 Bibliographic Methods for Learning Materials
- CU 518 Selection and Evaluation of Learning Materials

22) Learning Resources II*

- CU 643 Preparation of Learning Materials
- LT 511 Production of Instructional Television Programs
- LT 523 Planning, Production, and Presentation of Mediated Materials

23) Mathematics

- MAT 610 Symbolic Logic
- MAT 620 Abstract Algebra and Number Theory
- MAT 630 Probability Theory

24) Mental Retardation

- 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

25) Physical Education

- 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

**Prerequisite: Specialized Core II*

26) Reading I

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

27) Reading II

- RED 750 Literature for Children and Adolescents
- RED 5271 Reading Supervision and Curriculum Development I
- RED 5272 Reading Supervision and Curriculum Development II

28) Science

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

29) Social Studies

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

30) Specific Learning Disabilities I

- EP 5261 Workshop in Learning Disabilities: Theory
- EP 5262 Workshop in Learning Disabilities: Practice
- EDU 558 Classroom Management of the Learning Disabled Child

31) Specific Learning Disabilities II

- EP 556 Educational Assessment for Exceptional Children
- EC 580 Speech and Language Development
- CU 665 Theories of Learning and Effective Teaching

32) Teaching English to Speakers of Other Languages II

- TSL 515 ESOL Curriculum Development in Bilingual Programs
- TSL 562 Cultural and Cross-Cultural Studies
- TSL 569 Methodology of TESOL

Course Descriptions

Administration

AS 500 Educational Resource Development (3 Cr.) This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state and local funding sources, as well as to funding by foundations. Non-financial resources discussed include school volunteer programs as well as free-loaned and reduced rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and will develop techniques for writing proposals.

AS 509 Clinical Supervision of Teachers (3 Cr.) This course emphasizes the development of practical competence in classroom supervision. Students observe and participate in supervision, and their skills are analyzed and criticized.

AS 516 School Law (3 Cr.) This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies includes acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems (3 Cr.) This is a basic administration course covering all aspects of leadership philosophy, style, and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the chief building-level administrator.

AS 550 Supervision of School Personnel (3 Cr.) This course provides an orientation to school planning, organization, personnel motivation, inservice training, supervision, and the techniques of successful supervision.

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 616 Applications of School Law (3 Cr.) The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations, and precedents.

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.

Bilingual Education

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 542 Curriculum Development in Bilingual Education (3 Cr.) A study of content, development, and evaluation of curricula for the bilingual classroom or individual student. Techniques for

assessing needs, determining objectives, and designing curriculum materials are included.

BLE 543 Methods of Teaching Bilingual Education (3 Cr.) This course deals with various approaches to bilingual teaching. Methods involved in teaching subject matter through the medium of the target and native languages are examined.

BLE 545 Classroom Principles in Bilingual Education and TESOL (3 Cr.) A description of the general principles involved in assessing and managing the bilingual and ESOL class. Emphasis is on the importance of cultural and linguistic sensitivity in identifying the problems of the students and in organizing and scheduling the class according to relevant needs.

BLE 546 Applied Curriculum Design in BLE/TESOL (3 Cr.) Using their own (or hypothetical) BLE or ESOL classes, participants describe actual or projected learning needs, state course objectives, and select and design curriculum materials accordingly.

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 563 Teaching the Culture of the Target Language (3 Cr.) A study of techniques involved in teaching the culture of the target language, including an examination of the problems involved in the biculturalization process.

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.

Computer Education

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

CED 521 Computer Assisted Instruction, Courseware Version (3 Cr.) This course traces the theoretical foundations of CAI from its origin on large time-shared systems through to the modern setting. Students will use packages courseware and software such as CDS1, Aristotle's Apple, and Caiware to learn to prepare interactive computer aided instruction sequences for microcomputers. The role of microelectronics in present and future directions of CAI will be covered to broaden the student's understanding of the potential of CAI. **Prerequisite: CED 600**

CED 600 Teaching Computer Literacy (3 Cr.) This entry level course explores the capabilities of fourth generation computer systems in classroom and school administrative environments. Much of the focus is on the newer microcomputer systems costing under \$10,000. Some limited hands-on experience is provided. Basic computer organizations and educational applications are discussed.

CED 617 Software Search and Evaluation (3 Cr.) New microcomputer software, programs, and instructional courseware are becoming available at a geometrically increasing rate. The distribution process, the terms of availability and the quality vary widely. Students will learn to identify sources, evaluate terms and quality and to match software uses. The curriculum theory implications and learning theory applications will be included along with concepts of good programming, and standards of good documentation practice will be covered. **Prerequisite: CED 600**

CED 621 Computer Assisted Instruction (3 Cr.) Using both the PILOT language and BASIC language, students will learn to prepare interactive Computer Assisted Instruction lessons for microcomputers. The theoretical foundations of CAI will be traced from its origins on large time-shared systems through to the contemporary scene. The role of microelectronics and future directions of CAI will be covered in an attempt to broaden the student's understanding of the potential of CAI. **Prerequisite: CED 726 or CED 735**

CED 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. **Prerequisite: CED 735**

CED 721 Administrative Applications of Microcomputers This course will examine the evolving role of micromputers in school administration. Applications range from wordprocessing to budget preparation. Special attention will be given to the concept of

distributed processing. Students will receive hands-on experience in several applications. **Prerequisite: CED 600**

CED 725 Programming Microcomputers (3 Cr.) This introductory course in BASIC programming is geared exclusively to microcomputers. The opportunity will be offered for the student to become familiar with the specific requirements for programming and writing BASIC programs for several varieties of state-of-the-art microcomputers. The course is taught in a laboratory with extensive hands-on opportunity. **Prerequisite: CED 600**

CED 726 Programming Microcomputers in PILOT (3 Cr.) PILOT is a specialized, mnemonic, high level language designed to permit efficient creation, evaluation, and revision of Computer Assisted Instruction courseware. Alternative learning theories are used to guide students in the construction of a variety of program sequences illustrating sophisticated and effective lesson logic. **Prerequisite: CED 600**

CED 728 Programming Microcomputers in Pascal (3 Cr.) This is an applied course in a structured language. It is especially useful to students who wish to write software for broad distribution. **Prerequisite: CED 735**

CED 729 Advanced Programming of Microcomputers in Pascal (3 Cr.) In this advanced course in Pascal programming, UCSD Pascal will be used to enable students to prepare software for a variety of microcomputers. **Prerequisite: CED 728**

CED 735 Advanced Programming of Microcomputers in BASIC (3 Cr.) An advanced course in BASIC programming exclusively geared to microcomputers. Special emphasis will be placed on more conceptually sophisticated applications and on file design. The special needs and capabilities of a variety of state-of-the-art microcomputers will be covered in the problem-solving oriented course. **Prerequisite: CED 725 or equivalent**

Curriculum

CU 500 Modern Curriculum Design (3 Cr.) This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

CU 502 Modern Curriculum Design: Early Childhood/Primary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Early Childhood/Primary Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 503 Modern Curriculum Design: Middle School Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Middle School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 504 Modern Curriculum Design: Secondary Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Secondary School Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 505 Modern Curriculum Design: Exceptional Education (3 Cr.) The course covers the development of instructional systems and curriculum materials in Exceptional Education. Included is an overview of the historical, social and psychological foundations of curriculum development in the field and the major curriculum models that have evolved.

CU 510 Survey of Educational Innovations (3 Cr.) This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. The overview includes multi-media approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational 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 516 Operation of Media Centers (3 Cr.) This course comprises methods of establishing, organizing, and operating media facilities for schools, school systems, and training operations: how to achieve media accountability and equipment, material, and procedural considerations.

CU 517 Bibliographic Methods for Learning Materials (3 Cr.)

The student studies means of incorporating media materials into a school library structure and learns to catalog, process, store, and retrieve materials in media formats.

CU 518 Selection and Evaluation of Learning Materials (3 Cr.)

This course provides the student with experience in distinguishing among media and in selecting, analyzing, and valuing various learning materials.

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 530 Measurement and Evaluation of Educational Systems (3 Cr.)

Criteria for evaluation of instructional systems and techniques for measurement are considered. Topics include analysis of objectives, planning, programming and budgeting systems, performance contracting, and accountability.

CU 532 Measurement and Evaluation: Early Childhood/Primary Education (3 Cr.)

Criteria for evaluation of early childhood/primary instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 533 Measurement and Evaluation: Middle School Education (3 Cr.)

Criteria for evaluation of middle school education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 534 Measurement and Evaluation: Secondary Education (3 Cr.)

Criteria for evaluation of secondary education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and

evaluation, utilization of base line data, implementation of needs analysis.

CU 535 Measurement and Evaluation: Exceptional Education (3 Cr.) Criteria for evaluation of exceptional education instructional systems, including techniques for measurement, are covered in the course. Topics include: criteria for selection and development of goals and objectives, instrumentation, measures of accountability and performance, research-based planning, selection of research methodology and design, taxonomy and syntax of measurement and evaluation, utilization of base line data, implementation of needs analysis.

CU 545 Educational Theory into Practice (3 Cr.) This course focuses on the relationship between various disciplines and educational practice. In addition, new lines of research are explored that appear to have promise for improving educational practice.

CU 643 Preparation of Learning Materials (3 Cr.) Utilizing basic techniques of illustration, mounting, lettering, coloring, and duplication, the participant prepares an inexpensive set of print and static visual learning materials which may be used in the classroom to help meet specific learning objectives.

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. 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.

Early Childhood

EC 552 Assessment in Early Childhood (3 Cr.) In this course the student becomes familiar with formal and informal preschool and primary level screening tests, as well as a variety of techniques for

assessing learning potential, language development and reading readiness.

EC 557 Early Intervention Programs (3 Cr.) This is an overview of theory and research in early intervention. Model early intervention programs are examined.

EC 558 Observation and Assessment of Young Children (3 Cr.) In this course students participate in early childhood settings, observing characteristic behaviors of children. Students practice observation and assessment techniques in the classroom.

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.

Education

EDU 547 Teaching: Principles and Practices (3 Cr.) Principles of effective teaching styles, micro-teaching and techniques for teaching are emphasized in this course.

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 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.

Educational Leadership

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.) All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. (PREREQUISITES: All other Educational Leadership course work)

Elementary Education

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.

English

ENG 620 Developmental Writing (3 Cr.) In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.

ENG 630 English Workshop (3 Cr.) Each participant is expected to synthesize from the surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the context of English.

ENG 640 Rhetoric: Fundamentals of Speech Communication (3 Cr.) Students will study the history of rhetoric and the fundamentals of speech communication in terms of the development of their history and practice. They will examine some of the seminal ideas proposed by leading rhetoricians. With this foundation, students will then examine contemporary manifestations of persuasion in the mass media. Students will be given guidance in actively applying this theory and practice to their individual educational concerns.

Exceptionalities

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 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.

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.

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 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.

Human Behavior

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.

Health Education

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 502 Implications of Environmental Health (3 Cr.) Students examine the relationships of individual health to the physical environment and industrial process. Strategies for influencing change; special concerns; and needs of schools, medical care setting, industry, and labor will be examined.

HE 505 Consumer Health Education (3 Cr.) This course is a study of reliable and fraudulent health products, services, information and personnel. Education methods for preventing and reducing consumer misconception and exploitation will be analyzed.

HE 510 Social Support Systems (3 Cr.) The interrelation of economic, political, and educational systems with community and personal health is explored. Students gain insight into the accessibility of health resources and referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation is discussed as well as health systems areas and health and rehabilitative services.

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 530 Research and Evaluation of Health Problems (3 Cr.) Statistical methods and research design will be applied to health programs. Sources of scientific information (census data, vital statistics) and collection and dissemination of health information will be examined.

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 540 Health of the Community/Preventive Care

(3 Cr.) Identification and exploration of means for promoting and preserving the health of the community, including the development of skills in evaluating the effectiveness of community health efforts, are skills which the health educator will utilize.

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 555 Marketing Health Care Systems (3 Cr.) Organizational theory of marketing geared toward marketing health care will be a major focus of this course. Program promotion, strategies and how to carry them out successfully, will be considered. Students will learn to identify needs of the community as opposed to wants.

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.

Learning Resources**LT 511 Production of Instructional Television Programs**

(3 Cr.) The objective of this course is to teach students master television production techniques and the operation of basic video equipment. They design, plan and produce an instructional TV program for use in their own teaching situation.

LT 521 Innovative Operation of School Media Centers (3 Cr.)

Students explore ways of improving the operation of media centers through the innovative use of modern technology. Students acquire basic literacy in the use of modern technology as it relates to their professional roles as media specialists.

LT 522 Analysis, Retrieval and Dissemination of Information (3 Cr.)

Following an examination of various techniques for the analysis, retrieval, and sharing of information in a variety of formats, students attain basic proficiency in the use of modern technology to help accomplish these tasks. Each student plans a project to handle information more efficiently in a media center using a specific technique as the focus of the project.

LT 523 Planning, Production and Presentation of Mediated Materials (3 Cr.)

Based on a study of the effectiveness of various media formats now available for instructional use, students will learn how to plan, produce and present instructional program in a variety of media formats. Script writing, story boarding techniques will be studied as they relate to the production of video tapes, sound/slide programs, film, still photography and other related forms of media.

LT 621 Effective Functioning of School Media Centers (3 Cr.)

Students examine common problems in the operation of school media centers, and they explore ways to use technology to improve the effectiveness of such centers.

LT 622 Use of Modern Technology to Improve Bibliographic Control (3 Cr.)

Students explore currently available techniques to handle information in various formats. Each student designs a system for the efficient analysis, retrieval, and/or sharing of information commonly found in media centers.

Mathematics

MAT 610 Symbolic Logic (3 Cr.) Participants apply standard notations, methods, and principles of symbolic logic to determine the validity or invalidity of arguments. Participants demonstrate successfully more complex modes of argumentation.

MAT 620 Abstract Algebra and Number Theory (3 Cr.)

Beginning with thorough introduction to sets and functions, participants then develop their ability to use modern postulational methods and abstract postulational systems, using as a vehicle what is commonly known as "Number Theory."

MAT 630 Probability Theory (3 Cr.) Participants associate probabilistic mathematical models with phenomena in the real world. They apply probability theory in deducing from the known content of the population the probable content of a sample.

Mental Retardation

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.

Physical Education

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 in 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.

Reading

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 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 5271 Reading Supervision and Curriculum Development I (Theory) (3 Cr.) This workshop is designed for reading majors as an

integrated experience. Emphasis is on the development of an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development II (Practice) (3 Cr.) This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

Science

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.

Social Studies

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.

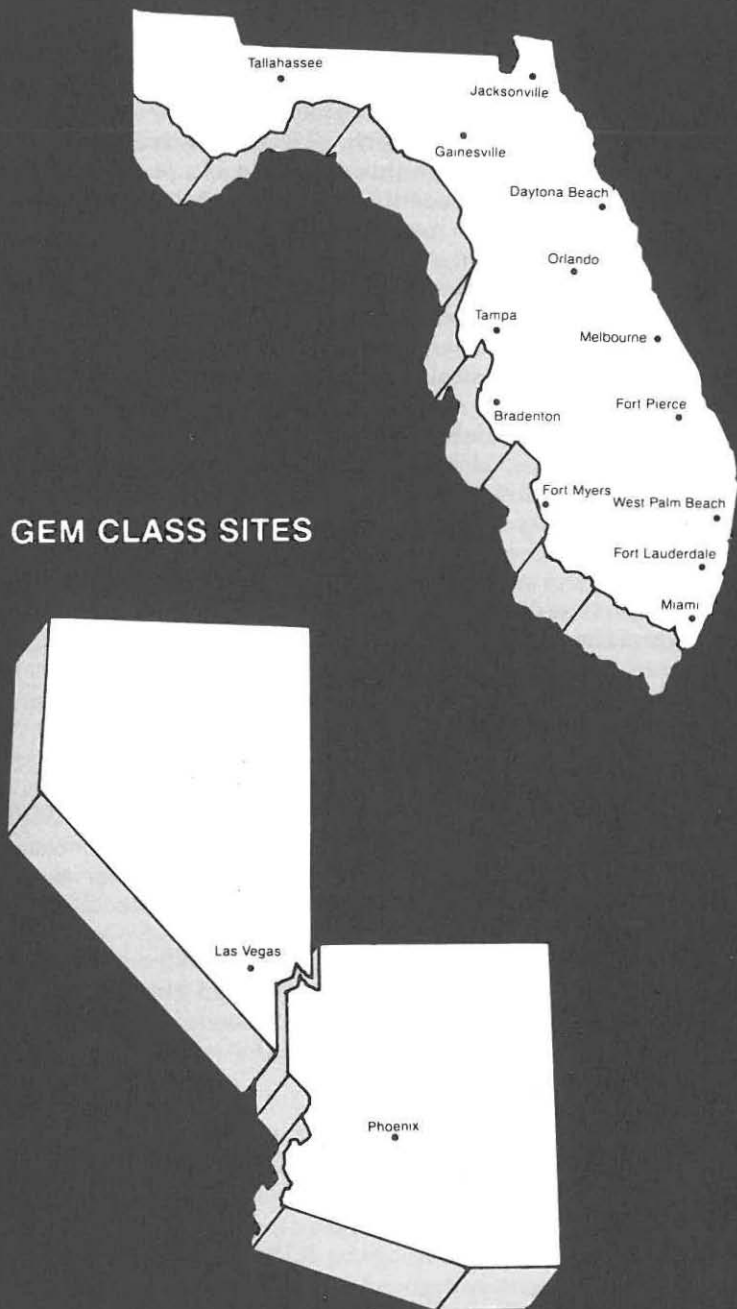
Tesol

TSL 515 ESOL 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.

GEM CLASS SITES



GEM Site Locations

GEM Information

Come to Our Campus Offices or Call a Toll-Free Number
8:30 A.M.-5:00 P.M., Monday-Friday

The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's Turnpike.

Call the University on a Toll-Free Number for Program Information

Broward County	475-7440
Dade County	940-6447, extension 7440
Palm Beach County	732-6600, Extension 7440
All other Counties	1-800-432-5021/22, extension 7440
GEM Offices, Las Vegas 333 N. Rancho Dr., #625 Las Vegas, NV 89106 (702) 648-1971/72	GEM Offices, Arizona 2255 W. Northern Ave. Suite B-119A Phoenix, AZ 85021 (602) 995-5999

General Information

Admission Requirements--Master's Program

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 an accredited college or university,
2. provide three letters of recommendation that have been written to the center that indicate the applicant's ability to do graduate work,
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a \$30 nonrefundable application fee.

Admission Requirements--Educational Specialist Program

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 an accredited college or university,
2. provide three letters of recommendation that have been written to the center that indicate the applicant's ability to do graduate work,
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application forms accompanied by a \$30 nonrefundable application fee.

Admission to Degree Candidacy

Upon completion of all application 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 their first nine-credit module. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program.

The requirements for admission to degree candidacy are--

1. A 3.0 ("B") grade point average or higher in the GEM program.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues stating why, in their opinion, the student will be successful in the program. All items for the student file should be mailed directly to CAE or submitted to a CAE staff member.

After the Candidacy Committee has reviewed the file and recommendations, the student is informed of his or her status by mail.

Counseling Services

The CAE Student Affairs department employs full-time counselors who are available in person and by telephone for information and advice to GEM students. A number of other CAE staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information. A publication called the "Factsheet," containing program information, is distributed to all GEM students at least once each cycle.

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 15- or 16-week 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. A special fee is charged to directed study students to cover costs of postage, telephone, and administrative expenses. The following policies apply to directed study work:

- Only degree-seeking students who have received candidacy will be permitted to complete nine-credit modules using this format.
- Only students who have already completed another nine-credit module in the regular classroom format are eligible for directed study.
- No directed study is offered in Learning Resources, Educational Leadership, Bilingual Education, any Computer Modules, Health II, III, IV, Mental Retardation, or TESOL.

Transfer of Credits

CAE will accept up to six semester hours of graduate transfer credits into most GEM programs, provided the following conditions apply:

- CAE has received a Request for Transfer of Credit form. Forms are available at all sites.
- The credits were earned at a regionally accredited, graduate institution, within a ten-year period preceding the request for transfer.
- The grades assigned for the credits are either "A" or "B".
- An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.

Credits transferred in will normally replace core courses and decrease the overall total of 36 credits required for the GEM degree program but will not be computed into the grade point average or considered part of the candidacy requirement. Certain GEM programs permit only three credits of transfer or none:

- The Educational Leadership program for Florida teachers accepts no transfer of credits.
- Administration certification requirements differ among the states, therefore it is important for non-Florida students to obtain transfer of credit information from the CAE Student Affairs department.
- Computer-Hyphenated majors may transfer in only three credits since only one core course is included in the program.

Fees

Application Fee	\$30
<i>This a one-time, nonrefundable fee</i>	
Tuition (no cash accepted).....	\$175/credit
Educators	\$115/credit

Nine-Credit Module

...Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise, a \$25 late fee will be charged.

...For students receiving the Nova University educators scholarship and wishing to make three payments, an initial payment of \$345 must be received at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$345 is due no later than the fifth class session. The third payment of \$345 must be received no later than the ninth class session. A \$25 late fee will be charged if either the second or third payment is received after the due dates. All tuition payments may be submitted to the site administrator on or before the due dates or mailed to CAE in time to be received by the due dates. Students may register for a minimum of six of the nine credits.

Core Courses

...Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise a \$25 late fee will be charged.

...For students wishing to make two payments, an initial payment of \$345 must be received at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$345 must be received no later than one week before the first class session of the second Core Course; otherwise a

\$25 late fee will be charged. Since the second payment for Core II (intensive) courses comes due just a few days after the initial payment due date, it is suggested that students submit the entire Core II tuition in one payment.

The Practicum (*six credits*)\$690

The full tuition or initial payment of \$345 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of \$345 must be received four weeks later; otherwise a \$25 late fee will be charged. Practicum Orientation Workshop (POW) packets cost \$45 each. Students have 4 years to complete the GEM degree program. However, if the final report is not received in the main office one year after registration for the practicum, an annual maintenance fee of \$200 will be charged.

Graduation Fee\$30

...It is the student's responsibility to request a degree application form from the CAE records department at least two months prior to the projected date of completion of all requirements.

...An additional fee will be charged by the registrar's office at Nova University for the commencement announcements and for cap and gown for those desiring to attend the commencement exercises in the summer at Fort Lauderdale.

Directed Study Fee\$80

...This fee covers the cost of services and some learning materials and is due at the time of registration. The fee does not cover the cost of textbooks.

Local Fees

GEM programs are offered by Nova University in cooperation with local teacher organizations in Alachua, Brevard, and Dade counties in Florida. Students in those counties must either be members of the cooperating professional organization or pay a fee to that organization.

Learning Materials

...Students are expected to purchase textbooks and other materials as required. Textbooks may be purchased on the first night of the class. Payment for learning materials may require two separate checks. Receipts will be provided for those students who require them for reimbursement.

Laboratory Fees

... Computer classes	\$5/credit
... Learning Resources Core I and II and Module II	\$5/credit

(All fees are subject to change without notice.)

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 an initial payment has been submitted. In the case of a refund, the following schedule applies to payments for each module or core course:

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

Practicum 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.
- * Students who drop the practicum within 90 days of registration may transfer 75% of the total fees to another course.
- * There will be no refund or credit beyond 90 days of registration for the practicum.

Grading

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, or sooner if stipulated by the instructors, of the final class meeting of the module or course; otherwise a grade of F will automatically appear in the permanent records.

A = Excellent achievement
B = Good achievement
C = Below expectations for
graduate work

D = Poor achievement
F = Failure
I = Incomplete

Transcript Requests

Transcript requests must be made by completing the Request for Transcript Form, which may be obtained from the site administrator. Please include complete information and send request directly to CAE.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one absence during any module or course is cause for serious concern and the instructors and the CAE student affairs department must be consulted for counseling.

Grievance

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.

Financial Aid

Information regarding financial aid can be obtained by using the toll-free telephone number within Florida, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Planning and Resources. Nova University offers all Educators a scholarship of \$60 per credit. Educators pay \$115/credit. Information concerning veterans' benefits is available by using the Florida toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.

Application and Registration

The official Nova University application form (yellow) and the \$30 fee will be accepted at an Open House presentation at a GEM site, may be submitted to the local site administrator at any time, or can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a students file on the computerized Student Information System. Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM program. All items must be completed on the application form, front and back.

A registration form (white) must be completed for each module or course taken and for the practicum.

Registrations will not be accepted after the cycle has commenced. Students who are in class for the cycle, without registering, will not receive credit or grades.

A check for the entire tuition, or partial tuition payment for a module, as indicated in the fees section, must accompany the registration form. To avoid the late fee, tuition must be paid on or before the deadline dates specified in the fees section.

Original Work

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 by quotation marks or other accepted reference devices.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an 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. Students violating this policy will be penalized up to and including expulsion.

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.

Our Graduates say:

"I felt that Nova's GEM Program gave me the ability to better cope with a variety of children's needs. GEM courses were enjoyable and well planned. The program was worthwhile and I am still using things I learned."

Hazel M. Young
Daytona Beach

"GEM's Saturday format is far superior to traditional night classes. The Nova experience recharged me with new interest and insight into my teaching. The GEM Program should be available to teachers in every state."

Jeffrey J. Boyle
Daytona Beach

"As a result of my Practicum, the faculty in my school has become unified into a group of hard-working professionals. Nova's GEM Program helped me pursue personal goals which I am beginning to achieve."

*Catherine Charlton
Ft. Myers*

"As a result of my graduate program, I was honored with a membership into Delta Kappa Gamma. Because of GEM's program and certification, I was asked to assume an administrative position. Coursework in the areas of finance, budget, time management and personnel management were excellent."

*Jennifer Jean Mowry
Tampa*

"GEM's team-teaching breaks the monotony, offers flexibility and provides variety of teaching styles. I would recommend Nova's GEM Program to my colleagues."

*Peggy G. Green
Ft. Lauderdale*

"GEM's Practicum experience taught me how to do research in a professional library. I am now more familiar with the journals available in my field. Faculty teams worked well together on planning an effective program."

*Beverly Warren
Ft. Lauderdale*

"The GEM Program has made me more aware of the newest literature, reports and studies currently being reported by educators. I learned how to be more diplomatic in a classroom situation. Other teachers are currently implementing my Practicum project. GEM provides a valuable service to teachers."

*Ruth D. White
Ft. Myers*

GEM Site Administrators

BRADENTON

William E. Lance
B.S. University of Northern Iowa
M.S. Nova University

DAYTONA BEACH

James L. Whitaker
B.A. Oklahoma City University
M.A. Midwestern University

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Linda R. Lopez
B.S. Nova University
M.S. Nova University

FORT PIERCE

Marian C. Williams
B.S. Fisk University
M.Ed. University of Maine

FORT MYERS

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B.A. Florida A&M University
M.A. Florida A&M University
Ed.S. University of South Florida
Ed.D. Nova University

GAINESVILLE

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M.A. Purdue University
Ph.D. University of Florida

JACKSONVILLE

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M.A. Northern Arizona University

MELBOURNE

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M.S. Nova University

MIAMI

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M.S. Barry College
Ed.D. Nova University

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M.S. Florida International University
Ed.D. Nova University

ORLANDO

Janice Davis-Dike
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M.A. University of Central Florida

PHOENIX, ARIZONA

Mary J. Cook
B.A. Arizona State University
M.S. Arizona State University
Ed.D. Nova University

TALLAHASSEE

David L. Fairbanks
B.S. Eastern Michigan University
M.S. Florida State University
Ph.D. Florida State University

TAMPA

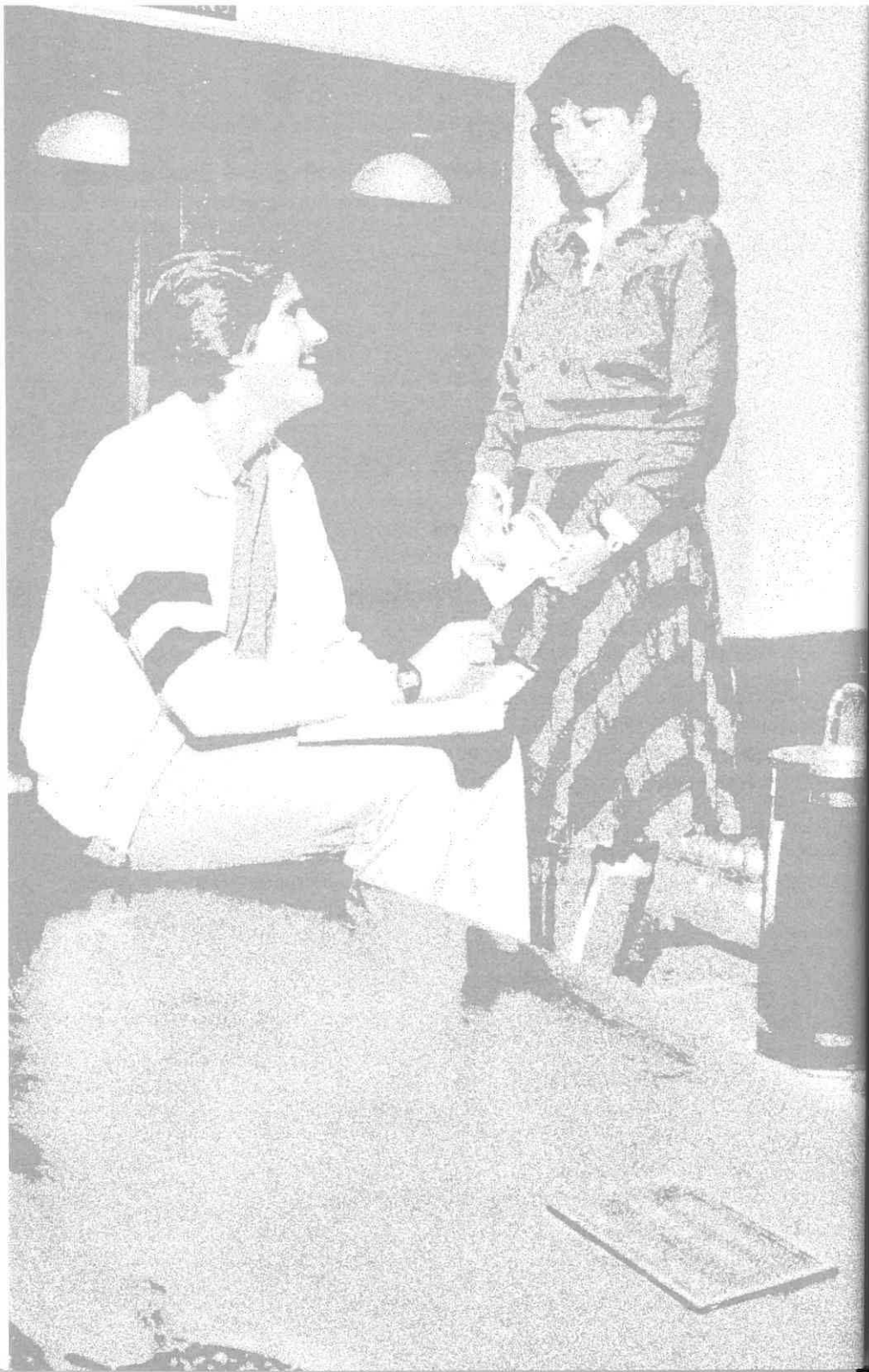
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B.A. Trenton State College
M.A. University of Tampa

WEST PALM BEACH

Michael Robbins
B.A. University of Florida
M.Ed. Florida Atlantic University
Ed.D. Nova University

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Director of Practicums
- VERA FLIGHT, M.S.
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- ROBERT K. GREENE
Student Advisor and Call Back Specialist
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- STEPHEN I. SIPLET, Ed.D.
Director, Student Affairs
- LINDA SWAILS
Operations Manager
Center for the Advancement of Education
- DORIS WILKINSON
Student Advisor



Nova University Policies Governing Student Relations

General

Nova University hereinafter referred to as Nova, has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used herein 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 the 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 offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can reasonably be expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a United States citizen, national or permanent resident; and making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients.

The priority deadline for the 1987/88 academic year is April 1, 1987. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1987/88 is April 15, 1988.

For information on sources of aid and for application forms, please contact:

Nova University
Office of Student Financial Planning and Resources
3301 College Avenue, Parker Building, Room 351
Ft. Lauderdale, Florida 33314
Broward: (305) 475-7410
Dade: (305) 940-6447
Florida Wats: 1-800-432-5021 ext. 7410

When to Apply

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

All students must reapply for aid annually. Applications are generally available each January for the following academic year.

Veteran's Benefits

All programs described in this bulletin 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 305-475-7414.

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 by the State Approving Agency for Veterans Training. 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). 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.

GRADING SYSTEM

Grade	Quality Points
A	4.0
B	3.0
C	2.0
D	1.0
F-Fail	0.0
P-Pass	0.0
WWP-Withdrawn Without Penalty	-
I-Incomplete	-
MG-Mp Grade (Not assigned by the instructor)	-

Grades are issued to the students by the Registrar's Office within two weeks following the last final exam of each evaluation period (e.g., term semester, quarter).

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 nonacademic 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.

Original Work at Nova University

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 by quotation marks or other accepted reference devices.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person

submitting the work for 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.

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 Mailman-Hollywood 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 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 George English Library. This 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

Provides computer searches for students in all programs of the Center for the Advancement of Education. The students have direct access to more than 270,000 ERIC documents.

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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Education, and
Master's Program for Child
and Youth Care
Administrators
B.Ed. University of Miami
M.Ed. Florida Atlantic
University
Ph.D. The Ohio State
University

MARILYN SEGAL
Director, Family Center and
National Lecturer Ed.D.
Program in Early and Middle
Childhood
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova University

MARK SELDINE
Student Advisor
B.A. University of South
Florida
M. Ed. Florida Atlantic
University

STEPHEN I. SIPLET
Director, Student Affairs
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova University

J. DONALD STANIER
Director, GEM Programs
B.A. Duquesne University
M.Ed. Towson State
University
Ph.D. University of Pittsburgh

LINDA SWAILS
Operations Manager,
Center for the Advancement of
Education

SHELLY VICTOR
Coordinator of
Communications Disorder
Center
M.S. Program in Speech
and Language Pathology
B.A. State University of New
York at Stonybrook
M.A. University of Miami

JOAN WALERSTEIN
Speech Pathologist
M.S. Program in Speech and
Language Pathology
B.A. State University of New
York at Cortland
M.Ed. University of Miami

DORIS WILKINSON
Student Advisor

About the University



NOVA UNIVERSITY is an independent, nonsectarian, nonprofit, university chartered by the State of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, with additional locations in downtown Fort Lauderdale and Coral Springs and at Port Everglades. Its ten centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, the behavioral sciences, computer sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialists, and doctoral degrees in education, in business and public administration, and in the behavioral, social, and computer sciences.

The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are offered by the University.

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

Nova University Degree Offerings

DOCTORAL AND PROFESSIONAL DEGREES

- Doctor of Arts (D.A.) in:
 - Information Science
 - Training and Learning Technology
- Doctor of Business Administration (D.B.A.) in:
 - Business Administration
- Doctor of Business Administration--International Management (D.B.A.-I.M.) in:
 - Business Administration--International Management
- Doctor of Education (Ed.D.) in:
 - Computer Education
 - Early and Middle Childhood Higher Education
 - Leadership in Adult Education
 - School Administration
 - Vocational, Technical, Occupational Education
- Juris Doctor (J.D.) in:
 - Law
- Doctor of Philosophy (Ph.D.) in:
 - Child Clinical/Applied Developmental Psychology
 - Clinical Psychology
 - Oceanography
- Doctor of Psychology (Psy.D.) in:
 - Clinical Psychology
- Doctor of Public Administration (D.P.A.) in:
 - Public Administration
- Doctor of Science (D.Sc.) in:
 - Computer Science

SPECIALIST DEGREES

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

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 Application
 - Computer-Based Learning
 - Computer Science
 - Computer Studies
 - Counseling Psychology
 - Criminal Justice
 - Education (23 majors)
 - Health Education
 - Health Services Administration
 - Human Resource Management
 - Human Services
 - International Economics and Finance
 - Learning Resources
 - Marine Biology
 - Microcomputer Applications in Management
 - School Guidance
 - Speech and Language Pathology
 - Telecommunications Management

BACHELOR'S DEGREES

- Bachelor of Science (B.S.) in:
 - Accounting
 - Administrative Studies
 - Business Administration
 - Community Psychology
 - Computer Engineering
 - Computer Information Systems
 - Computer Science
 - Computer Systems
 - Elementary Education
 - General Psychology
 - Legal Studies
 - Organizational Psychology
 - Professional Management
 - Secondary Education

GEM PROGRAMS

FALL CYCLE -1987

Nine Credit Modules- All Majors

FIRST CLASS SESSION - 6:00 - 9:00 P.M.

Tuesday, Sept. 8, 1987 Jacksonville Tampa West Palm Beach	Wednesday, Sept. 9, 1987 Bradenton Daytona Beach Ft. Lauderdale Gainesville Las Vegas Melbourne	Thursday, Sept. 10, 1987 Ft. Myers Ft. Pierce Orlando Tallahassee	Friday, Sept. 11, 1987 Miami Phoenix
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REMAINING SESSIONS-ALL SITES

8:30 A.M. - 4:30 P.M.
September 12, 19, 26
October 3, 10, 17, 24, 31
November 7, 14, 21
December 5, 12, 19

WINTER CYCLE - 1988

Core I-January

Three Credits

M.S. Level-CU 500 Modern Curriculum Design
Ed. S. Level-EDU 547 Teaching: Principles and Practices

FIRST CLASS SESSION - 6:00-9:00 P.M.

Tuesday, Jan. 5, 1988 Jacksonville Tampa West Palm Beach	Wednesday, Jan. 6, 1988 Bradenton Daytona Beach Ft. Lauderdale Gainesville Las Vegas Melbourne	Thursday, Jan. 7, 1988 Ft. Myers Ft. Pierce Orlando Tallahassee	Friday, Jan. 8, 1988 Miami Phoenix
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REMAINING SESSIONS - ALL SITES

8:30 A.M.-4:30 P.M.
January 9, 16, 23, 30

Core I-February

Three Credits

M.S. Level-CU 530 Measurement and Evaluation of Educational Systems
Ed. S. Level-EDU 580 Educational Measurement

FIRST CLASS SESSION - 6:00-9:00 P.M.

Tuesday, Feb. 2, 1988 Jacksonville Tampa West Palm Beach	Wednesday, Feb. 3, 1988 Bradenton Daytona Beach Ft. Lauderdale Gainesville Las Vegas Melbourne	Thursday, Feb. 4, 1988 Ft. Myers Ft. Pierce Orlando Tallahassee	Friday, Feb. 5, 1988 Miami Phoenix
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REMAINING SESSIONS-ALL SITES

8:30 A.M. - 4:30 P.M.
February 6, 13, 20, 27

NOTE: HEALTH EDUCATION and LEARNING RESOURCES students should obtain special CORE information from the Site Administrator.

SCHEDULE 1987-88

SPRING CYCLE -1988

Nine Credit Modules- All Majors

FIRST CLASS SESSION - 6:00 - 9:00 P.M.

Tuesday, March 1, 1988	Wednesday, March 2, 1988	Thursday, March 3, 1988	Friday, March 4, 1988
Jacksonville	Bradenton	Ft. Myers	Miami
Tampa	Daytona Beach	Ft. Pierce	Phoenix
West Palm Beach	Ft. Lauderdale	Orlando	
	Gainesville	Tallahassee	
	Las Vegas		
	Melbourne		

REMAINING SESSIONS-ALL SITES

8:30 A.M. - 4:30 P.M.
March 5, 12, 19, 26
April 9, 16, 23, 30
May 7, 14, 21
June 4, 11, 18

SUMMER CYCLE -1988

Core II

Monday - Friday 4:00 - 10:00 P.M.

June 20- 24 (3 credits)

M.S. - AS 516 School Law
Ed. S.-AS 616 Applications of School Law

June 27 - July 1 (3 credits)

M.S. - EP 560 Survey of Exceptionalities
Ed. S. - AS 580 Admin. of Exceptional Student Education

NOTE: HEALTH EDUCATION and LEARNING RESOURCES, BILINGUAL EDUCATION and TESOL students should obtain special CORE information from the Site Administrator.

SUMMER CYCLE - 1988

Nine Credit Modules- All Majors

July 5 - August 4, 1988

EVENING SCHEDULE - 4:00 - 10:00 P.M.

Tuesday, July 5	Wednesday, July 6	Thursday, July 7
Monday, July 11	Tuesday, July 12	Thursday, July 14
Monday, July 18	Tuesday, July 19	Thursday, July 21
Monday, July 25	Tuesday, July 26	Thursday, July 28
Monday, August 1	Tuesday, August 2	Thursday, August 4

NOTE: STUDENTS MAY TAKE NO MORE THAN 15 CREDITS DURING THE SUMMER CYCLE.

REGISTRATION SESSIONS for each cycle are scheduled at

GEM class sites.
REGISTER from 9:00 A.M. - 12:00 Noon
August 29, 1987
December 19, 1987
February 20, 1988
June 4, 1988

FORT LAUDERDALE, PHOENIX and LAS VEGAS

students may also register at their local Nova University offices Monday-Friday.

Nova Main Campus	2255 W. Northern	333 N. Rancho Drive
Mailman Family	Ave.	#625
Center	Suite B-119A	Las Vegas
3rd Floor	Phoenix	3:30 P.M. - 5:00 P.M.
3301 College Ave.		
Ft. Lauderdale		
8:30 A.M. - 5:00 P.M.		

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

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

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

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

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

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

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

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

NOVA



UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION

3301 College Avenue
Ft. Lauderdale, FL 33314