1991

GEM Master's and Educational Specialist Degrees and Graduate Courses in Education 1991-1992

Nova University

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THE GRADUATE EDUCATION MODULE PROGRAM

Master's and Educational Specialist Degrees and Graduate Courses in Education 1991-1992

NOVA UNIVERSITY CENTER FOR THE ADVANCEMENT OF EDUCATION
THE GRADUATE EDUCATION MODULE PROGRAM

Master's and Educational Specialist Degrees and Graduate Courses in Education 1991-1992

Published June 1991

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

Policies and programs set forth in this catalog are effective through August 31, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at the discretion of the Nova University administration.
From the President

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

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

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

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

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

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

Come to our campus offices or call toll-free for program information:
8:30 A.M. - 5:00 P.M., Monday-Friday
Broward County, Florida 475-7440
Dade County, Florida 940-6447, Ext. 7440
All other areas (800) 541-6682, Ext. 7440
From the Dean

Leaders in the educational reform and restructuring movements are now recommending that graduate teacher education programs follow processes that have been at the core of the GEM Program for more than a decade. Preparing educators to be developers of new knowledge, linking theory with practice, fostering a close understanding of actual instructional practice in the schools—these are just some of the philosophical bases upon which GEM has operated through the years.

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

- Numerous state, district, and school teachers of the year in Florida, Arizona, and Nevada
- Some 1,000 applied research/school improvement projects (practicum internships) completed each year and disseminated nationally
- Countless promotions to administrative positions, grade level and department chairperson, etc.

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

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

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

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

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

The Center for the Advancement of Education offers:

At the doctoral level--

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

At the master's or educational specialist level--

- M.S. in Child Care Administration
- M.S. in Child and Youth Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language Pathology
- The GEM Program, M.S. and Ed.S. in 20 majors
From the Director

We are in our 12th 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 1,200. This makes us the largest graduate teacher education program in the nation. We believe the key factors contributing to the success of the GEM model are as follows:

- Classes are scheduled at the 14 sites in all-day Saturday sessions and summer intensives, the best formats for working professionals.

- The instructional staff includes highly qualified, successful local practitioners in their disciplines, "practicing what they teach."

- The curriculum is oriented toward practice and the real world of schools and districts, focusing on research with practical applications.

- The practicum internship in each major offers unique opportunities for the practice of new roles in appropriate school- or district-wide settings and an opportunity to apply research in an educational improvement project with an impact on the educational setting.

- GEM student services, from admissions through graduation, are delivered by staff members at the site locations and on the main campus in Fort Lauderdale who believe that students are not "numbers," but rather respected professional colleagues.
The Graduate Education Module Program

The Graduate Education Module (GEM) Program is an array of majors in teacher education and school administration providing opportunities for professionals who work full time to earn master's and educational specialist degrees. The majors enable teachers and others working in education to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

Classes are held at locations and times that make the program accessible to working professionals. The instructional delivery system is designed so that busy professionals can opt to complete the degree program in one year or skip a term if necessary. Instructional teams include practitioners from local school districts who successfully practice what they teach.

Majors available are:
- Adult Education Administration
- Computer Applications
- Computer Science Education
- Educational Leadership (Administration K-12)
- Educational Media
- Elementary Education
- Emotionally Handicapped
- English
- Gifted Child Education
- Health Education
- Mathematics
- Mentally Handicapped
- Middle Grades (spring term 1992)
- Physical Education
- Prekindergarten/Primary
- Reading
- Science
- Social Studies
- Specific Learning Disabilities
- Teaching English to Speakers of Other Languages
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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.
THE GRADUATE EDUCATION MODULE PROGRAM

Classroom locations and local site administrators

BRADENTON
Bayshore High School
5323 34th Street West
Mr. William Lance, Site Administrator
(813) 758-3631

DAYTONA BEACH
Spruce Creek High School
801 Taylor Road
Port Orange
Mr. James Whitaker, Site Administrator
(904) 252-3200

FORT LAUDERDALE
McFatter Vocational School Medical Building
6500 Nova Drive
Davie
Dr. Linda Lopez, Site Administrator
(305) 424-3935
Mr. Robert Greene, Assistant Site Administrator
(305) 475-7440

FORT MYERS
Bayshore Elementary School
Route 41 - Williams Road
Dr. Carrie Robinson, Site Administrator
(813) 352-0100

FORT PIERCE
(800) 541-6682, Ext. 7440

GAINESVILLE
Gainesville High School
1900 NW 13th Street
Dr. Jack Buys, Site Administrator
(904) 371-0533

JACKSONVILLE
Florida Community College at Jacksonville
Downtown Campus
101 State Street
Mr. Clyde Stokes, Site Administrator
(904) 751-2790

LAS VEGAS
Bishop Gorman High School
1801 Maryland Parkway
Mr. Steve Rudish, Site Administrator
(702) 870-6682

MELBOURNE
Brevard Community College
3865 North Wickham Road
Ms. Shirley Ross, Site Administrator
(407) 636-3896

MIAMI
G. Holmes Braddock Senior High
3601 SW 147th Avenue
Ms. Louise Harms, Site Administrator
(305) 225-9729 or (305) 827-4761
Dr. John McKinney, Site Administrator
(305) 385-4255

ORLANDO
University High School
11501 Eastwood Drive
Ms. Carol Quick, Site Administrator
(407) 277-4561

PHOENIX
Nova University Office
8601 North Black Canyon Highway
Dr. Deo Nellis, Site Administrator
(602) 995-5999

TAMPA
Van Buren Junior High School
8715 North 22nd Street
Ms. Liz Argott, Site Administrator
(813) 685-3515
Ms. Peggy Landers, Assistant Site Administrator
(813) 736-1609

WEST PALM BEACH
Palm Beach Lakes Community High School
3505 Shiloh Drive
45th Street and Military Trail
Dr. Michael Robbins, Site Administrator
(407) 582-5247
Ms. Linda Cartlidge, Assistant Site Administrator
(407) 744-8249
GEM Program Academic Calendar

FALL TERM 1991

New Student Information Meeting: August 24, 9:00 A.M. - NOON
On-site Registration Day: August 24, 9:00 A.M. - NOON

First Course: September 7, 14, 21, 28
October 5
Second Course: October 12, 19, 26
November 2, 9
Third Course: November 16, 23
December 7, 14, 21

All classes Saturday 8:30 A.M.-4:30 P.M.

WINTER TERM 1992

New Student Information Meeting: November 23, 9:00 A.M. - NOON
On-site Registration Day: December 7, 9:00 A.M. - NOON

First Course: January 11, 18, 25
February 1, 8
Second Course: February 15, 22, 29
March 7, 14
Third Course: March 21, 28
April 4, 11, 25
(Miami Site: April 4, 18, 25)

All classes Saturday 8:30 A.M.-4:30 P.M.

SPRING TERM 1992

New Student Information Meeting: March 28, 9:00 A.M. - NOON
On-site Registration Day: April 4, 9:00 A.M. - NOON

First Course: Saturdays 8:30 A.M.-4:30 P.M.
May 2, 9, 16, 23
June 6

Second Course: Saturday, June 13, 8:30 A.M.-4:30 P.M.
June 6

Last Dates for Course Registration Without Incurring Late Fee
(In Person) (By Mail)*

FALL TERM 1991

August 31 August 24
October 5 September 28
November 9 November 2

WINTER TERM 1992

January 4 December 28
February 8 February 1
March 14 March 7

SPRING TERM 1992

April 25 April 11
June 6 May 23

*postmark date
### SUMMER TERM 1992

**New Student Information Meeting:** June 13, 9:00 A.M. - NOON  
**On-site Registration Day:** June 20, 9:00 A.M. - NOON

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>(In Person)</th>
<th>(By Mail)*</th>
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<tbody>
<tr>
<td><strong>Third Course:</strong></td>
<td>Saturday, June 20, 8:30 A.M. - 4:30 P.M.</td>
<td>June 13</td>
<td>June 6</td>
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<tr>
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<td>Monday, June 22, 4:00-10:00 P.M.</td>
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<td>Tuesday, June 23, 4:00-10:00 P.M.</td>
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<td>Wednesday, June 24, 4:00-10:00 P.M.</td>
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<td>Thursday, June 25, 4:00-10:00 P.M.</td>
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<td>Friday, June 26, 4:00-10:00 P.M.</td>
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**Last Dates for Course Registration Without Incurring Late Fee**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>First Course:</strong></td>
<td>June 20</td>
<td>June 13</td>
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<td>June 27, 8:30 A.M. - 4:30 P.M.</td>
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<td>Monday, June 29, 4:00-10:00 P.M.</td>
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<td>Tuesday, June 30, 4:00-10:00 P.M.</td>
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<td>Thursday, July 2, 4:00-10:00 P.M.</td>
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<td>Friday, July 3, 4:00-10:00 P.M.</td>
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<td>Monday, July 6, 4:00-10:00 P.M.</td>
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| **Second Course:** | June 30 | June 23 |
|                   | Tuesday, July 7, 4:00-10:00 P.M.       |             |            |
|                   | Thursday, July 9, 4:00-10:00 P.M.      |             |            |
|                   | Friday, July 10, 4:00-10:00 P.M.       |             |            |
|                   | Saturday, July 11, 8:30 A.M. - 4:30 P.M. |             |            |
|                   | Monday, July 13, 4:00-10:00 P.M.       |             |            |
|                   | Tuesday, July 14, 4:00-10:00 P.M.      |             |            |

| **Third Course:** | July 9 | July 2 |
|                   | Thursday, July 16, 4:00-10:00 P.M.     |             |            |
|                   | Friday, July 17, 4:00-10:00 P.M.       |             |            |
|                   | Saturday, July 18, 8:30 A.M. - 4:30 P.M. |             |            |
|                   | Monday, July 20, 4:00-10:00 P.M.       |             |            |
|                   | Tuesday, July 21, 4:00-10:00 P.M.      |             |            |
|                   | Thursday, July 23, 4:00-10:00 P.M.     |             |            |

| **Single Course:** | July 18 | July 11 |
|                   | Saturday, July 25, 8:30 A.M. - 4:30 P.M. |             |            |
|                   | Monday, July 27, 4:00-10:00 P.M.        |             |            |
|                   | Tuesday, July 28, 4:00-10:00 P.M.       |             |            |
|                   | Thursday, July 30, 4:00-10:00 P.M.      |             |            |
|                   | Friday, July 31, 4:00-10:00 P.M.        |             |            |
|                   | Monday, August 3, 4:00-10:00 P.M.       |             |            |

*postmark date
GEM PROGRAM, 1991 - 1992
IMPORTANT DATES AND DEADLINES

July 15, 1991  All financial aid forms for fall term should be completed and submitted to Nova and United Student Aid Funds by this date.

November 15, 1991 All financial aid forms for winter term should be completed and submitted to Nova and United Student Aid Funds by this date.

March 15, 1992 All financial aid forms for spring term should be completed and submitted to Nova and United Student Aid Funds by this date.

April 25, 1992 Degree applications must be submitted by this date by all persons intending to participate in the June graduation ceremony.

May 10, 1992 All financial aid forms for summer term should be completed and submitted to Nova and United Student Aid Funds by this date.

Tuition Deadline for payment of tuition for each course is the end of the first class session for the course.
# Practicum Orientation Workshops

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<tr>
<th>SITE</th>
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<th>TIME</th>
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<tbody>
<tr>
<td>BRADENTON</td>
<td>Bayshore High School</td>
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<td>7/25/92</td>
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<td>9/26/92</td>
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<td>DAYTONA BEACH</td>
<td>Spruce Creek High School</td>
<td>9/11/91</td>
<td>6:00 P.M.</td>
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<td>9/09/92</td>
<td>6:00 P.M.</td>
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<td>FORT LAUDERDALE</td>
<td>Information Retrieval Service</td>
<td>9/25/91</td>
<td>7:30 P.M.</td>
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<td></td>
<td>Trailer, Room 3</td>
<td>1/22/92</td>
<td>7:30 P.M.</td>
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<td>4/22/92</td>
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<td>9/23/92</td>
<td>7:30 P.M.</td>
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<tr>
<td>FORT MYERS</td>
<td>Bayshore Elementary School</td>
<td>9/11/91</td>
<td>(TENTATIVE)</td>
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<td></td>
<td>Media Center</td>
<td>1/09/92</td>
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<td>9/17/92</td>
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<td>FORT PIERCE</td>
<td>Fort Pierce</td>
<td>9/21/91</td>
<td>3:00 P.M.</td>
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<td>Dan McCarty Middle School</td>
<td>1/25/92</td>
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<td>GAINESVILLE</td>
<td>Gainesville High School</td>
<td>9/24/91</td>
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<td>Media Center</td>
<td>1/16/92</td>
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<td>9/17/92</td>
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<tr>
<td>JACKSONVILLE</td>
<td>FCCJ-Downtown Campus</td>
<td>9/28/91</td>
<td>3:00 P.M.</td>
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<tr>
<td></td>
<td>Room 2091</td>
<td>1/11/92</td>
<td>3:00 P.M.</td>
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<tbody>
<tr>
<td>LAS VEGAS</td>
<td>Gorman High School</td>
<td>9/11/91</td>
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<td>9/09/92</td>
<td>4:00 P.M.</td>
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<td>MELBOURNE**</td>
<td>Brevard Community College</td>
<td>9/20/91</td>
<td>6:00 P.M.</td>
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<tr>
<td></td>
<td>Student Center, Room 210</td>
<td>1/31/92</td>
<td>6:00 P.M.</td>
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<tr>
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<td></td>
<td>4/24/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/24/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/25/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td>MIAMI</td>
<td>G. Holmes Braddock Senior High</td>
<td>9/11/91</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td>3601 SW 147th Ave.</td>
<td>1/15/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td>Main Office (220-9400)</td>
<td>4/14/92</td>
<td>6:00 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>7/15/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/15/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td>ORLANDO**</td>
<td>University High School</td>
<td>9/26/91</td>
<td>4:00 P.M.</td>
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<tr>
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<td>1/25/92</td>
<td>4:00 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>4/25/92</td>
<td>4:00 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>8/03/92</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/12/92</td>
<td>4:00 P.M.</td>
</tr>
<tr>
<td>PHOENIX</td>
<td>'8601 North Black Canyon #117</td>
<td>9/25/91</td>
<td>6:00 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>1/07/92</td>
<td>6:00 P.M.</td>
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<td>4/07/92</td>
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<td>6:00 P.M.</td>
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<tr>
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<td>9/01/92</td>
<td>6:00 P.M.</td>
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<tr>
<td>TAMPA</td>
<td>Van Buren Junior High School</td>
<td>9/19/91</td>
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<td>1/23/92</td>
<td>6:30 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>4/23/92</td>
<td>6:30 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/23/92</td>
<td>6:30 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/24/92</td>
<td>6:30 P.M.</td>
</tr>
<tr>
<td>WEST PALM BEACH</td>
<td>Palm Beach Lakes Com. High School</td>
<td>9/11/91</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td>South of the intersection of 45th Street</td>
<td>1/08/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td>and Military Trail</td>
<td>4/08/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/08/92</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/09/92</td>
<td>6:00 P.M.</td>
</tr>
</tbody>
</table>

**Call site to confirm dates**
Admission to the Graduate Education Module Program

(Admission Forms are in the back of this catalog)

Admission to the Master of Science Degree Program

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

The applicant must:
• Have earned a baccalaureate degree from a regionally accredited college or university
• Provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant's ability to undertake graduate study successfully
• Provide an official transcript from his or her undergraduate degree-granting college or university (an official transcript is one that bears a university signature and raised seal)
• Submit a photocopy of a teaching certificate (if applicable)
• Submit a completed application form accompanied by a $30 nonrefundable application fee.

Admission to the Educational Specialist Degree Program

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

The applicant must:
• Have earned a master's degree from a regionally accredited college or university
• Provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant's ability to undertake graduate study successfully
• Provide an official transcript from his or her undergraduate degree-granting college or university (an official transcript is one that bears a university signature and raised seal)
• Submit a photocopy of a teaching certificate (if applicable)
• Submit a completed application form accompanied by a $30 nonrefundable application fee.

Special Additional Requirements for Admission to the M.S. or Ed.S. Degree or Modified Core Program in Educational Leadership

• Document two years of successful teaching experience
• Have earned a minimum grade point average of 3.0 in the last 60 hours of the undergraduate program

or

have a minimum combined score of 1000 on the Verbal and Quantitative Scales of the Graduate Record Exam.

EXCEPTIONS:
• Persons with a master's degree from a regionally accredited college or university
• Persons admitted to Nova University's master's or educational specialist degree program in educational leadership prior to September 1, 1991
• Persons enrolling at sites in Arizona and Nevada.

Admission to Degree Candidacy

All students enter the GEM Program on a probationary basis. GEM students become eligible for admission to degree candidacy (master's or educational specialist) after successful completion of the Common Module. The requirements for admission to degree candidacy are:

• A 3.0 (“B”) grade point average or higher in the Common Module
• A completed admissions credential file, as indicated above. All items for the credential file should be mailed directly to GEM or be submitted to a GEM staff member.
Special Students

Special students, i.e., nondegree-seeking students, are welcomed by the GEM Program. Among the various purposes for enrolling under special student status are:

- Completion of courses required for certification renewal
- Completion of courses to satisfy requirements for addition of certification or endorsement coverages
- "Trying out" the GEM Program.

Transfer of Credits

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

- The student's major program allows for transfer of credit.
- The credits were earned at a regionally accredited graduate institution, within a five-year period preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades assigned the courses were either "A" or "B.
- An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.
- A Request for Transfer of Credit form has been completed by the student. (Forms are available at all GEM sites.)
- Final approval of transfer of credits has been given by the appropriate student adviser.
- No transfer of credit will be applied to the Common Module.
- No transfer of credit will be applied to the practicum or the student's major module when only one module is required in the degree program.

Credits transferred in will decrease the overall total of 36 credits required for GEM degree programs, but will not be computed in the student's grade point average.

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

PROGRAM COMPONENTS

Degree-seeking students in all GEM majors at either degree level must successfully complete the following program components in satisfaction of the 36 semester hours of credit requirement.

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE COMMON MODULE</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>A MAJOR MODULE</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>A SECOND MAJOR OR ELECTIVE MODULE</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>THE SINGLE COURSE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>THE PRACTICUM INTERNSHIP</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

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

Common Module

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

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

- It includes a comprehensive orientation to the practicum internship, covering needs assessment, techniques, the literature search, and other applied research methodologies.
- It includes clear, standardized procedures for application for full admission to degree candidacy, requiring a 3.0 grade point average or higher.
- It provides diagnosis of written communication skills and recommendations for remedial strategies, when necessary, for attaining the required levels of proficiency.
- It includes a computer literacy course counted as infield for the renewal of any Florida certification coverage.
- It introduces the most current pre-K-12 computer technology to all GEM majors.
- It provides the curriculum and instruction content and the pair of emphasis area courses required by Florida law for initial certification in educational leadership (school administration), as well as for many other GEM majors.

Major and Elective Modules

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

These nine-credit learning experiences may be MAJOR or ELECTIVE MODULES, depending on the student's particular program. In many cases these will both be MAJOR MODULES, to accommodate the number of courses required to add a state certification coverage or endorsement. In most cases when additional certification coverage is not being pursued, e.g., elementary education, physical education, social studies, or science, one of the two is a MAJOR MODULE and the other an ELECTIVE MODULE. An ELECTIVE, any available module selected by the student, may be taken before a MAJOR MODULE.

The Single Course

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

The Practicum Internship Module

The PRACTICUM INTERNSHIP is a six-credit educational improvement project that is introduced during the Common Module and explained in the Practicum Internship Handbook. The student qualifies to begin the Practicum Internship after successful completion of the Common Module and Writing Assessment. The student registers for the practicum at a required Practicum Orientation Workshop (POW), which is available at all sites four times during the year. Support is provided to the student by a local practicum adviser, a building-level supervisor who serves as mentor, and the University central office staff. Each project is developed in the student's major and must be implemented in the work setting for a minimum of 12 weeks.
The PRACTICUM INTERNSHIP involves the student in a closely collaborative effort with:

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

Initial steps leading to the PRACTICUM INTERNSHIP:

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

**Time Limit**

Students have four years to complete all requirements for their degree, dating from the first term in which they registered for Nova courses applied toward their degree program. The time limit includes courses taken as a special or nondegree-seeking student, if those courses are used to meet degree requirements.
The GEM Majors

The chart below displays the 20 major programs available and the three modules and the single course required for a degree in each major. A six-semester-hour Practicum Internship is also required.

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>CM: COMMON MODULE</th>
<th>MODULE</th>
<th>MODULE</th>
<th>MODULE</th>
<th>SINGLE COURSE</th>
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</thead>
<tbody>
<tr>
<td>Adult Education Administration</td>
<td>CM</td>
<td>Adult</td>
<td>Elective</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>CM</td>
<td>CAP I</td>
<td>CAP II</td>
<td></td>
<td>CSE 670</td>
</tr>
<tr>
<td>Computer Science Education</td>
<td>CM</td>
<td>CSE I</td>
<td>CSE II</td>
<td></td>
<td>CSE 670</td>
</tr>
<tr>
<td>Educational Leadership (Administration K-12)</td>
<td>CM</td>
<td>EL I</td>
<td>EL II</td>
<td></td>
<td>EL 600</td>
</tr>
<tr>
<td>Educational Media</td>
<td>CM/EM I</td>
<td>EM II</td>
<td>EM III</td>
<td></td>
<td>EM 520</td>
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<tr>
<td>Elementary Education</td>
<td>CM</td>
<td>Elem Ed</td>
<td>Elective</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Emotionally Handicapped</td>
<td>CM</td>
<td>EH</td>
<td>SLD II</td>
<td></td>
<td>CU 665</td>
</tr>
<tr>
<td>English</td>
<td>CM</td>
<td>English I</td>
<td>English II</td>
<td>or Elective</td>
<td>CSE 550</td>
</tr>
<tr>
<td>Gifted Child Education</td>
<td>CM</td>
<td>Gifted</td>
<td>Elective</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Health Education</td>
<td>CM</td>
<td>Health I</td>
<td>Health II</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Mathematics</td>
<td>CM</td>
<td>Math I</td>
<td>Math/Science II</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Mentally Handicapped</td>
<td>CM</td>
<td>MH</td>
<td>SLD II</td>
<td></td>
<td>CU 665</td>
</tr>
<tr>
<td>Middle Grades (Spring Term 1992)</td>
<td>CM</td>
<td>Middle Grades</td>
<td>Elective</td>
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<td>Physical Education</td>
<td>CM</td>
<td>PED</td>
<td>Elective</td>
<td></td>
<td>CSE 550</td>
</tr>
<tr>
<td>Prekindergarten/Primary</td>
<td>CM</td>
<td>PK/P I</td>
<td>PK/P II</td>
<td></td>
<td>CSE 550</td>
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<tr>
<td>Reading</td>
<td>CM</td>
<td>Reading I</td>
<td>Reading II</td>
<td></td>
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<tr>
<td>Science</td>
<td>CM</td>
<td>Science</td>
<td>Math/Science II</td>
<td></td>
<td>CSE 550</td>
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<td>Social Studies</td>
<td>CM</td>
<td>SST</td>
<td>Elective</td>
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<td>CSE 550</td>
</tr>
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<td>Specific Learning Disabilities</td>
<td>CM</td>
<td>SLD I</td>
<td>SLD II</td>
<td></td>
<td>CU 665</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td>CM</td>
<td>TESOL I</td>
<td>TESOL II</td>
<td></td>
<td>CSE 550</td>
</tr>
</tbody>
</table>
Majors and Courses

PROGRAM OUTLINES

Certification requirements are complex. All new students seeking a degree or adding an endorsement or certification area must have a program outline developed by the end of the second course in the Common Module. The program outline may be completed with a student adviser in the Center for the Advancement of Education Student Affairs Department or with the assistance of the local site administrator for review and approval by a student adviser.

Counseling Services

You can call or visit an adviser in the CAE Student Affairs Department for information and for advice on certification and renewal through GEM Program courses. It is strongly recommended that persons seeking transfer of credit contact an adviser before registering for the first class.

Toll-Free Numbers for Program Information

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

- Broward County, Florida 475-7440
- Dade County, Florida 940-6447, Ext. 7440
- All other Areas (800) 541-6682, Ext. 7440

CAE Offices

The Center for the Advancement of Education is located one mile from Nova’s main campus in Westport Business Park, 2555 Davie Road Ext., Davie, Florida. Exits to the campus on I-595 are marked.

Nova also maintains offices in Phoenix and Las Vegas.

GEM Offices, Nevada (702) 648-1971
333 North Rancho Drive, Suite 138
Las Vegas, Nevada 89106

GEM Offices, Arizona (602) 995-5999
8601 North Black Canyon Highway
Suite 117
Phoenix, Arizona 85021

Toll-free from California and Nevada (800) 752-7440 and Nevada to Arizona

The GEM Program in Arizona and Nevada

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

Special programs and features include the following:

- In Phoenix, a three- or six-semester-hour credit ADMINISTRATIVE INTERNSHIP is offered to meet Arizona requirements for school administration certification. This uniquely structured experience provides solid preservice practice, in real administrative situations under the mentorship of successful administrators. The ADMINISTRATIVE INTERNSHIP is required in addition to the regular PRACTICUM INTERNSHIP for Educational Leadership majors and is normally inserted in the student’s program outline in lieu of the regular SINGLE COURSE offering.
- In Las Vegas, three special courses have been developed to meet Nevada certification requirements. These courses are offered in a special module in place of the COMMON MODULE.

For more information on these options in Arizona or Nevada, contact the appropriate Site Administrator or the main campus student adviser for the Phoenix and Las Vegas sites.
Sample Program Outlines

These sample outlines are designed to assist you in planning. Each student must develop an individual outline with the assistance and approval of an adviser.

<table>
<thead>
<tr>
<th>Degree Major</th>
<th>Adult Education Administration</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>(COMMON) (MODULE)</td>
<td>CSE 500</td>
<td>3</td>
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<tr>
<td>(MODULE) (I)</td>
<td>CUR 501/502/03/04/05</td>
<td>3</td>
</tr>
<tr>
<td>(MODULE) (II)</td>
<td>CUR 531/532/33/34/35</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE (MODULE) (II)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SINGLE COURSE</td>
<td>CSE 670</td>
<td>3</td>
</tr>
<tr>
<td>PRACTICUM/INTERNSHIP</td>
<td>ADMINISTRATION OF ADULT EDUCATION</td>
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<tr>
<th>Degree Major</th>
<th>Computer Applications</th>
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<tbody>
<tr>
<td>(COMMON) (MODULE)</td>
<td>CSE 500</td>
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</tr>
<tr>
<td>(MODULE) (I)</td>
<td>CUR 501/502/03/04/05</td>
<td>3</td>
</tr>
<tr>
<td>(MODULE) (II)</td>
<td>CUR 531/532/33/34/35</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE (MODULE) (II)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SINGLE COURSE</td>
<td>CSE 605</td>
<td>3</td>
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<tr>
<td>PRACTICUM/INTERNSHIP</td>
<td>COMPUTER APPLICATIONS</td>
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<th>Computer Science Education</th>
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<td>CSE 500</td>
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<td>(MODULE) (I)</td>
<td>CSE 680</td>
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<td>(MODULE) (II)</td>
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<td>(MODULE) (II)</td>
<td>CSE 510</td>
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<td>(MODULE) (II)</td>
<td>CSE 700</td>
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<td>CSE 670</td>
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<tr>
<td>PRACTICUM/INTERNSHIP</td>
<td>COMPUTER SCIENCE EDUC</td>
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<thead>
<tr>
<th>Degree Major</th>
<th>Educational Leadership</th>
<th>Credits</th>
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<tbody>
<tr>
<td>(COMMON) (MODULE)</td>
<td>CSE 500</td>
<td>3</td>
</tr>
<tr>
<td>(MODULE) (I)</td>
<td>CUR 501/502/03/04/05</td>
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<td>(MODULE) (II)</td>
<td>CUR 531/532/33/34/35</td>
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<td>ELECTIVE (MODULE) (II)</td>
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<td>3</td>
</tr>
<tr>
<td>SINGLE COURSE</td>
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<tr>
<td>PRACTICUM/INTERNSHIP</td>
<td>EDUCATIONAL LEADERSHIP</td>
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Sample Program Outlines

These sample outlines are designed to assist you in planning. Each student must develop an individual outline with the assistance and approval of an adviser.

<table>
<thead>
<tr>
<th>Degree Major</th>
<th>Educational Leadership</th>
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<tr>
<td>Las Vegas Site Only</td>
<td>EDL 535 3</td>
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<tr>
<td>(MODULE I)</td>
<td>EDL 540 3</td>
<td></td>
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<tr>
<td>(MODULE)</td>
<td>EDL 545 3</td>
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<tr>
<td>(II)</td>
<td>EDL 510 3</td>
<td></td>
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<tr>
<td>(MODULE)</td>
<td>EDL 515 3</td>
<td></td>
</tr>
<tr>
<td>(III)</td>
<td>EDL 505 3</td>
<td></td>
</tr>
<tr>
<td>SINGLE COURSE</td>
<td>EDL 530 3</td>
<td></td>
</tr>
<tr>
<td>PRACTICUM/ INTERNSHIP</td>
<td>EDL 525 3</td>
<td></td>
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<tr>
<td>EDUCATIONAL LEADERSHIP</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MODULE)</td>
<td>EM 540 3</td>
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</tr>
<tr>
<td>(I)</td>
<td>EM 545 3</td>
<td></td>
</tr>
<tr>
<td>(MODULE)</td>
<td>EM 515 3</td>
<td></td>
</tr>
<tr>
<td>(II)</td>
<td>EM 500 3</td>
<td></td>
</tr>
<tr>
<td>(MODULE)</td>
<td>EM 505 3</td>
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Sample Program Outlines

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Sample Program Outlines

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Sample Program Outlines

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Low Enrollment Classes

Classes with enrollments of fewer than 15 persons may be offered in one of several alternative formats using distance education techniques.

The Common Module and the separate courses in the Common Module are not offered in an alternative format. Other courses not available in this format include all educational media and educational leadership courses and most computer science education courses.

Common Module Emphasis Areas

Most majors require two COMMON MODULE emphasis area courses in the "Curriculum and Instruction:" series and the "Educational Measurement and Evaluation:" series. The same emphasis area should be taken in both courses.

Select ONE of the following PAIRS of courses:

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Course Descriptions

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

AS 630 Methods and Materials of Instruction for Adults (3 Cr.) Following an exploration of various concepts, materials, and instructional techniques that are appropriate for adults, participants develop materials and methods that 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 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 lifelong learning curricula; and the planning needed to meet the cultural, recreational, academic, and social needs of the community.

AS 701 Administrative Internship: Supervisory (1-6 Cr.) (This course may be used to meet Arizona certification requirements and is open only to students approved by an Adviser or Site Administrator.)

AS 702 Administrative Internship: Principalship (1-6 Cr.) (This course may be used to meet Arizona certification requirements and is open only to students approved by an Adviser or Site Administrator.)

AS 703 Administrative Internship: Superintendency (1-6 Cr.) (This course may be used to meet Arizona certification requirements and is open only to students approved by an Adviser or Site Administrator.)

AS 788 (Ed.S.)
AS 688 (M.S.) Practicum in Adult Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

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

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

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

CAP 788 (Ed.S.)
CAP 688 (M.S.) Practicum in Computer Applications (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

CED 788 (Ed.S.)
CED 688 (M.S.) Practicum in Computer Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

CSE 500 Computer Literacy for Teachers and Administrators (3 Cr.) This course constitutes an introduction to the electronic tools of the information age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer assisted instruction and telecommunications are also introduced.
CSE 505 Computer Applications (3 Cr.)
After gaining facility with a computer operating system (DOS), students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

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

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

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

CSE 565 Applications of Electronic Publishing (3 Cr.)
Students will explore uses of publishing media in an educational setting. Desktop publishing will provide a means to demonstrate principles of layout and design. Students will create products suitable for use in a variety of educational environments.

CSE 610 Communicating with Computers (3 Cr.)
After gaining familiarity with the concepts of telecommunications, modems, communication software, bulletin boards, email, and other aspects of electronic communications, students will access online services. They will then summarize the value to educators and relative advantages and disadvantages of each type of electronic communication facility they have explored.

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

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

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

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

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

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

CSE 715 Data Structures (3 Cr.)
Participants will develop skill in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs.
CU 514 Utilization of Multi-Sensory Materials (3 Cr.) This course deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

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

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

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

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

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

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

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

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

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

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

CUR 534 Educational Measurement and Evaluation: Secondary School Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the high school years.
CUR 535 Educational Measurement and Evaluation: Exceptional Student Education (3 Cr.) Testing, measurement, basic statistics, student performance, teacher performance, and program evaluation techniques will be explored with an emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to exceptional student settings.

EC 500 Child Growth and Development Birth Through Age 8 (3 Cr.) Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains.

EC 501 Language Acquisition and Communication Skills (3 Cr.) This course provides an overview of the language acquisition process and communication patterns of children. Developmentally appropriate techniques for fostering children’s communication skills, including steps leading to beginning reading, are covered. Attention will be given to language problems related to cultural differences.

EC 502 Program Development for Children Ages 3 Through 5 (3 Cr.) This course covers methods and curriculum development for programs for children ages 3 through 5. Attention is given to planning, design, implementation, and evaluation of programs. Criteria for the analysis and selection of materials are discussed.

EC 503 Child Study and Assessment (3 Cr.) This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children ages 3 through 8. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 504 Parental Involvement and Collaborative Techniques for Early Childhood Programs (3 Cr.) This course covers the application of techniques and strategies for involving parents from diverse ethnic and cultural backgrounds in the educational process, including the identification and use of community resources.

EC 505 Supervised Field Experience with Children Ages 3 Through 5 (3 Cr.) Supervised field placements in a variety of educational settings, including public and private schools and other agencies serving children ages 3 through 5. Students move through observation to planning, implementing, and evaluating educational experiences for children.

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

EC 788 (Ed.S.) EC 688 (M.S.) Practicum in Early Childhood Education (Primary) (6 Cr.) The Practicum Internship in Early Childhood Education (Primary) is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in early childhood education with critical thinking skills and/or technology. The final written report documents the entire process.

EDL 500 Communications and Supervision in Educational Leadership Roles (3 Cr.) Using various proven activities, students will develop and apply their own interpersonal communications and supervisory skills. Since effective educational leaders work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

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

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

EDL 520 School Law for Administrators (3 Cr.) Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.
EDL 525 Personnel Selection and Development (3 Cr.) Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the operation of the collective bargaining process will be explored.

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

EDL 535 Essential Understanding and Experience for School Administrators (3 Cr.) Emphasis will be placed on those experiences and understandings considered to be essential to effective school administration for on-the-job school administrators. These understandings and experiences include simulations and field studies on time management, instructional supervision, contract management, school image management, policy and regulatory management, curriculum and program management, and instructional management.

EDL 540 Administration of Educational Support Programs (3 Cr.) Emphasis will be placed on the acquisition of competencies for administering educational support programs and operational services including second language programs, special education programs, student activity programs, federal programs, and operational services including maintenance, transportation, school security, clerical and support staff services.

EDL 545 Administration of School Improvement Process (3 Cr.) Emphasis will be placed upon the student becoming acquainted with the basic elements of school improvement processes and being exposed to school improvement strategies through simulated experiences and field activities including the process of creating and managing change, mission identification, assessment, and goal statements. Emphasis will be given to locally emphasized school improvement strategies.

EDL 788 (Ed.S.) EDL 688 (M.S.) Practicum Internship in Educational Leadership (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

EDR 788 (Ed.S.) EDR 688 (M.S.) Educational Research Practicum (6 Cr.) This practicum is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills. The final written report documents the entire process.

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

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

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

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

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

EH 788 (Ed.S.) EH 688 (M.S.) Practicum in Emotionally Handicapped Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

ELE 541 Creativity in Elementary School Curriculum (3 Cr.) Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.
ELE 542 Materials in the Teaching of Elementary Arithmetic and Science (3 Cr.) Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

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

ELE 788 (Ed.S.) ELE 688 (M.S.) Practicum in Elementary Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

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 with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. (Prerequisite: Completion of all Educational Leadership course work.)

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

EM 505 Design and Production of Educational Media (3 Cr.) This survey course introduces the principles of instructional design; provides experience 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 nonprint 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 electronic 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 in 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 nonprint 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.
ENG 645 Recent Directions in the Analysis of Literature (3 Cr.) Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 688 (Ed.S.) Practicum Internship in English Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation (3 Cr.) This course focuses on the etiology of mental disability. It covers the social, emotional, and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning, and program development.

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

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

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

EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.
EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

EP 540 Counseling Techniques and Programs for Handicapped Students (3 Cr.) This course is a comprehensive introduction to counseling theories and techniques, including communication skills related to school and home problems with handicapped students. Focus will be on the understanding and development of principles in vocational, individual, and group dynamics utilizing special education methods with students, parents, teachers, administrators, and other related staff.

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

EP 559 Survey of Exceptionalities (3 Cr.) This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances, and language or cultural differences.

EP 561 Parent and Teacher Interaction in Special Education (3 Cr.) This course is designed to increase the awareness of the exceptional family, developing conference skills and strategies for effectively communicating with parents of exceptional children. Teachers will also learn strategies for managing school conflict and effective home programming activities for the special student.

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

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

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

EP 588 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 589 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.

ESL 688 (Ed.S.) ESL 688 (M.S.) Practicum in Teaching English to Speakers of Other Languages (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

GCE 688 (Ed.S.) GCE 688 (M.S.) Practicum in Gifted Child Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

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

HE 545 Fitness Education (3 Cr.) Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional, and physical. Fitness testing and program development will be explored.
HE 565 Human Sexuality in Health Education (3 Cr.) Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

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

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

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

HE 788 (Ed.S.) HE 688 (M.S.) Practicum in Health Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

MAT 671 An Introduction to Artificial Intelligence for Mathematics Teachers (3 Cr.) The objective of this course is to show how mathematical and scientific thinking can be modeled with a computer. Cognitive science is the study of models of the mind, and artificial intelligence is the study of how to implement those models in a computer. Both approaches will be adopted in this course. By readings and discussion the class will explore some cognitive theories. Working with a computer language such as Logo, participants will learn how to implement working models of scientific and mathematical thinking in the computer.

MAT 672 Expert Systems in the Classroom for Mathematics Teachers (3 Cr.) The objective of this course is to show mathematical and scientific knowledge can be acquired and stored in a computer "knowledgebase." The logical workings of an expert "inference engine" will be explained. Two kinds of knowledge storage will be examined: rule-based and frame-based. There will be a discussion of "naive knowledge engineering" - in which secondary grade (or younger) students build expert systems. Participants in this course will construct their own, working expert systems. Prerequisites: MAT 671.

MAT 673 Models of Concept Formation and Problem-Solving for Mathematics Teachers (3 Cr.) The objective of this course is to explore current research in developing computer models of mathematical and scientific thinking. Programs such as AM in mathematics, and BACON in science can learn concepts from data without human intervention. Important ideas in problem-solving such as representation and "state space" search will be presented. Computational methods for solving the famous "Missionaries and Cannibals" problem and Rubik's Cube will be covered. The participants will be able to construct actual "learning" models using Logo. Prerequisites: MAT 672.

MAT 788 (Ed.S.) MAT 688 (M.S.) Practicum in Mathematics Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

MR 788 (Ed.S.) MR 688 (M.S.) Practicum in Mental Retardation (3 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.
includes the development and use of informal group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.

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 that incorporates nutrition, exercise, health care, and elements of mental health in existing school physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems of Negligence and Liability in Physical Education Programs (3 Cr.) Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education programs. Case studies of incidents and legal actions are an integral part of the 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, coeducational sports programs, and the mainstreaming of the physically handicapped and physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 788 (Ed.S.)
PED 688 (M.S.) Practicum in Physical Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

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, subskills, and theories and explores the theoretical basis for different reading systems.

RED 575 Contemporary Foundations of Reading (3 Cr.) Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels, with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 588 Practicum in Reading (3 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

RED 750 Literature for Children and Adolescents (3 Cr.) Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 780 Teaching Language Arts in the Secondary School (3 Cr.) The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades six through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 5271 Reading Supervision and Curriculum Development (3 Cr.) This course reviews the principles of curriculum development. Reading majors develop an individualized reading curriculum.
RED 5272 Reading Supervision and Curriculum Development (Practice) (3 Cr.)
This experiential course emphasizes the application and supervision of a reading curriculum in the classroom setting.

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, and the dynamic forces acting on the nearshore environments andEffects 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 that will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

SCI 671 An Introduction to Artificial Intelligence for Science Teachers (3 Cr.)
The objective of this course is to show how mathematical and scientific thinking can be modeled with a computer. Cognitive science is the study of models of the mind, and artificial intelligence is the study of how to implement those models in a computer. Both approaches will be adopted in this course. By readings and discussion the class will explore some cognitive theories. Working with a computer language such as Logo, participants will learn how to implement working models of scientific and mathematical thinking in the computer.

SCI 672 Expert Systems in the Classroom for Science Teachers (3 Cr.)
The objective of this course is to show mathematical and scientific knowledge can be acquired and stored in a computer "knowledgebase." The logical workings of an expert "inference engine" will be explained. Two kinds of knowledge storage will be examined: rule-based and frame-based. There will be a discussion of "naive knowledge engineering" - in which secondary grade (or younger) students build expert systems. Participants in this course will construct their own, working expert systems. Prerequisites: SCI 671.

SCI 673 Models of Concept Formation and Problem-Solving for Science Teachers (3 Cr.)
The objective of this course is to explore current research in developing computer models of mathematical and scientific thinking. Programs such as AM in mathematics, and BACON in science can learn concepts from data without human intervention. Important ideas in problem-solving such as representation and "state space" search will be presented. Computational methods for solving the famous "Missionaries and Cannibals" problem and Rubik's Cube will be covered. The participants will be able to construct actual "learning" models using Logo. Prerequisites: SCI 672.

SCI 788 (Ed.S.)
SCI 688 (M.S.) Practicum in Science Education (6 Cr.)
The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

SLD 788 (Ed.S.)
SLD 688 (M.S.) Practicum in Specific Learning Disabilities (6 Cr.)
The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.
SST 610 Political Thought and Analysis (3 Cr.) Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science (3 Cr.) Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics as they apply to counseling, emotional problems, criminal behavior, business, and education will be explored. The student will be familiar with classical theories and evaluate contemporary literature in such areas as self-concept, self-awareness, encountering, consciousness raising, promoting self, and similar approaches.

SST 630 Contemporary Social Problems/Issues (3 Cr.) In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The students will develop skill in gathering information on problems encountered within the family, local government, and the nation.

SST 788 (Ed.S.)
SST 688 (M.S.) Practicum in Social Studies Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

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

TSL 559 Overview of Current Strategies of ESOL Instruction (3 Cr.) This course provides a generic overview of practices in English as a Second Language instruction. The student will examine current strategies and pertinent theory in ESOL testing/evaluation, curriculum and materials development, methods of teaching, and cross-cultural communication.

TSL 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors that 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.
Academic Policies

Grading Policy

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

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

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

Attendance Policy

GEM students must attend all class sessions and must adhere to the scheduled class hours. When class sessions must avoidably coincide with religious holidays, students affected are excused, but must make up work as required by the instructor.

Original Work

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

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

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

Grievance Policy

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Extensions

Students have up to four years to complete all degree requirements, dating from the beginning of the term of their initial registration for coursework leading to the degree. A one-year extension is possible under extenuating circumstances. The request for an extension must be made in writing to the Director of Student Affairs prior to the end of the student's four-year time limit.
Tuition, Fees, and Financial Policies

Fees

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

Application, Registration and Tuition Fees

Graduate Admissions
Application Fee ........................................ $30

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

Registration Fee ........................................ $10

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

Tuition Fees ........................................ $170 per credit

Late Payment Fee .................................... $75

Tuition and registration fees are due at the site or at the GEM offices on main campus one week before the first class session for the course. In some cases, a holiday weekend interferes. See pages 2 through 4 of this catalog for the exact due dates. Students opting to register by mail must have their registration postmarked at least two weeks before the first class session. Students may register up to the end of the first day of classes, but will be charged a $75 late fee.

PAYMENT OF THE PRACTICUM INTERNSHIP TUITION AND MAINTENANCE FEES

Tuition Fee ........................................ $170 per credit

Late Payment Fee .................................... $75

Maintenance Fee .................................... $300 per year

Students register for the Practicum Internship at the Practicum Orientation Workshop. Practicum Orientation Workshop dates and locations are listed on pages 5 and 6 of this catalog. You may pay for all six credit hours of the Practicum Internship at the POW, or pay in two installments.

Persons opting to pay for the Practicum Internship in two payments may pay as follows:

At registration during the Practicum Orientation Workshop ........................................ $510 (3 credits)

Within 30 calendar days after registration at the Practicum Orientation Workshop ........................................ $510 (3 credits)

A late fee of $75 will be charged for any payment that is not postmarked or date stamped by the due date.

A maintenance fee of $300 per year will be charged to all students who have not submitted their final document to the Director of Practicums by end of the 12th month after their initial registration.

The maintenance fee will be assessed each year as applicable up to the end of the student's fourth year deadline for completing the GEM Program.

Other Fees

Graduation Fee ........................................ $30

• Students must request a DEGREE APPLICATION FORM from the Office of the University Registrar (Ext. 7400) at least two months prior to the projected date for completion of all degree requirements.

• An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer in Fort Lauderdale.

Local Fees ........................................ as applicable

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

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

Students must purchase required learning materials no later than the opening class sessions of each applicable module or course. Unless otherwise indicated by the site administrator, checks or money orders should be
made payable to NOVA BOOKS, INC. Receipts are provided if needed.

**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 Program or the site administrator of their reason for withdrawal. Refunds will be based on the date of receipt of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not payment has been submitted. The following schedule applies for each module or course.

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

**Transcript Request Policy**

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

Any other transcripts, before or after graduation, must be requested by completing the Request for Transcript form available at local sites. This form and a $3.00 check or money order should be mailed to Registrar: Nova University.

**Financial Aid**

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7411 or toll-free (800) 541-6682, Ext. 7410 or 7411. Financial aid is available for U.S. citizens, nationals, or permanent residents of the United States.

The Graduate Education Module Program has developed a set of deadlines that will ensure that students receive award letters before the first class session each term. Students may not complete registration unless they have an award letter covering the term of registration and all requested materials submitted. For the 1991-92 academic year these deadlines are:

- **November 15, 1991,** for the term beginning January 11, 1992
- **March 15, 1992,** for the term beginning May 2, 1992

**WARNING TO NONDEGREE-SEEKING STUDENTS:** Students whose program does not culminate in a degree are not eligible for financial aid. Persons taking programs leading to certification, but not to a master's or educational specialist degree, are included in this category. Among those who are not eligible for financial aid are students taking coursework for the ESOL endorsement, but not a degree, and persons in the Modified Core Program in Educational Leadership.
GEM Program Contact Persons

GEM Student Affairs Staff

**GEM Student Affairs Staff**

MARA CONWAY  
Student Adviser

MARY KREUTZER  
Student Adviser

MARK SELDINE  
Student Adviser

PEGGY STOOPS  
Admissions "A" through "L"

KATHY BARBERIO  
Admissions "M" through "Z"

GEM Operations Staff

**GEM Operations Staff**

DEE HOWARD  
Registrations

FRAN FISHER  
Practicum Adviser  
Assignments

FRANCES FILOSO  
Directed Study
Administration

STEPHEN SIPLET, Ed.D.
Director of Student Affairs and
Admissions, Center for the
Advancement of Education

CARMEN DUMAS, Ed.D.
Director of Practicums,
GEM Program

JOHANNE T. PECK, PH.D.
Director, GEM Program

PAUL BORTHWICK, PH.D.
Associate Director,
GEM Program

JOAN D. HORN, Ed.D.
Coordinator of Practicums,
GEM Program

HECTOR BARAJAS
Assistant to the Director,
GEM Program
Nova University
Policies Governing
Student Relations

General
Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term "student" 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 academic schools and centers periodically publish bulletins or catalogs describing Nova and its programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or registrar's office, maintains at least one full-time employee to assist students in obtaining information.

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

Veterans' Benefits
All programs described in this catalog are approved for veterans' training by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone (305) 370-5695 or toll-free (800) 541-6682, Ext. 5695.

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

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 (or grade of B) each evaluation period (e.g. term, semester, quarter). He or she also must meet any skill or technical requirements of his or her particular program.

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

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

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

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). See grading policy on page 30. A copy of each report will be placed in the student's permanent file maintained by the school.

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

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, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.
The Code of Student Conduct and Academic Responsibility

**Purpose:** This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

I. **Nova University Statement of Academic Rights and Responsibilities**

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. **Academic Standards**

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

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

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

   At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.
3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

   Violations of academic responsibility include, but are not limited to:
   a. Plagiarism;
   b. Any form of cheating;
   c. Conspiracy to commit academic dishonesty;
   d. Misrepresentation;
   e. Bribery in an attempt to gain an academic advantage;
   f. Forging or altering documents or credentials; and
   g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. **Conduct Standards**

   1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
      a. Theft;
      b. Vandalism;
      c. Disruptive behavior;
      d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
      e. Possession, transfer, sale, or use of illicit drugs;
      f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
      g. Violations of housing regulations;

h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;

i. Threats of or actual damage to property or physical harm to others; and

j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. **Supplementary Standards**

   Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. **Violations**

   Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

**Drug-Free Schools and Campuses**

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 85), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.
The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

**On Campus:**

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health Clinics in Davie, Lauderhill, and Coral Springs

**Community:**

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs. In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than $250 or more than $500 and imprisonment not more than six months. A second conviction results in a fine of not less than $500 or more than $1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a $1,000 fine or more than a $2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.
employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.
## Federal Trafficking Penalties

<table>
<thead>
<tr>
<th>PENALTY</th>
<th>Quantity</th>
<th>DRUG</th>
<th>PENALTY</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2nd Offense</td>
<td>1st Offense</td>
<td>1st Offense</td>
<td>2nd Offense</td>
</tr>
<tr>
<td>I</td>
<td>Not less than 10 years.</td>
<td>Not more than 5 years.</td>
<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
</tr>
<tr>
<td>II</td>
<td>If death or serious injury, not less than 20 years.</td>
<td>Not more than 40 years.</td>
<td>If death or serious injury, not less than 20 years.</td>
<td>Not more than 40 years.</td>
</tr>
<tr>
<td>III</td>
<td>All</td>
<td>Any</td>
<td>Not more than 5 years.</td>
<td>Not more than 10 years.</td>
</tr>
<tr>
<td>IV</td>
<td>All</td>
<td>Any</td>
<td>Not more than 3 years.</td>
<td>Not more than 6 years.</td>
</tr>
<tr>
<td>V</td>
<td>All</td>
<td>Any</td>
<td>Not more than 1 year.</td>
<td>Not more than 2 years.</td>
</tr>
</tbody>
</table>

### Methamphetamine
- **10-99 gm or 100-999 gm mixture**
- **100 gm or more or 1 kg1 or more mixture**

### Heroin
- **100-999 gm mixture**
- **1 kg or more mixture**

### Cocaine
- **500-4,999 gm mixture**
- **5 kg or more mixture**

### Cocaine Base
- **5-49 gm mixture**
- **50 gm or more mixture**

### PCP
- **10-99 gm or 100-999 gm mixture**
- **100 gm or more or 1 kg or more mixture**

### LSD
- **1-10 gm mixture**
- **40-399 gm mixture**
- **400 gm or more mixture**

### Fentanyl
- **10-99 gm mixture**
- **100 gm or more mixture**

### Fentanyl Analogue
- **100 gm or more mixture**

---

**Federal Trafficking Penalties – Marijuana**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more; or 1,000 or more plants</td>
<td>Marijuana</td>
<td>Not less than 10 years, not more than life.</td>
<td>Not less than 20 years, not more than life.</td>
</tr>
<tr>
<td>1,000 kg to 1,000 kg; or 100-999 plants</td>
<td>Marijuana</td>
<td>Not less than 5 years, not more than 40 years.</td>
<td>Not less than 10 years, not more than life.</td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not less than 20 years.</td>
<td>Not less than 30 years.</td>
</tr>
<tr>
<td>10 to 100 kg</td>
<td>Hashish</td>
<td>Not less than 20 years.</td>
<td>Not less than 30 years.</td>
</tr>
<tr>
<td>1 to 100 kg</td>
<td>Hashish Oil</td>
<td>Not less than 20 years.</td>
<td>Not less than 30 years.</td>
</tr>
<tr>
<td>50-99 plants</td>
<td>Marijuana</td>
<td>Not less than 5 years.</td>
<td>Not less than 5 years.</td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana</td>
<td>Not less than 5 years.</td>
<td>Not less than 30 years.</td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish Oil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.
2. Does not include marijuana, hashish, or hash oil.
## Controlled Substances – Uses & Effects

<table>
<thead>
<tr>
<th>DRUGS’ CSA SCHEDULES</th>
<th>TRADE OR OTHER NAMES</th>
<th>MEDICAL USES</th>
<th>DEPENDENCE</th>
<th>TOLERANCE</th>
<th>DURATION (Hours)</th>
<th>USUAL METHODS OF ADMINISTRATION</th>
<th>POSSIBLE EFFECTS</th>
<th>EFFECTS OF OVERDOSE</th>
<th>WITHDRAWAL SYNDROME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NARCOTICS</strong></td>
<td></td>
<td></td>
<td></td>
<td>Physical</td>
<td>Psychological</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opium</td>
<td>II III V</td>
<td>Dover’s Powder, Paregoric Paracetamol</td>
<td>Analgesic, antidiarrheal</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked</td>
<td>Euphoria, drowsiness, respiratory depression, constipated pupils, nausea</td>
</tr>
<tr>
<td>Morphine</td>
<td>II III</td>
<td>Morphine, MS-Contin, Roxanol, Roxanol SR</td>
<td>Analgesic, antitussive</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked, injected</td>
<td></td>
</tr>
<tr>
<td>Codeine</td>
<td>II III IV</td>
<td>Tylenol w/Cod, Robitussin AC, Empirin w/Cod, Fiorinal w/Cod</td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td>I</td>
<td>Dacetylmorphine, Horse, Smack</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Injected, sniffling, smoked</td>
<td></td>
</tr>
<tr>
<td>Hydromorphone</td>
<td>II</td>
<td>Dilaudid</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Meperidine (Pethidine)</td>
<td>II II</td>
<td>Demerol, Mepergan</td>
<td>Analgesic, antitussive</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Methadone</td>
<td>II</td>
<td>Dolophine, Methadone, Methadose</td>
<td>Analgesic</td>
<td>High</td>
<td>High-Low</td>
<td>Yes</td>
<td>12-24</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Narcotics</td>
<td>II III</td>
<td>Nalorphine, Percodan, Percocet, Tylox</td>
<td>Analgesic, antidiarrheal, antitussive</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mod</td>
<td>Mod</td>
<td>Yes</td>
<td>5-6</td>
<td>Oral</td>
<td>Shurred speech, disorientation, drunken behavior without odor of alcohol</td>
</tr>
<tr>
<td>Chlordiazepoxide</td>
<td>IV</td>
<td>Nootec</td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>5-6</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Barbiturates</td>
<td>II III IV</td>
<td>Amytal, Nembutal, Forinal, Lumnos, Tuiinal, Seconal, Butisol, Phenobarbital</td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent</td>
<td>High-Mod.</td>
<td>High-Mod.</td>
<td>Yes</td>
<td>1-16</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>IV</td>
<td>Alivon, Diamo, Librium, Restoril, Dizepam, Xanax, Serax, Valium, Tranxene, Versed</td>
<td>Antianxiety, anticonvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Methaqualone</td>
<td>I</td>
<td>Quaalude</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-6</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Glutethimide</td>
<td>III</td>
<td>Doriden</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-6</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Other Depressants</td>
<td>III IV</td>
<td>Equanil, Millton, Noludar, Placidyl, Valmid</td>
<td>Antianxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-6</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td><strong>STIMULANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>1-2</td>
<td>Oral, sniffed, injected</td>
<td>Increased alertness, excitement, euphoria, increased pulse rate &amp; blood pressure, insomnia, loss of appetite</td>
</tr>
<tr>
<td>Caffeine</td>
<td>I</td>
<td>Coca, Flake, Snow, Crack</td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>1-2</td>
<td>Sniffed, smoked, injected</td>
<td></td>
</tr>
<tr>
<td>Amphetamines</td>
<td>II</td>
<td>Benzedrine, Delcose, Desoxyn, Desertrine, Ephedrine</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Phenmetrazine</td>
<td>II</td>
<td>Preludin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Methylenediamine</td>
<td>II</td>
<td>Ritalin</td>
<td>Attention deficit disorders, narcolepsy</td>
<td>Possible</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Stimulants</td>
<td>III IV</td>
<td>Adipex, Cyteril, Didrex, Tinonan, Merilat, Plegine, Sanorex, Tenuate, Tepanil, Tenu-2</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>HALUCINOGENS</strong></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
</tr>
<tr>
<td>LSD</td>
<td>I</td>
<td>Acid, Micracel</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Mescaline and Peyote</td>
<td>I</td>
<td>Mesc, Buttons, Cactus</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Amphetamine Variants</td>
<td>2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Variable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phenylcyclidine</td>
<td>II</td>
<td>PDP, Angel Dust, Hog</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td>Phenylcycline Analogues</td>
<td>II III</td>
<td>PCE, PCP, TCP</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td>I</td>
<td>Butylamine, Ibogaine, DMT, DET, Psilocybin, Psilocyn</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoking, oral, injected, sniffed</td>
<td></td>
</tr>
<tr>
<td><strong>CANNABIS</strong></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
</tr>
<tr>
<td>Marijuana</td>
<td>I</td>
<td>Pot, Acapulco Gold, Grass, Rezer, Sinsemilla, Thai Sticks</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Tetrahydrocannabinol</td>
<td>II</td>
<td>THC, Marinol</td>
<td>Cancer chemotherapy antinauseant</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Hashish</td>
<td>I</td>
<td>Hash</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Hashish Oil</td>
<td>I</td>
<td>Hash Oil</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
</tbody>
</table>

1 Designated a narcotic under the CSA
2 Not designated a narcotic under the CSA
Smoking and Nonsmoking

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

The areas listed below must be designated as nonsmoking areas:

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

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

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

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

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University’s policy to work with members of the University community to provide channels of education and assistance. However, it is the individual’s responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee’s performance, assistance is available. However, if an employee’s performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University’s activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.
In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.

2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

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

5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

### Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

### Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not
include the following persons:

a. Members of the Board of Trustees
b. Guest lecturers
c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies. The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.

3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.

4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.

5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.

6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

**Policy on Sexual Harassment**

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual
nature are considered sexual harassment if:

(a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.

(b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.

(c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.

2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.

3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.

4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;

2. Submission to or rejection of such conduct affects academic decisions;

3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;

4. Unwelcome patting, pinching, or touching;

5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure. Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.
Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information:

a) student's name;
b) dates of attendance;
c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.
Nova University
Learning Resources

Library Resources

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

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

This facility contains individual carrels, a media room, microform readers, and a printer. The Einstein Library is open for research more than 80 hours per week. For further information, call (305) 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 (305) 475-7487.

The LAW LIBRARY is housed in the Leo Goodwin, Sr., Law Building at 3100 SW 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 U.S. Government documents that 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 nonprint media service including educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

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

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

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed over 100,000 documents on microfiche.

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

**Center for Media and Technology**

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.

The Center 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's Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building. Access to the facility is through terminals and other computer systems located 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 course work.
Center for the Advancement of Education, Faculty and Administrative Staff

THELMA ALBRITTON
Associate Director, Master's Program in Speech-Language Pathology
A.B. Greensboro College
M.Ed. University of Oregon

HECTOR BARAJAS
Assistant to the Director
GEM Program
A.A. Central Texas College

CAROLE BENEDICT
Coordinator of Marketing
Center for the Advancement of Education

PAUL B. BORTHWICK, JR.
Associate Director, GEM Program
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

ADA CHRISTIE
Assistant to the Director
Ed.D. Programs for Higher Education

CLAYTON CONDIT
Recruiting Assistant
Western Programs
B.S. University of San Francisco

JOANN CONDIT
Assistant Coordinator of Western Programs

MARA CONWAY
Student Adviser
GEM Program
B.A. University of Kentucky

CARMEN E. DUMAS
Director of Practicums
GEM Program
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

LLOYD A. DUVALL
Director, National Ed.D. Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

CHARLES L. FAIRES
Director of Field Relations
National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. The University of Georgia
Ph.D. Kent State University

SUE FASSANELLA
Assistant to the Director
Ed.D. Programs in Child and Youth Studies

NANCY FIRPO
Speech Pathologist
Communication Disorders Center
B.S. University of Miami
M.S. Nova University

DAVID S. FLIGHT
Program Professor/Practicum Adviser
National Ed.D. Program for Educational Leaders
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. The University of Chicago

VERA FLIGHT
Coordinator of Graduate Student Development
Ed.D. Programs in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova University

ELANE FRIEDEL
Audiologist
Communication Disorders Center
B.S. Emory University
M.S. Emory University

FRAN FRIEDMAN
Speech Pathologist
Communication Disorders Center
B.A. Herbert H. Lehman College
M.A. Herbert H. Lehman College

RICHARD GOLDMAN
Dean, Center for the Advancement of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

JOSEPH GONZALEZ
Coordinator of Curriculum and Research
Master's Program in Speech-Language Pathology
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE
Practicum Associate
Ed.D. Programs in Child and Youth Studies
B.A. Florida Atlantic University

MARILYN K. GRISH
Broward County School Board Liaison
B.S. Eastern Michigan University
M.A. Eastern Michigan University
Ed.D. Nova University

EDIE R. HAPNER
Speech Pathologist
Communication Disorders Center
B.S. University of Missouri
M.S. Fontbonne College

51
TONI HEPPLE
Director, Center for Media and Technology
B.S. Nova University
M.S. Nova University

LOIS ANN HESSER
Program Professor
Ed.D. Programs in Child and Youth Studies
B.S. State University of New York at Potsdam
M.S. State University of New York at Potsdam
Ed.D. State University of New York at Albany

RONALD K. HIRST
Program Professor
GEM Program
B.A. University of Central Florida
M.Ed. University of Central Florida
Ed.D. University of Central Florida

ROBERT P. HOGAN
Program Professor
Ed.D. Programs in Child and Youth Studies
B.A. New York University
M.S. New York University
Ed.D. University of Central Florida

RALPH HOGGES
Program Professor
Master's Programs for Child Care, Youth Care and Family Support
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova University

JOAN D. HORN
Coordinator of Practicums, GEM Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova University

MARY KREUTZER
Student Adviser
GEM Program
B.S. Trenton State College

SIDI LAKHDAR
Program Professor
GEM Program
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

ABBIE MANBURG
Director, Ed.D. Programs in Child and Youth Studies
A.B. Temple University
M.S. City College of New York
Ed.D. Nova University

DIANA MARCUS
Director of Program Development
Ed.D. Programs in Child and Youth Studies
B.A. Hunter College
M.S. Queens College
Ph.D. University of Connecticut

JOAN M. MIGNEREY
Program Professor/Practicum Adviser
National Ed.D. Program for Educational Leaders
B.S. The Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

ROBERT C. MILES
Director of Licensure and State Relations
B.S. University of Oklahoma
B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

JACK MILLS
Director, Master's Program in Speech-Language Pathology
B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

PETER K. MILLS
Associate Director, Ed.D. Programs for Higher Education
B.A. Saint Peter's College
Ed.M. Rutgers University
Ed.D. Rutgers University

ALP. MIZEEL
Director of Technology
Center for the Advancement of Education
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

JEFFREY A. MORGEN
Program Professor
GEM Program
B.A. Northern Michigan University
M.S. St. John's University
Ed.S. Western Illinois University
Ph.D. University of Oregon

ROSS E. MORETON
Director, Ed.D. Programs for Higher Education
B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. The University of Mississippi

DEO NELLS
Director, Western Programs
B.A. State University of New York at Buffalo
M.S. Nova University
Ed.D. Nova University

RON NEWELL
Program Professor/Practicum Adviser
National Ed.D. Program for Educational Leaders
B.S. Southern Illinois University
M.S. Southern Illinois University
Ed.D. University of Arizona

GAIL NEWMAN
Speech Pathologist
Master's Program in Speech-Language Pathology
B.A. Temple University
M.A. Temple University
BARBARA PACKER  
Coordinator of Audiology and Aural Rehabilitation  
Master's Program in Speech-Language Pathology  
B.A. Rutgers University  
M.S. Columbia University

MARTIN B. PARKS  
Program Professor, Ed.D. Programs for Higher Education  
B.A.E. Washington University  
B.A.E. Washington University  
Ph.D. The Ohio State University

JOHANNE PECK  
Director, GEM Program  
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.  
Director, Master's Programs for Child Care, Youth Care and Family Support  
B.A. American University  
M.Ed. American University  
Ed.D. American University

SYLVIA PRANT  
Assistant to the Director  
Master's Programs for Child Care, Youth Care and Family Support  
B.S. Nova University

JORG E R. PUJOLS  
PC Specialist/Network Administrator  
Center for the Advancement of Education  
B.S. Florida Atlantic University

THOMAS H. QUINLAN  
Program Professor, Ed.D. Programs for Higher Education  
B.S.Ed. Miami University  
M.A. University of Michigan  
Ed.D. Virginia Polytechnic Institute and State University

NANCY RIBBLER  
Coordinator of Internships  
M.S. Program in Speech-Language Pathology  
B.A. University of Michigan  
M.A. California State University, Fresno

WILMA J. ROBLES-MARTINEZ  
Program Professor  
GEM Program  
B.A. University of Puerto Rico  
M.A. University of Puerto Rico  
Ph.D. Universidad Complutense de Madrid, Spain

KAREN ROCKEY  
Assistant to the Director  
National Ed.D. Program for Educational Leaders

MARY ELLEN SAPP  
Director of Practicums  
Ed.D. Programs in Child and Youth Studies  
B.Ed. University of Miami  
M.Ed. Florida Atlantic University  
Ph.D. The Ohio State University

M ARILYN SEGAL  
Dean, The Family and School Center; Senior Faculty Member, Ed.D. Program in Early and Middle Childhood  
B.A. Wellesley College  
M.S.W. McGill University  
Ph.D. Nova University

MARK SELDINE  
Student Adviser  
GEM Program  
B.A. University of South Florida  
M.Ed. Florida Atlantic University

THRIsha G. SHIVER  
Director of Academic Services  
National Ed.D. Program for Educational Leaders  
B.S. Howard University  
M.S. Florida International University  
Ph.D. The Pennsylvania State University

STEPHEn I. SIPLET  
Director, Student Affairs and Admissions  
Center for the Advancement of Education  
B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University

J. DONALD STANIER  
Assistant Dean for Research and Program Development, Center for the Advancement of Education  
B.A. Duquesne University  
M.Ed. Towson State University  
Ph.D. University of Pittsburgh

LINDA SWAILS  
Operations Manager  
Center for the Advancement of Education

SHELLEY VICTOR  
Coordinator of Communication Disorders Center  
Master's Program in Speech-Language Pathology  
B.A. State University of New York at Stony Brook

B.S. Florida Atlantic University
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Nova University Degree Offerings

Doctoral and Professional Degrees
Doctor of Business Administration in:
  Business Administration (D.B.A.)
  Human Resource Management (D.B.A./H.R.M.)
  International Management (D.B.A./I.M.)
Doctor of Education (Ed.D.) in:
  Adult Education
  Child and Youth Studies
  Computer Education
  Educational Leadership
  Higher Education
  Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
  International Business Administration
Doctor of Science (Sc.D.) in:
  Computer Science
  Information Science
  Information Systems
  Training and Learning
Doctor of Philosophy (Ph.D.) in:
  Clinical Psychology
  Family Therapy
  Oceanography
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
  Public Administration
Juris Doctor (J.D.) in:
  Law

Specialist Degrees
Educational Specialist (Ed.S.) in:
  Computer Education
  Computer-Based Learning Education
  (20 majors)

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

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

Bachelor's Degrees
Bachelor of Science (B.S.) in:
  Accounting
  Administrative Studies
  Applied Professional Studies
  Business Administration
  Community Psychology
  Computer Engineering
  Computer Information Systems
  Computer Science
  Computer Systems
  Elementary Education
  Exceptional Education
  General Psychology
  General Studies
  Hospitality Management
  Legal Studies (pre-law)
  Life Sciences (pre-med)
  Ocean Studies
  Professional Management
  Secondary Education
Bachelor of Arts (B.A.) in:
  Liberal Arts
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

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

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

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

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

- A graduate admissions application form
- Three recommendation forms
- Three requests for official transcript forms.
Dear Applicant:

Admissions forms for the GEM Program have been perforated for easy separation. Following is a checklist for the admissions process:

- Graduate Admissions Application Form with a $30 application fee made payable to Nova University. Complete all information requested and sign the back of the application form.
- Recommendation forms to be distributed to three professional colleagues or supervisors who can comment on your academic and/or professional performance.
- Request for Official Transcript Forms to be sent to your undergraduate and graduate degree-conferring institutions and to any institution from which you have received credits that you wish to have transferred to Nova.
- A photocopy of your teaching certificate (if certified) to be submitted.
- Educational Leadership Majors: Documentation of two complete years of teaching experience, K-12.

All information should be directed to:

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

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

We wish you the best of success with your program.

Sincerely,

Johanne T. Peck, Ph.D.
Director, GEM Program
Recommendation for Admission to the GEM Program

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

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

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted December 31, 1974, I DO_______ I DO NOT_______ waive the right to inspect and review this completed recommendation.

<table>
<thead>
<tr>
<th>Applicant's name (PRINT)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street address</td>
<td>Apt.</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Social Security no.</td>
<td>Program</td>
</tr>
<tr>
<td>Site</td>
<td>Date</td>
</tr>
</tbody>
</table>

Employer: ________________________________ (Please Print)

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

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

1. Attitude toward work
   - Somewhat negative
   - Average
   - Positive

2. Motivation toward work
   - Low
   - Average
   - High
3. Ability to carry out tasks
   
   Low       Average       High

4. Resourcefulness in identifying and carrying out tasks
   
   Low       Average       High

5. Emotional control
   
   Unstable       Usually well balanced       Always well balanced

6. Interpersonal relationships
   
   Avoided       Tolerated by others       Well-liked by others

7. Most significant strength
   
   

8. Most significant weakness
   
   

9. I have known the applicant for ______ years. The applicant has been a member of my staff or a colleague ______ years.

10. In my opinion, the applicant's potential for success in a graduate program of studies is: good _____ average _____ poor _____

11. In my opinion, the applicant has the capabilities to carry out an applied research project:
    Yes _____ No _____

12. The applicant works effectively with administrators or supervisors at his or her institution or organization:
    Yes _____ No _____

13. The applicant has been involved in innovative projects at his institution or organization: Yes _____ No _____

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement of the GEM Program.

Date: ___________________________  Signature: ___________________________

Name: ___________________________  (please print)

Institution or organization: ___________________________

Title: ___________________________

Department: ___________________________

RETURN TO: Admissions Office
CAE
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
Recommendation for Admission to the GEM Program

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

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

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

Applicant's name (PRINT) 
Signature
Street address Apt. City State Zip
Social Security no. Program Site Date

Employer: (Please Print)

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

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

1. Attitude toward work

   Somewhat negative  Average  Positive

2. Motivation toward work

   Low  Average  High
3. Ability to carry out tasks
   - Low
   - Average
   - High

4. Resourcefulness in identifying and carrying out tasks
   - Low
   - Average
   - High

5. Emotional control
   - Unstable
   - Usually well balanced
   - Always well balanced

6. Interpersonal relationships
   - Avoided
   - Tolerated by others
   - Well-liked by others

7. Most significant strength

8. Most significant weakness

9. I have known the applicant for____ years. The applicant has been a member of my staff or a colleague____ years.

10. In my opinion, the applicant's potential for success in a graduate program of studies is: good____ average____ poor____

11. In my opinion, the applicant has the capabilities to carry out an applied research project:
    - Yes____ No____

12. The applicant works effectively with administrators or supervisors at his or her institution or organization:
    - Yes____ No____

13. The applicant has been involved in innovative projects at his institution or organization: Yes____ No____

I have read the information above and understand that the applicant will be required to complete the practicum projects as a requirement of the GEM Program.

Date: ____________________________

Signature: ________________________

Name: ____________________________

(please print)

Institution or organization: ____________

Title: ______________________________

Department: _________________________

RETURN TO: Admissions Office
CAE
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
REQUEST FOR OFFICIAL TRANSCRIPT
THE GEM PROGRAM

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

Dear Alma Mater:

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

A. I attended your school from ________________ to ________________.

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

Last First Middle/maiden

C. My student identification number was: ______________________

Thank you for your assistance.

Sincerely,

______________________________
Signature

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

TRANSCRIPT TRANSMITTAL FORM

Social Security no. _______ / _______ / _______ Date ______________________________

Name ____________________________ Last First Middle/maiden

Street Address ________________________________

City ____________________________ State _______ Zip _______

PLEASE SEND COPY TO: NOVA UNIVERSITY CENTER FOR THE ADVANCEMENT OF EDUCATION ADMISSIONS OFFICE 3301 College Avenue Fort Lauderdale, Florida 33314
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Social Security no. / / Date 

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   Last       First       Middle/maiden

Street Address __________________________

City __________________________ State Zip 

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