1988

The GEM Programs 1988-1989

Nova University

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Center for the Advancement of Education

The GEM Programs 1988-89
Center for the Advancement of Education

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Published August, 1988

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

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

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

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

Policies and programs set forth herein are effective through August 31, 1989. 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
From the Director

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

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

- GEM Programs are scheduled at the 15 sites in all-day Saturday sessions and summer intensives, the best formats for working professionals.

- GEM faculty within the 19 major programs are highly qualified, successful local practitioners in their disciplines, "practicing what they teach."

- GEM curricula are consistently oriented toward practice and the real world of schools, featuring research with practical applications.

- GEM Programs promote, as an underlying theme, the acquisition of professional leadership capabilities.

- GEM Programs contain course requirements for additional state certification coverages and endorsements and renewal of certificates.

- GEM practicums in each major program offer unique opportunities for action research, resulting in significant school improvement projects in the students' professional settings and leading to career advancement.

- GEM student services, from admissions through graduation, are delivered by trained staff, at the site locations and the GEM offices, who believe that students are not "numbers," but rather respected professional colleagues.

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

Please feel free to contact your local Site Administrator and/or our counselors on the main campus in Fort Lauderdale for more information and discussion of your particular professional and academic needs.

J. Donald Stanier, Ph.D.
Director, GEM Programs
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.
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Imagine a family celebration where parents spend the day with their children... We began by joining hands and encircling the school... Even the drizzling rain could not diminish the pride we felt that morning... p. 56

"Controversies must be defined as interesting problems to be solved rather than as win-loss situations."
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 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. and Ed.S. in 19 majors
M.S. in Speech and Language Pathology
M.S. in Child and Youth Care Administration
GEM CLASS SITES

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-75, 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, Ext. 7440
All other Florida Counties,
1-800-541-NOVA, Ext. 7440
all other states
GEM Offices, Nevada
333 N. Rancho Dr., #625
Las Vegas, NV 89106
(702) 648-1971
GEM Offices, Arizona
8601 N. Black Canyon Hwy.
Suite 117
Phoenix, AZ 85021
(602) 995-5999
# GEM Programs Schedule 1988-1989

## Fall Cycle - 1988

Nine Credit Modules – All Majors

**First Class Session – 6:00 - 9:00 P.M.**

<table>
<thead>
<tr>
<th>Tuesday, Sept. 6, 1988</th>
<th>Wednesday, Sept. 7, 1988</th>
<th>Thursday, Sept. 8, 1988</th>
<th>Friday, Sept. 9, 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacksonville</td>
<td>Bradenton</td>
<td>Ft. Myers</td>
<td>Miami</td>
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<td>Tampa</td>
<td>Daytona Beach</td>
<td>Ft. Pierce</td>
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<td>West Palm Beach</td>
<td>Ft. Lauderdale</td>
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<td>Gainesville</td>
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<td>Phoenix</td>
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</table>

**Remaining Sessions - All Sites**

8:30 A.M. - 4:30 P.M.

- September 10, 17, 24
- October 1, 8, 15, 22, 29
- November 5, 12, 19
- December 3, 10, 17

## Winter Cycle - 1989

**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.**

<table>
<thead>
<tr>
<th>Tuesday, Jan. 3, 1989</th>
<th>Wednesday, Jan. 4, 1989</th>
<th>Thursday, Jan. 5, 1989</th>
<th>Friday, Jan. 6, 1989</th>
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<tbody>
<tr>
<td>Jacksonville</td>
<td>Bradenton</td>
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<td>West Palm Beach</td>
<td>Ft. Lauderdale</td>
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<td>Gainesville</td>
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<td>Phoenix</td>
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</tbody>
</table>

**Remaining Sessions - All Sites**

8:30 A.M. - 4:30 P.M.

- January 7, 14, 21, 28
CORE I - FEBRUARY  
Three Credits

M.S. Level – CU 530 Measurement & Evaluation of Educational Systems  
Ed.S. Level – EDU 580 Educational Measurement

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

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<td>Jacksonville</td>
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REMAINING SESSIONS – ALL SITES  
8:30 A.M. - 4:30 P.M.

February 4, 11, 18, 25

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

SPRING CYCLE  
Nine Credit Modules – All Majors

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

<table>
<thead>
<tr>
<th>Tuesday, Feb. 28, 1989</th>
<th>Wednesday, March 1, 1989</th>
<th>Thursday, March 2, 1989</th>
<th>Friday, March 3, 1989</th>
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</thead>
<tbody>
<tr>
<td>Jacksonville</td>
<td>Bradenton</td>
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REMAINING SESSIONS – ALL SITES  
8:30 A.M. - 4:30 P.M.

March 4, 11, 18  
April 1, 8, 15, 22, 29  
May 6, 13, 20  
June 3, 10, 17
SUMMER CYCLE - 1989

CORE II

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

June 19-23 (3 CREDITS)  June 26-30 (3 CREDITS)
M.S. - AS 516 School Law  M.S. - EP 560 Survey of
Ed.S. - AS 616 Applications of  Exceptionalities
School Law  Ed.S. - AS 580 - Administration of
  Exceptional Student Education

SUMMER CYCLE - 1989

Nine Credit Modules - All Sites - All Majors

July 5 - August 7, 1989
Evening Schedule - 4:00 - 10:00 P.M.

Wednesday, July 5  Thursday, July 6  Monday, July 10
Tuesday, July 11  Thursday, July 13  Monday, July 17
Tuesday, July 18  Thursday, July 20  Monday, July 24
Tuesday, July 25  Thursday, July 27  Monday, July 31
Tuesday, August 1  Thursday, August 3  Monday, August 7

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

OPEN HOUSE AT GEM SITES
9:00 A.M. - 12:00 Noon

August 20, 1988
December 3, 1988
February 11, 1989
June 3, 1989

REGISTRATION SESSIONS AT GEM CLASS SITES
Register from 9:00 A.M. - 12:00 Noon

August 27, 1988
December 10, 1988
February 18, 1989
June 10, 1989

Fort Lauderdale, Phoenix and Las Vegas students may also register at
local Nova University offices, Monday-Friday.

FORT LAUDERDALE  PHOENIX  LAS VEGAS
Nova Main Campus  8601 N. Black Canyon  333 N. Rancho Drive
Center for the  Suite 117  #625
Advancement of  Phoenix  Las Vegas
Education Building  8:30 A.M.-5:00 P.M.  3:30-5:00 P.M.
3301 College Avenue  Ft. Lauderdale
8:30 A.M.-5:00 P.M.
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 19 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.

Winter Cycle
CORE I COURSES
SIX CREDITS
January-February

Fall Cycle
NINE-CREDIT MODULE
September-December

Spring Cycle
NINE-CREDIT MODULE
March-mid-June

Summer Cycle
CORE II COURSES
SIX CREDITS
Last two weeks of June
Intensive Schedule

THE PRACTICUM
SIX CREDITS
Problem-solving research project leading to educational improvement (individually scheduled)

NINE-CREDIT MODULE
July-early August Intensive Schedule

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, 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/INTERNSHIPC. 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 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 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. All students seeking certification including those adding new certification areas, MUST contact a student advisor or their Site Administrator to develop a program outline.

<table>
<thead>
<tr>
<th>Major</th>
<th>Module</th>
<th></th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adult Education</td>
<td>Adult Education</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>2) Computer Applications</td>
<td>CAP I</td>
<td></td>
<td>CAP II</td>
</tr>
<tr>
<td>3) Computer Science Education</td>
<td>CSE I</td>
<td></td>
<td>CSE II or III</td>
</tr>
<tr>
<td>4) Educational Leadership (Administration K-12)</td>
<td>EL I</td>
<td></td>
<td>EL II</td>
</tr>
<tr>
<td>5) Educational Media</td>
<td>EMI</td>
<td></td>
<td>EM II</td>
</tr>
<tr>
<td>6) Elementary Education</td>
<td>Elem. Ed.</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>7) Emotionally Handicapped</td>
<td>EH</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>8) English</td>
<td>English</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>9) Gifted Child Education</td>
<td>Health I</td>
<td></td>
<td>Health II, III or IV</td>
</tr>
<tr>
<td>10) Health Education</td>
<td>Math I</td>
<td></td>
<td>Math II</td>
</tr>
<tr>
<td>11) Mathematics</td>
<td>MR</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>12) Mental Retardation</td>
<td>PED</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>13) Physical Education</td>
<td>Early Childhood</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>14) Primary Education</td>
<td>Read I</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>15) Reading</td>
<td>SCI</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>16) Science</td>
<td>SST</td>
<td></td>
<td>Elective Module</td>
</tr>
<tr>
<td>17) Social Studies</td>
<td>SLD I</td>
<td></td>
<td>SLD II</td>
</tr>
<tr>
<td>18) Specific Learning Disabilities</td>
<td>TESOL I</td>
<td></td>
<td>TESOL II</td>
</tr>
<tr>
<td>19) Teaching English to Speakers of Other Languages*</td>
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</table>

* Florida students majoring in TESOL must present a TOEFL score of 550 or higher.

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 Applications; Computer Science Education = 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

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, 1988.

**Regular Core Courses***

<table>
<thead>
<tr>
<th>Master of Science:</th>
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<tbody>
<tr>
<td>M.S. Core I</td>
<td>M.S. Core II</td>
</tr>
<tr>
<td>CU 500 Modern Curriculum Design</td>
<td>EP 560 Survey of Exceptionalities</td>
</tr>
<tr>
<td><strong>CU 530 Measurement and Evaluation of Educational Systems</strong></td>
<td>AS 516 School Law</td>
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</tbody>
</table>

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<tr>
<th>Educational Specialist:</th>
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<tbody>
<tr>
<td>Ed.S. Core I</td>
</tr>
<tr>
<td>EDU 547 Teaching: Principles and Practices</td>
</tr>
<tr>
<td><strong>EDU 580 Educational Measurement</strong></td>
</tr>
</tbody>
</table>

* Special Core courses are required for degree programs in Educational Leadership, Educational Media, Health and TESOL. These are listed separately.

** 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.
Special Core Courses

Educational Leadership

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)

Educational Media

Completion of the Educational Media major leads to Florida Media Specialist certification.

M.S./Ed.S. Core I
EM 515 Reference and Information Services
EM 520 Instructional Role of the Media Specialist

M.S./Ed.S. Core II
EM 540 Organization of Library Media Collections
EM 545 Production of Instructional Video Programs
Health
M.S./Ed.S. Core I
HE 500 Foundations of Health Education
HE 535 Program Development in Health Education

MS./Ed.S. Core II
CU 514 Utilization of Multi-Sensory Materials
CU 519 Design of Mediated Learning Materials

TESOL
M.S./Ed.S. Core I
Regular Core Courses

M.S./Ed.S. Core II
BLE 546 Applied Curriculum Design in BLE/TESOL
BLE 547 Testing and Evaluation in BLE/TESOL

Nine-Credit Modules
1) 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

2) Computer Applications I
   BED 500 Word Processing with Microcomputers
   CSE 521 Computer Assisted Instruction, Courseware Version
   CSE 721 Administrative Applications of Microcomputers

3) Computer Applications II
   BED 522 Business Applications of Current Technology
   MC 615 Microcomputer Graphics
   MC 705 Communicating with Microcomputers

4) Computer Science Education I
   CSE 600 Teaching Computer Literacy
   CSE 617 Software Search and Evaluation
   CSE 736 Introduction to LOGO

5) Computer Science Education II
   CSE 680 Teaching BASIC Programming
   CSE 725 Programming Microcomputers
   CSE 735 Advanced Programming of Microcomputers in BASIC

6) Computer Science Education III
   CSE 621 Computer Assisted Instruction
   CSE 728 Programming Microcomputers in Pascal
   CSE 729 Advanced Programming of Microcomputers in Pascal

7) 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
8) Educational Leadership I (Administration)
   AS 500   Educational Resource Development
   CU 510   Survey of Educational Innovations
   CU 545   Educational Theory into Practice

9) 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

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

11) Educational Media II
    EM 525   Library Media Collection Development
    EM 530   Management of School Library Media Programs
    EM 535   Media for Young Adults

12) 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

13) Emotionally Handicapped
    EP 529   Educational Programming for the Emotionally Disturbed
             and Socially Maladjusted Child
    EP 530   Classroom Management: Methods and Techniques for the
             Emotionally Disturbed and Socially Maladjusted Child
    EP 532   Precision Teaching and Behavior Modification for the
             Emotionally Disturbed and Socially Maladjusted Child

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

15) 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

16) Health I
    HE 565   Human Sexuality in Health Education
    HE 570   Gerontology and the Health Educator
    HE 575   Drug Abuse in Health Education

17) Health II
    HE 526   Stress Management
    HE 545   Fitness Education
    HE 580   Health Counseling
18) **Health III**
   HE 502 Implications of Environmental Health
   HE 505 Consumer Health Education
   HE 510 Social Support Systems

19) **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

20) **Mathematics I**
   MAT 645 Topology and Non-Euclidean Geometry
   MAT 650 Advanced Euclidean Geometry
   MAT 655 Symbolic Logic and Set Theory

21) **Mathematics II**
   MAT 755 Linear Algebra
   MAT 760 Abstract Algebra
   MAT 765 Number Theory

22) **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

23) **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

24) **Reading I**
   RED 500 Techniques of Corrective or Remedial Reading
   RED 554 Assessment in Reading
   RED 570 The Reading Process

25) **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

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

27) **Social Studies**
   SST 610 Political Thought and Analysis
   SST 620 Contemporary Theories in Behavioral Science
   SST 630 Contemporary Social Problems/Issues
28) 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

29) 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

30) Teaching English to Speakers of Other Languages I
  BLE 500  Foundations of Bilingual Education
  BLE 545  Classroom Principles in Bilingual Education and TESOL
  BLE 567  Applied Linguistics: Contrastive Analysis

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

Course Descriptions

Core Courses (Regular)

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

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 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.

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 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.

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

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.

Adult Education

AS 610 Organization and Administration of Adult and Community
Education (3 Cr.)
Participating in this course are able to describe appropriate ways in which they can organize,
administer, and evaluate adult-oriented educational programs.

AS 630 Methods and Materials of Instruction for Adults (3 Cr.)
Following an exploration of various concepts, materials, and instructional
techniques which are appropriate for adults, 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.

Computer Applications

BED 500 Word Processing 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.
BED 522 Business Applications of Current Technology (3 Cr.)
Exploring recent developments in technology, participants will examine specific business concepts which apply to the use of microcomputers. Extensive hands-on experience with microcomputers is featured. Teachers will have the opportunity to operate business oriented software on the microcomputers and explore the full range of business applications within an office and/or classroom setting.

CSE 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 Caeware 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.

CSE 721 Administrative Applications of Microcomputers (3 Cr.)
This course will examine the evolving role of microcomputers 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.

MC 615 Microcomputer Graphics (3 Cr.)
This is an introductory course in microcomputer graphics. Students will review hardware and software aspects of graphics on microcomputers in a hands-on laboratory setting. Emphasis will be on the invention of graphics applications for their own use.

MC 705 Communicating with Microcomputers (3 Cr.)
Experience in adapting the personal microcomputer to use common telephone lines to communicate with various data sources and with other computers to bring current information, including the location and retrieval of information on various topics, into the curriculum and office. (modem required).

Computer Science Education

CSE 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.

CSE 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.
CSE 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.

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

CSE 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.

CSE 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.

CSE 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.

CSE 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.

CSE 736 Introduction To LOGO (3 Cr.) The elementary teacher will explore ways to use the microcomputer to help youngsters solve problems. The technique of LOGO will be the vehicle used.

Educational Leadership

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 include acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

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 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.

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 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.

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)
Educational Media

EM 500 Philosophy of School Library Media Programs (3 Cr.) This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation and evaluation; research applications; and trends and issues that influence school media programs.

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

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

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

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

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

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

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

EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles and techniques of descriptive cataloging, methods of organizing media resources, and the application of technology to bibliographic methods.
EM 545 Production of Instructional Video Programs (3 Cr.) This course provides laboratory experience in the production and utilization of video programs for instructional purposes, and methods of teaching video production.

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.

Emotionally Handicapped

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.

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.
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.

Mathematics

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

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

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

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

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

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

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.

Primary Education

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.

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.

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.

Specific Learning Disabilities

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.

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.

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 5261 Workshop in Learning Disabilities (Theory) (3 Cr.) A practical introductory overview of the field of learning disability with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading, and techniques for individualization based on evaluation.
EP 5262 Workshop in Learning Disabilities (Practice) (3 Cr.)
Application of techniques of individualized instruction for the LD child.
This course requires the demonstration and application of diagnostic and remedial skills.

EP 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.

TESOL

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 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 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.

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.
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 from professional colleagues or supervisors 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 from professional colleagues or supervisors 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 or supervisors. All items for the student file should be mailed directly to GEM or submitted to a GEM 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:

- Students must be in attendance at the site for the first night of class.
- 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 Educational Leadership, Educational Media, 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 degree program for Florida teachers accepts no transfer of credits.
• Administration certification requirements differ among the states. Therefore, it is important for non-Florida Educational Leadership 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 (All fees are subject to change without notice.)

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Tuition</td>
<td>$190/credit</td>
</tr>
<tr>
<td>Educators</td>
<td>$130/credit</td>
</tr>
</tbody>
</table>

*This a one-time, nonrefundable fee (no cash accepted)*

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 $390 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $390 is due no later than the fifth class session. The third payment of $390 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.

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 $390 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $390 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) ...........................................$780

The full tuition or initial payment of $390 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of $390 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. 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.

Note: Payment of the $200 maintenance fee does not extend the repayment of student loans for those who have received same. Lending institutions may seek repayment of loans even though the practicum may not yet be completed.

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 .....................................................$95

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 service 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

- All computer courses ..................................................$5/credit
- Educational Media courses: EM 505 and EM 545 ...........$5/credit
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 of the final class meeting of the module or course, or sooner if stipulated by the instructors. Otherwise a grade of F will automatically appear in the permanent records.

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 Registrar: Nova University.
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 1-800-541-NOVA, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Planning and Resources. Nova University GEM Programs offers all Educators a scholarship of $60 per credit. Educators pay $130/credit. Information concerning veterans' benefits is available by using the toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.

Application and Registration

The Graduate Admissions Application form 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 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.

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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

FORT LAUDERDALE
Linda R. Lopez
B.S. Nova University
M.S. Nova University
Ed.D. Nova University

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

FORT MYERS
Carrie Robinson
B.A. Florida A&M University
M.A. Florida A&M University
Ed.S. University of South Florida
Ed.D. Nova University

GAINESVILLE
John W. Buys
B.A. Hope College
M.A. Purdue University
Ph.D. University of Florida

JACKSONVILLE
Marlene J. Kovaly
B.A. St. Francis Academy
M.Ed. University of Pittsburgh
Ph.D. University of Florida

LAS VEGAS, NEVADA
Richard L. Lundquist
B.S. Northern Illinois State College
M.A. Northern Arizona University

MELBOURNE
Shirley Ross
B.A. Rollins College
M.S. Nova University

MIAMI
John A. McKinney
B.S. Florida A&M University
M.S. Barry College
Ed.D. Nova University

FRANCES C. Winfrey
B.S. Texas Tech University
M.S. Florida International University
Ed.D. Nova University

ORLANDO
Janice Davis-Dike
B.A. University of Central Florida
M.A. University of Central Florida
Ed.D. Candidate, Nova University

PHOENIX, ARIZONA
Deo Nellis
B.A. State University of N.Y.
at Buffalo
M.S. Nova 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
Elizabeth Argott
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
GEM Personnel

RICHARD GOLDMAN, Ph.D.
Dean, Center for the Advancement of Education

J. DONALD STANIER, Ph.D.
Director, GEM Programs

CARMEN E. DUMAS, Ed.D.
Director of Practicums

VERA FLIGHT, M.S.
Coordinator of Marketing

ROBERT K. GREENE, B.A.
Student Advisor

TONI HEPPLER, M.S.
Coordinator of Instructional Resources

MARY KREUTZER, B.S.
Student Advisor

JOHANNE PECK, Ph.D.
Director of Research and Program Development

ELIZABETH A. POLINER, Ed.S.
Director, Information Retrieval Service

SANDRA K. RAMIREZ
Supervisor of Operations

MARK SEDLNE, M.Ed.
Student Advisor

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 1988/89 academic year is April 1, 1988. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for 1988/89 is April 15, 1989.

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
1-800-541-NOVA, Ext. 7410

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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 document are approved for veteran's training by the Florida Department of Education. Eligible veterans and veterans’ dependents should contact for more information, the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305-475-7414.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F - Fail</td>
<td>0.0</td>
</tr>
<tr>
<td>P - Pass</td>
<td>0.0</td>
</tr>
<tr>
<td>WWP - Withdrawn Without Penalty</td>
<td>-</td>
</tr>
<tr>
<td>I - Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>MG - Mp Grade (Not assigned by the instructor)</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova libraries are connected with the DIALOG Information Retrieval System and other national bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as those of Miami-Dade Community College, Barry University, Florida International University, and St. Thomas University. Believing in maximum interchange of community educational resources, Nova University also maintains cooperative arrangements with other academic libraries in the area including the Professional Library of the Broward County Public Schools.
The Library Media Services provide a complete non-print media service including educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

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

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

Information Retrieval Service

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

**Doctor of Business Administration (D.B.A.)**


**Doctor of Business Administration—International Management (D.B.A.-I.M.)**

**Doctor of Education (Ed.D.) in:**
- Computer Education
- Early and Middle Childhood Education
- 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.)**

**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 (19 majors)
- School Psychology

**Master's Degrees**

**Master of Accounting (M.Ac.)**

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

**Master of Business Administration (M.B.A.)**

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

**Master of Public Administration (M.P.A.)**

**Master of Science (M.S.) in:**
- Child and Youth Care Administration
- Coastal Zone Management
- Computer Applications
- Computer Education
- Computer-Based Learning
- Computer Science
- Computer Studies
- Counseling Psychology
- Criminal Justice
- Education (19 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
- Training and Learning

**Bachelor's Degrees**

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

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M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development, Ed.D. Program in Early and Middle Childhood
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education Details</th>
</tr>
</thead>
</table>
| JACK MILLS            | Director, M.S. Program in Speech and Language Pathology | B.A. University of Texas  
M.A. University of Texas  
Sc. D. Johns Hopkins University |
| PETER K. MILLS        | Associate Director, Programs for Higher Education | B.A. Saint Peter's College  
M.Ed. Rutgers University  
Ed.D. Rutgers University |
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Ph.D. Michigan State University |
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M.S. East Tennessee State University  
Ed.D. The University of Mississippi |
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M.S. Nova University  
Ed.D. Nova University |
| GAIL NEWMAN           | Speech Pathologist, Master's Program in Speech and Language Pathology | B.A. Temple University  
M.A. Temple University |
| BARBARA PACKER        | Coordinator, Audiology and Clinical Operations | M.S. Program in Speech and Language Pathology  
B.A. Rutgers University  
M.S. Columbia University |
| MICHELLE A. PARK      | Coordinator of Student Clinical Practicums, M.S. Program in Speech and Language Pathology | B.A. University of Miami  
M.S. University of South Florida |
| JOHANNE PECK          | Director of Research and Program Development  | B.S. University of Maryland  
M.A. University of Maryland  
M.S. City College of New York  
Ph.D. University of Maryland |
| ELIZABETH A. POLINER  | Director, Information Retrieval Service       | B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova University |
| NORMAN W. POWELL, JR. | Associate Director, Master's Program for Child and Youth Care Administrators | B.A. American University  
M.Ed. American University  
Ed.D. American University |
| SYLVIA PRANT          | Administrative Assistant                      | Master's Program for Child and Youth Care Administrators                       |
| SANDRA K. RAMIREZ    | Supervisor of Operations                      | GEM Programs                                                                  |
| MARY ELLEN SAPP       | Director of Practicums, Ed. D. Program in Early and Middle Childhood, 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         | Dean, University School; Director, Family Center; National Lecturer, Ed. D. Program in Early and Middle Childhood | B.A. Wellesley College  
M.S.W. McGill University  
Ph.D. Nova University |
| MARK SEDLNE           | Student Advisor                               | B.A. University of South Florida  
M. Ed. Florida Atlantic University |
| STEPHEN L. SIPLET     | Director, Student Affairs                      | B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University |
Dear Applicant:

Admissions forms for the GEM Programs have been perforated for easy separation. Checklist for applications for admission process:

- Graduate Admissions Application Form with $30 application fee made payable to Nova University. Complete all information requested and sign back of the application form.

- Transcript Request and Transmittal Forms to be sent to your undergraduate and graduate degree-conferring institutions and to any institution from which you have received credits which you wish to have transferred to Nova.

- Recommendation Forms to be distributed to three professional colleagues or supervisors who can comment on your academic and/or professional performance.

- Photocopy of your teaching certificate (if certified) to be submitted.

All information should be directed to:

Director
GEM Programs
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314

The admissions process will be delayed if any of the above items are incomplete.

We wish you the best of success with your program.

Sincerely,

J. Donald Stanier, Ph.D.
Director, GEM Programs
Graduate Admissions Application
The GEM Programs

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

(Type or Print)

Expected Starting Date _____ / _____ / _____ Site Location __________
Mo.  Day   Year City State

Soc. Sec. # / / _____ Sex: ( ) M ( ) F Date of Birth _____ / _____ / _____
Mo.   Day   Year

Last Name __________________________ First Name __________________________ M.I. ______
Maiden Name __________________________

Legal / Permanent Address: __________________________ Street & Number __________________________ Apartment ______
City __________________________ State ______ Zip ________

Home Telephone ________ Business Telephone ________

Mailing Address While Attending Nova __________________________ City State Zip ______

EMERGENCY Contact:
Name __________________________ Home Telephone ________ Business Tel. Ext. ______
________________________
Address

ACADEMIC GOAL: Master's [ ] Educational Specialist [ ] Certification, non-degree [ ]

Planned Major: Please check only one:
[ ] Adult Education [ ] Emotionally Handicapped [ ] Physical Education
[ ] Computer Applications [ ] English [ ] Primary Education
[ ] Computer Science Education [ ] Gifted Child Education [ ] Reading
[ ] Educational Leadership [ ] Health Education [ ] Science
[ ] Educational Media [ ] Mathematics [ ] Social Studies
[ ] Elementary Education [ ] Mental Retardation [ ] Specific Learning Disabilities
[ ] Reading
[ ] Physical Education [ ] TESOL

Please list all colleges and universities attended. Official transcripts from all institutions are required.

Name of College __________________________________________
State __________________________
(Mo/Yr) __________________________

Major Field __________________________
Degree __________________________ (Mo/Yr) G.P.A.

Please complete other side
Do you intend to transfer any graduate level credits toward your degree?  
____ Yes  ____ No  If yes, list: Course number, title, institution, and dates:

CITIZENSHIP STATUS:
____ U. S. Citizen  
____ Non-resident Alien  
____ Resident Alien  

Do you require an I-20?  Yes______ No______  
If you have a visa, indicate Status Code ___________  
Country of Citizenship ____________________________  
Native Language ________________________________  

Additional procedures are required for admission of non-resident alien students.

ETHNIC ORIGIN DATA: (This information is required for reporting purposes only)  
Check one of the following:  
____ Hispanic Origin  
____ White Not of Hispanic Origin  
____ Black Not of Hispanic Origin  
____ Asian or Pacific Islander  
____ American Indian or Native Alaskan

APPLICANT STATUS AT TIME OF APPLICATION:  
First time attending Nova University?  ____ Yes  ____ No  
Returning to Nova after absence?  ____ Yes  ____ No

TEACHING CERTIFICATION:  
State _____________  
Areas of certification ______________________ / ______________________ /

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

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

Applicant Signature __________________________ Date ____________

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

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

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution. Please return the transmittal form along with my official transcripts.

A. I attended your school from __________________ to __________________

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

Last First Middle/Maiden

C. My student identification number was: __________________________ __________

Thank you for your assistance.

Student: __________________________

Address: __________________________

Sincerely,

Signature

TRANSCRIPT TRANSMITTAL FORM

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

Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Name

Address

Street

City State Zip

Social Security # __________/__________/_________ Date

PLEASE SEND ______ COPIES TO NOVA UNIVERSITY __________________________

Indicate Program Applied for
The GEM Programs

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<tr>
<th>Last</th>
<th>First</th>
<th>Middle/Maiden</th>
</tr>
</thead>
</table>

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Thank you for your assistance.

Student: ____________________________
Address: ____________________________

Sincerely,

Signature

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Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Name
Last
First
Middle/Maiden
Address
Street
City
State
Zip
Social Security # ___________ / ___________ / ___________ Date _______________________

PLEASE SEND _____ COPIES TO NOVA UNIVERSITY ____________ Indicate Program Applied for
The GEM Programs

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   Last   First   Middle/Maiden

C. My student identification number was: ________________________________________

Thank you for your assistance.

Student: ___________________________  Sincerely, ___________________________

Address: ____________________________________________  Signature_________________

TRANSCRIPT TRANSMITTAL FORM

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

Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Name: ____________________________________________

Address: ____________________________________________

Street

City  State  Zip

Social Security # __________ / __________ / __________  Date __________

PLEASE SEND _______ COPIES TO NOVA UNIVERSITY __________________________

Indicate Program Applied for
The above named person is seeking admission to our master's or educational specialist degree program. Please state why you do or do not feel the applicant will successfully complete our graduate teacher education program.

Please send to:
Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Signature of person preparing the letter of recommendation

Name__________________________________________
Position________________________________________
Address________________________________________

(Street)

(City) (state-zip)

Phone: (____)_________________________________
The GEM Programs

RECOMMENDATION FORM

Name of Applicant: ____________________________ Social Security # ___/___/____
(Please print or type) Last First Middle

Home Address ______________________________________________________________
(street)

(city) (state) (zip)

Telephone (___)____________________________________________________________

The above named person is seeking admission to our master's or educational specialist degree program. Please
state why you do or do not feel the applicant will successfully complete our graduate teacher education program.

Please send to:
Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Signature of person preparing the letter of recommendation

Name______________________________

Position____________________________

Address____________________________

(Street)

(City) (state-zip)

Phone: (___)_______________________
The GEM Programs

RECOMMENDATION FORM

( ) M.S.  ( ) Ed.S.

Name of Applicant: _______________________________ Social Security # _______ / ______ / ______
(Please print or type) Last ____________ First ____________ Middle ____________

Home Address

(Street)

(city) (state) (zip)

Telephone (_______)

The above named person is seeking admission to our master's or educational specialist degree program. Please state why you do or do not feel the applicant will successfully complete our graduate teacher education program.

Please send to:
Director
GEM Programs
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

Signature of person preparing the letter of recommendation

Name______________________________
Position__________________________
Address____________________________

(Street)

(City) (state-zip)

Phone: (____)_____________________