

6-1994

Master's and Educational Specialist Degrees and Graduate Courses in Education Catalog 1994 -1995

Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/abe_pgcoursecatalogs



Part of the [Education Commons](#)

NSUWorks Citation

Nova Southeastern University, "Master's and Educational Specialist Degrees and Graduate Courses in Education Catalog 1994 -1995" (1994). *Fischler Postgraduate Course Catalogs*. 1.
https://nsuworks.nova.edu/abe_pgcoursecatalogs/1

This Program Overview is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in Fischler Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

N O V A S O U T H E A S T E R N
U N I V E R S I T Y

Master's and Educational Specialist Degrees and Graduate Courses in Education

C A T A L O G

1 9 9 4 - 1 9 9 5

Includes Application and Admission Forms



FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

Master's and Educational Specialist Degrees and Graduate Courses in Education

C A T A L O G

1 9 9 4 - 1 9 9 5

Includes Application and Admission Forms



Policies and programs set forth in this catalog are effective through August 3, 1995. Regulations and requirements, including fees, are necessarily subject to change without notice at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404/679-4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

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

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education and the Council of Great City Colleges of Education.

Published June 1994

PRESIDENT'S MESSAGE

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.



*Ovid C. Lewis, J.S.D.
Interim President
Nova Southeastern University*

THE UNIVERSITY

NOVA SOUTHEASTERN 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 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern 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, in health professions, 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.

The 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, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern 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 Southeastern 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 Southeastern 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, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern 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.

Mission Statement

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

DEAN'S MESSAGE

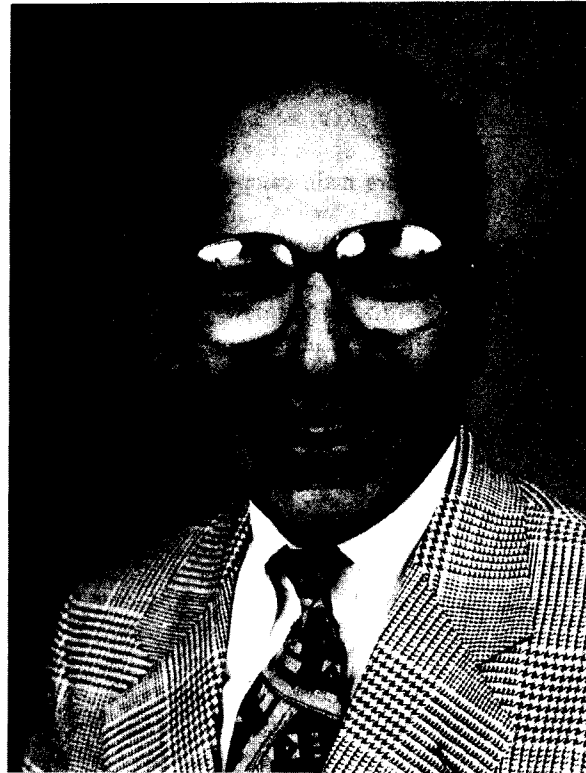
Leaders in the educational reform and restructuring movements are now recommending that graduate teacher education programs follow processes that have been at the core of the GEM Program for more than a decade. Preparing educators to be developers of new knowledge, linking theory with practice, fostering 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 chairmanships, etc.

We encourage prospective students to visit GEM classes prior to enrollment and talk with colleagues who are graduates or current students, asking them 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.



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

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

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

At the master's or educational specialist level--

M.S. in Child and Youth Care
Administration
M.S. in Child Care Administration
M.S. in Elder Care Administration
M.S. in Family Support Studies
M.S. in Speech-Language
Pathology
The GEM Program, M.S. and
Ed.S. for teachers

At the doctoral level--

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Computing and
Information Technology
Ed.D. in Educational Leadership
Ed.D. in Health Care Education
Ed.D. in Higher Education
Ed.D. in Vocational, Technical,
Occupational Education

DIRECTOR'S MESSAGE

We are in our 15th year of assisting teachers and administrators in more than 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 in all-day Saturday sessions and summer intensives, the best formats for working professionals.
- The instructional staff includes highly qualified, successful local practitioners "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-wide 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, at the site locations and on the main campus in Fort Lauderdale, are delivered by staff members who believe that students are not "numbers," but rather, respected professional colleagues.



Johanne T. Peck, Ph.D.
Director
GEM Program

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.

Come to our campus offices or call toll free for program information:

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

Tuesday - Friday 8:30 A.M. - 8:00 P.M.

Saturdays 8:30 A.M. - 1:30 P.M.

Broward County, Florida
452-1519

Dade County, Florida
940-6447, Ext. 1519

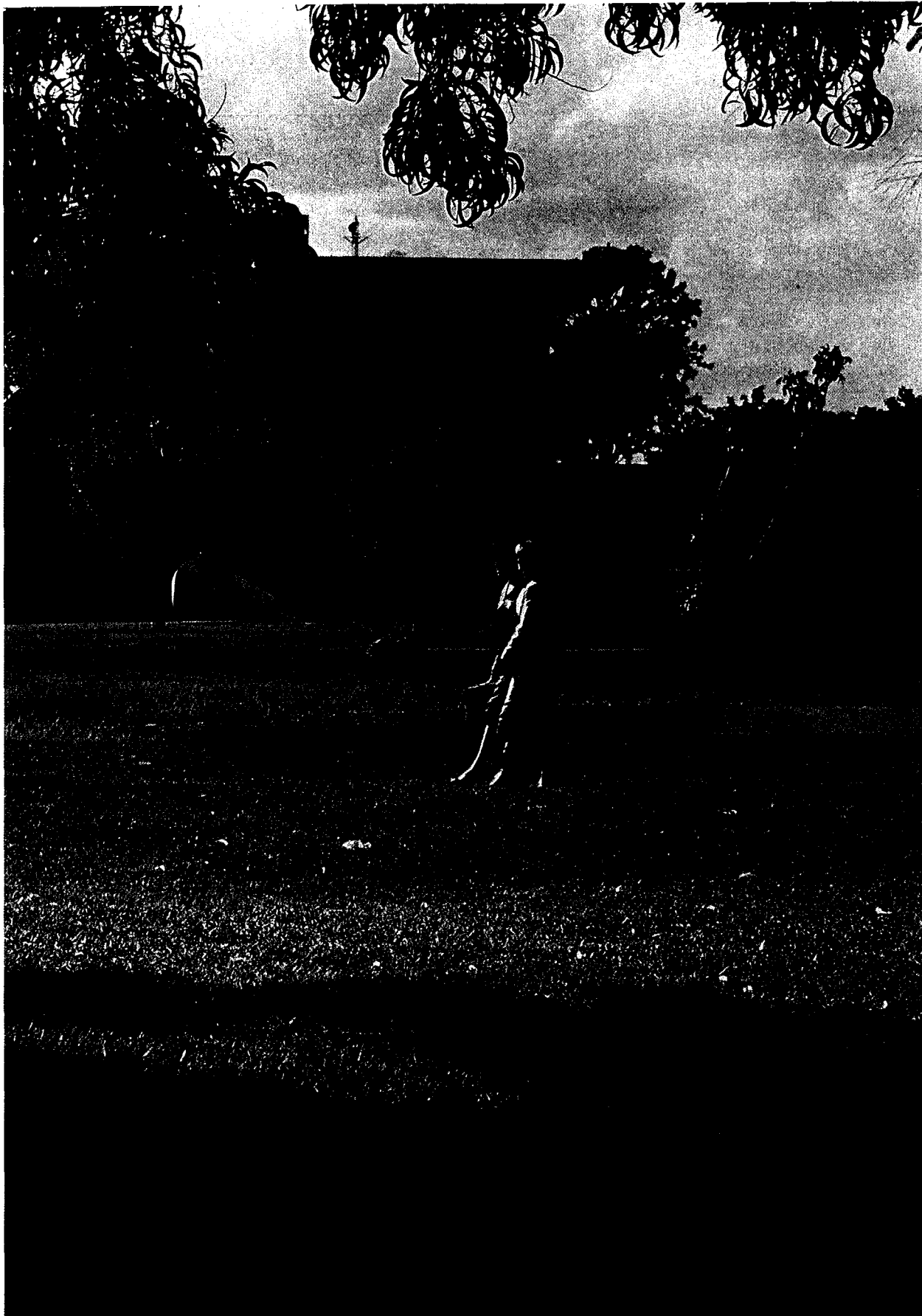
United States
(800) 986-3223, Ext. 1519



TABLE OF CONTENTS

President's Message	ii
The University	iii
Dean's Message	iv
The Fischler Center for the Advancement of Education	v
Director's Message	vi
The Graduate Education Module Program	vii
Classroom and Office Locations and Local Site Administrators	1
Important Dates and Deadlines	2
GEM Program Academic Calendar	2
Continuing Student Registration	3
New Student Registration and Information Sessions	4
Financial Aid Applications	4
Admission to the Graduate Education Module Program	5
Admission to Degree Candidacy	5
Nondegree-Seeking Students	6
Transfer of Credits	6
Nondiscrimination	6
Degree Completion Requirements	8
Majors and Courses	10
Core Courses	11
Courses Required for Each Major and Specialization	12
Course Descriptions	17
Academic Policies	31
Tuition, Fees, and Financial Policies	31
Withdrawal and Tuition Refund Policy	32
GEM Faculty and Administration	34
The Code of Student Conduct and Academic Responsibility	35
Policies Governing Student Relations	38
Learning Resources	38
Education Faculty and Administrative Staff	40
Nova Southeastern University Board of Trustees and Administration	45
Nova Southeastern University Degree Offerings	46
Application and Admissions Packet	48

This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.



CLASSROOM AND OFFICE LOCATIONS AND LOCAL SITE ADMINISTRATORS THE GRADUATE EDUCATION MODULE PROGRAM

BRADENTON/SARASOTA

5500 Bee Ridge Road
Suite #102
Sarasota
Mr. Bill Lance, Site Administrator
(813) 758-3631 (Home)
(813) 379-6682 (Site)

DAYTONA BEACH

Spruce Creek High School
801 Taylor Road
Port Orange
Mr. Robert Wilson, Site Administrator
(904) 761-6689

FORT LAUDERDALE

Sonken Building
Nova Southeastern University Campus
3301 College Avenue
Fort Lauderdale
Dr. Linda Lopez, Site Administrator
(305) 424-3935

FORT MYERS/NAPLES

10911 Bonita Beach Road
Suite #1031
Bonita Springs
Dr. Douglas Santini, Site Administrator
(813) 458-0082 (Home)
(813) 992-1711 (Site)

GAINESVILLE

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

LAS VEGAS (NEVADA)

The Plaza Office Park
2320 Paseo del Prado #307
Las Vegas, Nevada
Mr. Steve Rudish, Site Administrator
(702) 365-6682 (Site)

MELBOURNE

Brevard County Educational Services Facility
2700 St. John Street
Melbourne
Mr. James Hulse, Site Administrator
(407) 452-9731

MIAMI

G. Holmes Braddock Senior High School
3601 SW 147th Avenue
Dr. Jeri Sorosky, Senior Site Administrator
(305) 932-4422 (Home)

ORLANDO

Edgewater High School
3100 Edgewater Drive
(Preston Street Entrance)
Dr. James Talbert, Senior Site Administrator
Ms. Carole Quick, Site Administrator
(407) 649-9156 (Site)

PHOENIX (ARIZONA)

Nova Southeastern University Office
8601 North Black Canyon Highway
Suite #117
Mr. J. P. Jones, Site Administrator
(602) 995-5999

TAMPA

Austin Center, West Atrium Mall
1408 North Westshore Boulevard, #115
Tampa
Mr. Michael Ferguson, Senior Site Administrator
(813) 343-7915 (Home)
(813) 288-9460 (Site)

WEST PALM BEACH

Palm Beach Lakes Community High School
3505 Shiloh Drive
45th Street and Military Trail
Dr. Joseph Orr, Senior Site Administrator
(407) 478-9830
Ms. Mary Helen Arbogast, Assistant Site
Administrator

IMPORTANT DATES AND DEADLINES

GEM PROGRAM ACADEMIC CALENDAR	
FALL 1994 TERM	
Session One A.M. Class: Saturdays 8:30 A.M.-12:30 P.M. P.M. Class: Saturdays 1:30 P.M.-5:30 P.M. August 27 September 10, 17, 24 October 1, 8, 15, 22, 29	Session Two A.M. Class: Saturdays 8:30 A.M.-12:30 P.M. P.M. Class: Saturdays 1:30 P.M.-5:30 P.M. November 5, 12, 19 December 3, 10, 17 January 7, 14, 21
WINTER 1995 TERM	
Session One A.M. Class: Saturdays 8:30 A.M.-12:30 P.M. P.M. Class: Saturdays 1:30 P.M.-5:30 P.M. January 28 February 4, 11, 18, 25 March 4, 11, 18, 25	Session Two A.M. Class: Saturdays 8:30 A.M.-12:30 P.M. P.M. Class: Saturdays 1:30 P.M.-5:30 P.M. April 1, 8, 22, 29 May 6, 13, 20, 27 June 3
SUMMER 1995 TERM	
Session One Monday and Wednesday Class: 5:00 P.M.-10:00 P.M. June 12, 14, 19, 21, 26, 28 July 3, 5 Tuesday and Thursday Class: 5:00 P.M.-10:00 P.M. June 13, 15, 20, 22, 27, 29 July (Thursday and Friday) 6, 7	Session Two Monday and Wednesday Class: 5:00 P.M.-10:00 P.M. July 10, 12, 17, 19, 24, 26, 31 August 2 Tuesday and Thursday Class: 5:00 P.M.-10:00 P.M. July 11, 13, 18, 20, 25, 27 August 1, 3

Some low enrollment and special classes or workshops may be offered evenings on weekdays Fall and Winter Term, or in the daytime or Saturdays Summer Term. These dates and times will be announced each term.

CONTINUING STUDENT REGISTRATION	
Deadlines for registering without incurring a late fee are as follows. No registration will be accepted after the first class session.	
FALL 1994 TERM	
Session One Register by mail: Postmarked July 29 Continuing student registration: Friday, August 5, 5:00 P.M. - 10:00 P.M. Classes begin: August 27	Session Two Register by mail: Postmarked October 7 Continuing student registration: Saturday, October 15, 8:30 A.M. - 5:30 P.M. Classes begin: November 5
WINTER 1995 TERM	
Session One Register by mail: Postmarked January 6 Continuing student registration: Saturday, January 14, 8:30 A.M. - 5:30 P.M. Classes begin: January 28	Session Two Register by mail: Postmarked March 10 Continuing student registration: Saturday, March 18, 8:30 A.M. - 5:30 P.M. Classes begin: April 1
SUMMER 1995 TERM	
Session One Register by mail: Postmarked May 26 Continuing student registration: Saturday, May 20, 8:30 A.M. - 5:30 P.M. Classes begin: Monday, June 12	Session Two Register by mail: Postmarked June 16 Continuing student registration: Thursday, June 22, 5:00 P.M. - 10:00 P.M. Classes begin: Monday, July 10

NEW STUDENT REGISTRATION AND INFORMATION SESSIONS

All Registration and Information Sessions are held at the GEM classroom locations unless announced otherwise.

SITES: Fort Lauderdale Melbourne Tampa West Palm Beach TUESDAYS, 6:00-9:00 P.M. August 23, 1994 January 10, 1995 June 6, 1995	SITES: Bradenton/Sarasota Gainesville Orlando Phoenix WEDNESDAYS, 6:00-9:00 P.M. August 24, 1994 January 11, 1995 June 7, 1995* *Phoenix May 23, 1995	SITES: Daytona Beach Fort Myers/Naples Las Vegas Miami THURSDAYS 6:00-9:00 P.M. August 25, 1994 January 12, 1995 June 8, 1995* *Las Vegas May 25, 1995
---	---	--

FINANCIAL AID APPLICATIONS

All financial aid forms and information must be received by the dates below to allow adequate processing time.

Fall Term 1993	Session One: June 30, 1994	Session Two: September 9, 1994
Winter Term 1994	Session One: December 2, 1994	Session Two: February 3, 1995
Summer Term 1994	Session One: April 17, 1995	Session Two: May 15, 1995

ADMISSION TO THE GRADUATE EDUCATION MODULE PROGRAM

Every student, including non-degree-seeking students, must complete the admissions process (admission forms are in the back of this catalog).

Provisional 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 the teaching certificate (if applicable)
- Submit a completed application form, accompanied by a \$40 nonrefundable application fee.

Provisional Admission to the Educational Specialist Degree Program or the Modified Core Program in Educational Leadership

General admission requirements for the student wishing to matriculate in the educational specialist program, or the Modified Core Program in Educational Leadership 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 the master's degree-granting college or university (an official transcript is one that bears a university signature and raised seal)
- Submit a photocopy of the teaching certificate (if applicable)
- Submit a completed application form, accompanied by a \$40 nonrefundable application fee.

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

- 1) Document two complete years of successful teaching experience in an academic K-12 classroom setting.

and

- 2) Have earned a minimum grade point average of 3.0 in the last 60 hours of the undergraduate program

or

Have either a minimum combined score of 1000 on the verbal and quantitative scales of the Graduate Record Exam, or a minimum score of 50 on the Miller Analogies Test.

Exceptions to the GRE/GPA Requirements

- Persons with a master's degree from a regionally accredited college or university
- Persons admitted to Nova Southeastern 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 full admission to degree candidacy (master's or educational specialist) after meeting the requirements listed below:

- A 3.0 grade point average or higher in the first two courses taken in the student's declared major, and in either CUR 521, 522, 523, 524, or 525 (M.S. degree candidates) or EDU 721 (Ed.S. degree candidates).
- A completed admissions credential file, as indicated above. All items for the credential file should be mailed directly to the GEM Admissions Department.
- A program outline signed by a counselor.

Nondegree-Seeking Students

- Have earned a baccalaureate, master's, or doctorate degree from a regionally accredited college or university.
- Complete and submit an application form.
- Pay the \$40 application fee.
- Submit an official copy of a transcript from the institution awarding their highest degree.
- Students in the Modified Core Program in Educational Leadership must also submit a copy of their current teaching certificate and document two years of teaching experience.

Transfer of Credits

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

- The requirements for the student's major or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within a 5-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 has been received by the Admissions Office of FCAE 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 counselor.

- No transfer of credit will be applied to courses used to meet requirements for degree candidacy.
- No transfer of credit will be applied to the practicum.

Credits transferred 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 since, 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 counselor in the GEM Program offices as to current state policies that may affect GEM transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

Nondiscrimination

Nova Southeastern fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University's registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Low Enrollment Classes

Classes with enrollments of fewer than 15 students may be cancelled or offered in one of several alternative formats using distance education techniques. Students may choose to enroll in a course offered in an alternative format or they may choose to wait until there is sufficient enrollment to offer the course in a traditional form.

Center Offices

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

Nova Southeastern also maintains offices in Phoenix and Las Vegas.

GEM Offices, Nevada
2320 Paseo del Prado, #307
Las Vegas, Nevada 89102
(702) 365-6682

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

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

The GEM Program in Arizona and Nevada

The programs at the Phoenix and Las Vegas sites have been adjusted as necessary to comply with state certification and licensing requirements. Nova Southeastern University's Office of Western Programs, located in Phoenix, provides support and resources for both of these GEM sites.

Special programs and features include the following:

- In Phoenix, a 3 or 6 semester-hour Administrative Internship is offered to meet Arizona requirements for school administration certification. The Administrative Internship is required in addition to the regular Practicum Internship for Educational Leadership majors.
- In Las Vegas, special courses have been developed to meet Nevada certification requirements in educational administration.

DEGREE COMPLETION REQUIREMENTS

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

	Credits
CUR 521, 522, 523, 524, 525, Educational Research and Evaluation for Practitioners (M.S. degree)	
or	
EDU 721, Grantsmanship, Program Planning, and Evaluation (Ed.S. degree)	3
Courses required for the major and electives	27-30
The Practicum/Internship	3-6
	36

The Practicum Internship

The Practicum Internship is an educational improvement project that is introduced in the Educational Research and Evaluation course and explained in the *Practicum Internship Handbook*. The student may register for the practicum at the site or by mail at any time after candidacy has been achieved and the writing assessment passed.

Prerequisites for the Practicum Internship:

- Candidacy achieved
- Writing assessment passed

Students should arrange to take the formal writing assessment early in their degree program. The writing assessment informs students of their current level of writing proficiency in relation to the level required for success in writing practicum documents. The writing assessment is available every term at every site. The writing assessment is a brief essay, scored holistically on a scale of 1-4. Students may take the writing assessment three times. Students who have not yet passed the writing assessment may continue with their coursework. Educational Specialist candidates who passed the writing assessment at the master's level need not take it again.

Time Limit for Completion of Program

Students have four years to complete all requirements for the degree or modified core program, dating from the first term in which the student registered for Nova Southeastern courses applied toward the degree program. The time limit includes courses taken as a special or non-degree-seeking student if these are used to meet degree requirements.

Program Outlines

Certification requirements are complex. All new students seeking a degree or adding an endorsement or certification area must have a program outline signed by a counselor as a requirement for admission to degree candidacy. The program outline may be completed with a student counselor in the GEM Program Office or at the site with the assistance of the local site administrator for review and approval by a student counselor.

Academic Advising

Those interested can call or visit a student counselor for information and for advice on certification and renewal through GEM Program courses. It is strongly recommended that persons seeking transfer of credit contact a counselor before registering for the first class.

Toll-Free Numbers for Counselors

	8:30 A.M.-5:00 P.M., Monday
	8:30 A.M.-8:00 P.M., Tuesday-Friday
	8:30 A.M.-1:30 P.M., Saturday
Broward County, Florida	475-7449
Dade County, Florida	940-6447, Ext.7449
United States	(800) 986-3223, Ext.7449

HOW TO AVOID SOME SERIOUS PROBLEMS

PROBLEM	ACTION TO AVOID
Financial Aid not available when needed.	Submit all requested materials by dates listed on page 4.
Late fee charged, or late registration not accepted.	Register by deadlines on page 3.
Registered for, and completed, the wrong course.	<ol style="list-style-type: none"> 1. Discuss proposed course or program with a student counselor <u>before</u> you register. See phone numbers and times on page 8. 2. When you receive a program outline, make no changes unless you consult a student counselor first.
Course is not available the session that you want it, or, there is a conflict because two courses that you need are offered at the same time.	Take your courses in the sequence listed in the program outlines on pages 12-16. Note that courses listed in the same session and time bracket will always conflict (Session 1 or 2; A.M. or P.M.).
Transcript request refused.	Send in an application before your first registration in the Program.
Registration for the practicum/internship refused.	The steps required prior to registering for the practicum are listed on page 8.
Completed 30 hours of courses and a practicum but degree in chosen field refused.	Always consult a student counselor <u>before</u> changing your major. Always send in a data change form for the new major. Persons changing their major to Educational Leadership must submit a new application form (no fee).
Unable to complete a course successfully because of inadequate background in subject matter.	Before registering, review the prerequisites listed for the course (pages 12-16).
Dropped course, received no tuition refund.	Review the refund policy and deadlines on page 32.
Important notices not received.	Obtain a data change form and send in your new address if you move.

MAJORS AND COURSES

Majors and Specializations

Computer Applications*

Computer Science Education

Educational Leadership (Administration K-12)

Educational Media*

Elementary Education

English Education

Exceptional Student Education with Specializations in:

Emotionally Handicapped

Mentally Handicapped

Prekindergarten Handicapped

Specific Learning Disabilities

Varying Exceptionalities

Mathematics Education

Middle Grades Education (elective block)

Prekindergarten/Primary Education

Reading

Science Education

Social Studies Education

Teaching English to Speakers of Other Languages

* Not available at all sites.

Core Courses

Degree-seeking students in every major are required to take a basic course covering the program planning and program evaluation skills needed for the required practicum/internship. At the masters level this basic course is one of the series of courses covering "Educational Research for Practitioners" (CUR 521, 522, 523, 524, 525). At the educational specialist level the basic course is "Grantsmanship, Program Planning, and Evaluation" (EDU 721). Depending upon the student's major, four other general education courses are either required, recommended, or available as electives. These courses are charted below.

GEM CORE COURSES REQUIRED AND OPTIONAL CORE COURSES BY MAJOR OR SPECIALIZATION					
MAJOR	CUR 521-5 or EDU 721	CUR 501-5 or EDU 701	CUR 591 Measurement	CSE 500 Technology	PRACTICUM INTERNSHIP
Comp. App.	X	X			X
Comp. Sci. Ed.	X				X
Ed. Leader.	X*	X*		X	X
Emot. Hand.	X				X
Ed. Media	X				X
Elementary Ed.	X	R	+	+	X
English Ed.	X	R	+	+	X
Math Ed.	X	R	+	+	X
Ment. Hand.	X			R	X
PreK.Hand.	X			R	X
PreK./Prim. Ed.	X				X
Reading	X				X
Science Ed.	X	R	+	+	X
Soc.Stud. Ed.	X	R	+	+	X
Spec.Ln.Dis.	X			R	X
TESOL	X	R	+	+	X
Varying Excep.	X				X

REQUIRED = "X"

RECOMMENDED = "R"

OPTIONAL = "+"

*Must be at same level or area of instruction (i.e. CUR 521 and CUR 501; CUR 522 and CUR 502; CUR 523 and CUR 503; CUR 524 and CUR 504; CUR 525 and CUR 505).

Courses Required for Each Major and Specialization

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

COMPUTER APPLICATIONS		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CSE 501	3
Session 2 A.M.	Elective	3
Session 2 P.M.	CSE 505	3
TERM 2 Session 1 A.M.	CSE 605	3
Session 1 P.M.	CSE 510	3
Session 2 A.M.	CSE 610	3
Session 2 P.M.	CSE 615	3
TERM 3 Session 1 A.M.	CSE 515	3
Session 1 P.M.	Elective	3
Practicum/ Internship	Computer Applications	6

EDUCATIONAL LEADERSHIP		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.)* or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 or* EDU 701	3
Session 2 A.M.	EDL 505	3
Session 2 P.M.	CSE 500 EDL 535 Nevada Students	3
TERM 2 Session 1 A.M.	EDL 510	3
Session 1 P.M.	EDL 500	3
Session 2 A.M.	EDL 520	3
Session 2 P.M.	EDL 525	3
TERM 3 Session 1 A.M.	EDL 530	3
Session 1 P.M.	EL 600** Florida Students AS 701, 702 or 703 Arizona Students EDL 545 Nevada Students	3
Practicum/ Internship	Educational Leadership	6

***Prerequisite: Admission to a degree or core program in Educational Leadership and 27 hours of courses completed in Educational Leadership, or 24 hours completed if taken concurrent with another Educational Leadership course.
**See note, page 11.

COMPUTER SCIENCE EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CSE 501	3
Session 2 A.M.	CSE 700*	3
Session 2 P.M.	CSE 505*	3
TERM 2 Session 1 A.M.	CSE 710*	3
Session 1 P.M.	CSE 510*	3
Session 2 A.M.	CSE 712*	3
Session 2 P.M.	CSE 680*	3
TERM 3 Session 1 A.M.	CSE 670*	3
Session 1 P.M.	CSE 715*	3
Practicum/ Internship	Computer Science Education	6

*See pages 17 and 18 for prerequisites.

EDUCATIONAL MEDIA		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EM 500	3
Session 2 A.M.	EM 505	3
Session 2 P.M.	EM 510	3
TERM 2 Session 1 A.M.	EM 525	3
Session 1 P.M.	EM 530	3
Session 2 A.M.	EM 535	3
Session 2 P.M.	EM 515	3
TERM 3 Session 1 A.M.	EM 540	3
Session 1 P.M.	EM 545	3
Session 2 A.M.	EM 520	3
Practicum/ Internship	Educational Media	3-6

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

ELEMENTARY EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Session 2 A.M.	ELE 541	3
Session 2 P.M.	ELE 542	3
TERM 2 Session 1 A.M.	Elective	3
Session 1 P.M.	Elective	3
Session 2 A.M.	CUR 591 or RED 750	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3 Session 1 A.M.	ELE 730	3
Session 1 P.M.	Elective	3
Practicum/ Internship	Elementary Education	6

ENGLISH EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Session 2 A.M.	ENG 600	3
Session 2 P.M.	ENG 615	3
TERM 2 Session 1 A.M.	ENG 605	3
Session 1 P.M.	ENG 625	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3 Session 1 A.M.	ENG 635	3
Session 1 P.M.	ENG 645	3
Practicum/ Internship	English	6

EMOTIONALLY HANDICAPPED		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2 Session 1 A.M.	EP 585*	3
Session 1 P.M.	EP 565*	3
Session 2 A.M.	EP 5401*	3
Session 2 P.M.	EP 5410*	3
TERM 3 Session 1 A.M.	EP 5405*	3
Session 1 P.M.	EP 5415*	3
Practicum/ Internship	Emotionally Handicapped	6

*See page 24 for prerequisites.

MATHEMATICS EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Session 2 A.M.	MAT 661	3
Session 2 P.M.	MAT 671	3
TERM 2 Session 1 A.M.	MAT 662	3
Session 1 P.M.	MAT 672	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3 Session 1 A.M.	MAT 663	3
Session 1 P.M.	MAT 673	3
Practicum/ Internship	Math Applications	6

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

MENTALLY HANDICAPPED		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2 Session 1 A.M.	EP 585*	3
Session 1 P.M.	EP 565*	3
Session 2 A.M.	EP 505*	3
Session 2 P.M.	EP 515*	3
TERM 3 Session 1 A.M.	EP 520*	3
Session 1 P.M.	CSE 500 or Elective	3
Practicum/Internship	Mentally Handicapped	6

*See page 24 for prerequisites.

MIDDLE GRADES EDUCATION (Elective Block)		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	MGE 601	3
Session 2 A.M.	Course in Major	3
Session 2 P.M.	Course in Major	3
TERM 2 Session 1 A.M.	Course in Major	3
Session 1 P.M.	Course in Major	3
Session 2 A.M.	MGE 602	3
Session 2 P.M.	MGE 603	3
TERM 3 Session 1 A.M.	Course in Major	3
Session 1 P.M.	Course in Major	3
Practicum/Internship	Practicum Internship in Major	6

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

READING		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	RED 570	3
Session 2 A.M.	EDU 580	3
Session 2 P.M.	RED 554*	3
TERM 2 Session 1 A.M.	RED 500*	3
Session 1 P.M.	RED 575	3
Session 2 A.M.	RED 750	3
Session 2 P.M.	RED 5271*	3
TERM 3 Session 1 A.M.	RED 780	3
Session 1 P.M.	RED 5272*	3
Practicum/Internship	Reading	6

*See page 28 for prerequisite courses.

SCIENCE EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Session 2 A.M.	SCI 661	3
Session 2 P.M.	SCI 671	3
TERM 2 Session 1 A.M.	SCI 662	3
Session 1 P.M.	SCI 672	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3 Session 1 A.M.	SCI 663	3
Session 1 P.M.	SCI 673	3
Practicum/Internship	Science	6

PRE-K HANDICAPPED		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2 Session 1 A.M.	EP 585*	3
Session 1 P.M.	EP 565*	3
Session 2 A.M.	EP 5265*	3
Session 2 P.M.	EP 5270*	3
TERM 3 Session 1 A.M.	EP 5275*	3
Session 1 P.M.	EP 5280*	3
Practicum/Internship	Pre-K Handicapped	6

*See page 24 for prerequisites.

PRE-K/PRIMARY EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EC 500	3
Session 2 A.M.	EC 508*	3
Session 2 P.M.	EC 509*	3
TERM 2 Session 1 A.M.	EC 511*	3
Session 1 P.M.	EP 500 or equivalent	3
Session 2 A.M.	EP 5265 or equivalent**	3
Session 2 P.M.	EC 503*	3
TERM 3 Session 1 A.M.	EC 512*	3
Session 1 P.M.	EC 513*	3
Session 2 A.M.	EC 514*	3
Practicum/Internship	Pre-K/Primary	3

*See page 20 for prerequisite.
**See page 24 for prerequisite.

SOCIAL STUDIES EDUCATION		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Session 2 A.M.	SST 610	3
Session 2 P.M.	SST 620	3
TERM 2 Session 1 A.M.	SST 630	3
Session 1 P.M.	Elective	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3 Session 1 A.M.	Elective	3
Session 1 P.M.	Elective	3
Practicum/Internship	Social Studies	6

SPECIFIC LEARNING DISABILITIES		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2 Session 1 A.M.	EP 585*	3
Session 1 P.M.	EP 565*	3
Session 2 A.M.	EP 5260*	3
Session 2 P.M.	EP 5266*	3
TERM 3 Session 1 A.M.	EP 5264*	3
Session 2 P.M.**	CSE 500	3
Practicum/Internship	Specific Learning Disabilities	6
**Or Session 1 P.M.	Elective in Special Education	3

*See page 24 for prerequisites.

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

TESOL		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 521/522/523/524/525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	BLE 500	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 TSL 559 Nevada Students	3
TERM 2 Session 1 A.M.	TSL 569	3
Session 1 P.M.	BLE 547	3
Session 2 A.M.	TSL 515	3
Session 2 P.M.	BLE 567	3
TERM 3 Session 1 A.M.	TSL 562	3
Session 1 P.M.	CUR 501/502/503/504/505 (M.S.) or EDU 701 (Ed.S.)	3
Practicum/Internship	TESOL	6

VARYING EXCEPTIONALITIES		
TERM	COURSE	CREDITS
TERM 1 Session 1 A.M.	CUR 525 (M.S.) or EDU 721 (Ed.S.)	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2 Session 1 A.M.	EP 585*	3
Session 1 P.M.	EP 565*	3
Session 2 A.M.	EP 570*	3
Session 2 P.M.	EP 515*	3
TERM 3 Session 1 A.M.	EP 5264*	3
Session 1 P.M.	EP 5415*	3
Practicum/Internship	Varying Exceptionalities	6

*See page 24 for prerequisites.

Course Descriptions

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 a Counselor or Site Administrator.

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

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.

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 501 Managing Computer Resources for Teachers and Administrators (3 Cr.) This computer literacy course is designed for students majoring in computer science education or persons with prior experience with computing machinery who wish to expand their knowledge. Educational applications of technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

CSE 500 or CSE 501 or the equivalent are prerequisites for all other CSE courses.

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, the use of the computer as a control device, the Logo environment, graphics, and merging graphics with text material.

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

CSE 610 Communicating with Computers (3 Cr.) After gaining familiarity with the concepts of telecommunications, modems, communication software, bulletin boards, e-mail, 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 kindergarten through grade 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.
Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.

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.
Prerequisite: CSE 700 or equivalent

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

CSE 710 Programming in Pascal (3 Cr.) This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. Included are all Pascal statements and basic data structures.
Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.

CSE 712 Advanced Programming in Pascal (3 Cr.) In this course, students will build on the basic concepts of Pascal programming acquired in the introductory course. Emphasis will be on the concepts of multi-dimensional array processing, sorting and searching algorithms, character string processing, records, sequential file manipulation, and an introduction to data structures (pointers).
Prerequisites: CSE 710 or equivalent, and access to a computer with a modem.

CSE 715 Data Structures (3 Cr.) Participants will develop skills 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.
Prerequisites: CSE 710 and CSE 712 or equivalent, and access to a computer with a modem.

CSE 798 (Ed.S.)
CSE 698 (M.S.) Practicum in Computer Science Education (6 Cr.) The Practicum/ Internship in Computer Science Education is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of computer science with critical thinking skills and/or technology. The final written report documents the entire process.

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 521 Educational Research for Practitioners in Early Childhood/Primary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to early childhood/primary education.

CUR 522 Educational Research for Practitioners in Elementary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to elementary education.

CUR 523 Educational Research for Practitioners in Middle School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to middle school education.

CUR 524 Educational Research for Practitioners in Secondary School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to secondary school education.

CUR 525 Educational Research for Practitioners in Exceptional Student Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to exceptional student education.

CUR 591 Workshop on Student Evaluation (3 Cr.) This workshop emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

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 500 or an equivalent is a prerequisite for all other courses in Pre-K/Primary (all "EC" prefixes).

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 508 Theory and Practice in Early Childhood Programs Birth through Age 8 (3 Cr.) This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages 3 through 8 (3 Cr.) In this course background in the linguistic characteristics and needs of young children and theories of early childhood education serve as the base for instruction in planning, implementing and evaluating developmentally appropriate and integrated content and methodology in the area of emergent and developing language and reading and writing skills. Students will participate in appropriate field experiences.

EC 511 Developmentally Appropriate Curriculum for Children Ages 3 through 8: Social Sciences and the Arts (3 Cr.) This course focuses on planning, implementing and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement and music. Students will participate in appropriate field experiences.

EC 512 Developmentally Appropriate Curriculum for Children Ages 3 through 8: Mathematics and Science (3 Cr.) This course focuses on planning, implementing and evaluating developmentally appropriate and integrated content and methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences.

EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through 8 (3 Cr.) This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition and safety policies are also covered.

EC 514 Family and Community Collaboration in Early Childhood Programs (3 Cr.) In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on ethnocultural and economic variables.

EC 798 (Ed.S.)

EC 698 (M.S.) Practicum Internship in Early Childhood Education (6 Cr.) The Practicum/Internship in Early Childhood Education is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in early childhood 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 communication 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 orientation 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 the experience and understanding considered to be essential to effective school administration for on-the-job school administrators. The understanding and experience 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. (Nevada only)

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, and clerical and support staff services. (Nevada only)

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

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

EDU 701 Educational Policy and Child Advocacy (3 Cr.) This course provides participants with an overview of the educational policy making process at the local, state, and national levels and background in principles of child advocacy. The primary emphasis is on the kinds of information needed by teachers and administrators who wish to serve as advocates for the children and youth in their schools.

Prerequisite: A masters degree in education.

EDU 721 Grantsmanship, Program Planning, and Evaluation (3 Cr.) This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects.

Prerequisite: A masters degree in education.

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 that 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 that 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: Admission to a degree or core program in Educational Leadership and completion of 27 hours of Educational Leadership courses, not including the practicum. May be taken after 24 hours of courses if taken concurrent with another Educational Leadership course.

EL 788 (Ed.S.)

EL 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 that describes the entire process.

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

EM 505 Design and Production of Educational Media (3 Cr.) This survey course introduces the principles of instructional design; provides 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 electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

EM 520 Instructional Role of the Media Specialist (3 Cr.) This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media 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 cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods.

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

EM 798 (Ed.S.)

EM 698 (M.S.) Practicum Internship in Educational Media (3 Cr.) The Practicum Internship in Educational Media is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the use of educational media with critical thinking skills and/or technology. The final written report documents the entire process.

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

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

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

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

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

ENG 645 Recent Directions in the Analysis of Literature (3 Cr.) Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 788 (Ed.S.)

ENG 688 (M.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 that describes the entire process.

EP 500, EP 564 and EP 566, or certification in any area of Exceptional Student Education, are prerequisites for all other courses in Exceptional Student Education. Pre-K/Primary majors may take EP 5265 after taking EP 500.

EP 500 Survey of Exceptionalities of Children and Youth (3 Cr.) This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatments strategies, and current and future trends in the field of exceptional student education.

EP 505 Nature and Needs of Mentally Handicapped Students (3 Cr.) This course focuses on the etiology of mental disability. It covers the social, emotional, and educational characteristics and needs of mentally handicapped students and implications for evaluation, educational planning, and program development.

EP 515 Instructional Strategies for Mentally Handicapped Students (3 Cr.) This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology.

EP 520 Curriculum and Instructional Materials for Mentally Handicapped Students (3 Cr.) This course focuses on curriculum development and methods and materials for mentally handicapped students, with emphasis on individualized planning and program development.

EP 5260 Nature and Needs of Learning Disabled Students (3 Cr.) This course provides a broad, comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. It provides teachers with the basic information and foundational skills for understanding and working with learning disabled students. Emphasis is on what the concept of learning disabilities involves, how learning problems can be recognized, and on how to address these problems.

EP 5264 Instructional Strategies for Learning Disabled Students (3 Cr.) This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course.

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

EP 5266 Curriculum and Instructional Materials for Learning Disabled Students (3 Cr.) This course introduces students to the various curricula and instructional materials used with learning disabled students. It provides specific suggestions for selecting and modifying the curriculum and for developing appropriate materials to use in the classroom.

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

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

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

EP 5401 Nature and Needs of Emotionally Handicapped Students (3 Cr.) This course integrates theory, research, and practice in the field of emotional handicaps. Emphasis is on the nature and etiology of disordered behavior, the identification, assessment and classification of these disorders, the initial planning and organization of the classroom environment, and the establishment of positive management programs and scheduling.

EP 5405 Behavior Management for Emotionally Handicapped Students (3 Cr.) The principles introduced in this course not only explain why certain behaviors exist, but also offer teachers and other educators a methodology to produce desirable changes and improve the academic and social development of their emotionally handicapped students.

EP 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students (3 Cr.) This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with emotionally handicapped students. Emphasis is on planning and organizing the classroom environment, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

EP 5415 Instructional Strategies for Emotionally Handicapped Students (3 Cr.) This course introduces preservice and inservice teachers of emotionally handicapped students of the historical, professional, and social contexts of this field. It integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment and provides information on how to plan, organize, and manage instructional programs for emotionally handicapped students in different settings.

EP 564 Language Development and Language Disabilities (3 Cr.) This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders.

EP 565 Social and Personal Skills for Exceptional Students (3 Cr.) This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need if they are to actualize their potentials and become contributing members of society.

EP 566 Educational and Psychological Assessment of Exceptional Students (3 Cr.) This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with the types of available instruments in order to help them make the soundest educational decisions possible.

EP 570 Nature and Needs of Mildly Handicapped Students (3 Cr.) This course is an introduction to the noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socioemotional needs of these students.

EP 585 Educational Management of Exceptional Students (3 Cr.) This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom learning environment to foster learning and enhance students' personal growth.

ESL 788 (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 that describes the entire process.

MAT 661 Methods of Using Symbolic and Graphical Representations in the Teaching of Secondary Mathematics (3 Cr.) Symbolic and graphical representations are notational systems used to describe mathematical problems. This course will highlight research on determining which kinds of representations can help or hinder learners of mathematics at various ages. Suggestions for practical application of various kinds of representations in the mathematics classroom will be given.

MAT 662 The History and Philosophy of Mathematics (3 Cr.) This course traces the development from ancient to modern times of several branches of mathematics, including logic, algebra, and analysis of functioning. The contributions of eminent mathematicians will be highlighted. Philosophical issues will be discussed.

MAT 663 The Professional Mathematics Educator (3 Cr.) This course emphasizes the importance of mathematics education and its contribution to the needs of individuals in a technological society. Topics include a history of mathematics education in America, innumeracy (analogous to illiteracy), theories of math education, how to evaluate research on math education, professional societies and their suggested standards for teaching math, and certification requirements. Model curricula attempting to meet NCTM standards will be evaluated.

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 how mathematical and scientific knowledge can be acquired and stored in a computer "knowledgeable." 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.
Prerequisite: 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.
Prerequisite: 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 that describes the entire process.

MGE 601 Nature and Needs of the Middle Grades Learner (3 Cr.) An examination of the developmental process and characteristics of early adolescents. This will include aspects of adolescent psychology, physical growth, mental growth, and special needs learners as they relate to middle grades programs.

MGE 602 Foundations of Middle Grades Education (3 Cr.) This course will deal with the historical, philosophical, and cultural aspects of middle-level education. This study will include historical and philosophical foundations of the middle-school movement, a view of future trends, and a cultural perspective of middle-level education.

MGE 603 The Middle Grades Program: Curriculum and Instruction (3 Cr.) A review of the current status and trends in the middle-school concept as it is evidenced in practice. This will include curriculum, interdisciplinary teaching, adviser-advisee programs, guidance in the middle school, active learning strategies, and student assessment.

MR 788 (Ed.S.)

MR 688 (M.S.) Practicum in Mental Retardation (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 that describes the entire process.

PKH 788 (Ed.S.)

PKH 688 (M.S.) Practicum Internship in Preschool 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 that describes the entire process.

RED 500 Techniques of Corrective and Remedial Reading (3 Cr.) This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.
Prerequisite: RED 554

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.
Prerequisite: RED 570

RED 570 The Reading Process (3 Cr.) This course examines reading models, subskills, and theories and explores the theoretical basis for 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 (3-6 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 that 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 6 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.
Prerequisites: RED 500, RED 554, RED 570

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.
Prerequisite: RED 5271

SCI 661 Modern Cosmology and Physics for Science Teachers (3 Cr.) This course examines new models of the origin and fate of the universe, based upon findings from astronomy and physics. Topics include examination of the work of Stephen Hawking and other cosmologists, particle physics, black holes, the expanding universe, the "big bang," dark matter in space, quantum and relativity theories, and the current search for "theories of everything."

SCI 662 The History and Philosophy of Science and Technology (3 Cr.) This course traces the development of science from ancient to modern times. Topics include the scientific method, use of mathematical description, the nature of scientific explanation, and the nature of scientific discovery and technological invention. The interrelationships of science and technical education, cognitive and societal factors will be examined.

SCI 663 The Professional Science Educator (3 Cr.) This course emphasizes the importance of science education and its contribution to the needs of students in a technological society. Topics include a history of science education in America, minimum requirements for a science literate citizen, theories of science education, and how to evaluate research on science education. Science education standards of the National Research Council/National Science Teachers Association and other professional associations will be examined.

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 how mathematical and scientific knowledge can be acquired and stored in a computer "knowledge base." 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.
Prerequisite: 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.
Prerequisite: 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 that 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 that 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 skills 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 that 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.

VE 788 (Ed.S.)

VE 688 (M.S.) Practicum Internship in Varying Exceptionalities (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 that describes the entire process.

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 course, or sooner if stipulated by the instructor. 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 unavoidably coincide with religious holidays, students affected are excused, but must make up work as required by the instructor.

Extensions

Students have up to four years to complete all degree requirements, dating from the beginning of the term of their initial registration for course work 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 the GEM Program 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 Southeastern University. Tuition fees can be charged to MasterCard, VISA, Discover, or American Express accounts. Fees are subject to change without notice.

Application Fees, Registration Fees, and Tuition

Graduate Admission
Application Fee \$40

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

Registration Fee \$15

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

Tuition \$200 (per credit)

Late Payment Fee \$75

Tuition and the registration fee for continuing students are due at the site or at the GEM offices on the main campus on the dates published on page 3 of this catalog, usually about 2 weeks before the first class session. Students may register on the first day of classes, but will be charged a \$75 late fee. Registrations will not be accepted after the first day of class.

Practicum Service Charges

Students who require more than one year to complete the Practicum Internship may extend their practicum time by paying a Practicum Service charge equivalent to one credit per term for Fall and Winter Terms and 1/2 credit for Summer Term. The 1994-95 rate for one credit is \$200. Practicum time cannot be extended beyond the student's four-year time limit for completing degree requirements.

Practicum Internship Registration

Students register for the six-credit Practicum Internship at site registration sessions or by mail. A completed registration insures: the services of an advisor, use of the Einstein Library, and assistance of the Practicum Office staff for a period of six GEM sessions (one year).

Split Tuition Payment

Students registering for two courses in the same term and session or the practicum internship, and paying by check, may split their tuition payment. Half of the tuition for the two courses, plus the registration and application fee, is due at the time of registration. The remaining half may be paid with a check at registration dated 30 days later. Both checks must accompany the registration. Students paying by credit card may not split their tuition payment.

Other Fees

Graduation Fee \$50

- Students must request a **degree application form** from the local GEM Program site or from the Office of the University Registrar (305/476-8985 or 8986) at least two months prior to the projected date for completion of all degree requirements.
- An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.

Local Fees as applicable

The GEM Program is 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 and other Learning

Materials as applicable

Students must purchase required learning materials no later than the opening class sessions. Unless otherwise indicated by the site administrator, checks or money orders should be made payable to Nova Books, Inc. Receipts are provided if needed.

Withdrawal and 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 schedules apply:

For courses:

- **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.

For practicums:

- **For 75 percent refund:** withdrawal in writing within 30 days of initial registration
- **For 50 percent refund:** withdrawal in writing between 30 and 60 days after initial registration
- No refunds after 60 days from initial registration.

In addition, Florida law provides that students have three working days from the date of signing an enrollment contract or financial agreement with the University to request a cancellation of the contract in writing and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Transcript Request Policy

Upon completion of a degree program at Nova Southeastern 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 \$5 check or money order should be mailed to the Nova Southeastern University registrar.

Financial Aid

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (305) 475-7410 or (800) 522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes up to 12 weeks. A set of recommended dates for submission of all materials follows. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Application forms are usually available each January for the following academic year. There is a priority deadline of April 1, 1994 for the 1994-95 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application. The last day to apply for any financial aid for 1994-95 is May 1, 1995.

Students may not complete registration unless they have an award letter covering the term of registration. To allow sufficient time for processing of financial aid applications, all forms and materials should be submitted by the following dates:

June 30, 1994,
for the term beginning August 27, 1994

December 2, 1994
for the term beginning January 28, 1995

April 17, 1995
for the term beginning June 12, 1995

WARNING TO NON-DEGREE-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 a master's or educational specialist degree, are included in this category. Among those who are **not** eligible for financial aid are students taking course work for the ESOL endorsement, but not a degree, and persons in the Modified Core Program in Educational Leadership.

Additional Information - General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. Citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his/her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

FACULTY AND ADMINISTRATION GRADUATE EDUCATION MODULE PROGRAM

PAUL B. BORTHWICK, JR.

Senior Educational Leadership Professor
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

LINDA GOLDSMITH

Program Professor, English Education
A.B. University of Pennsylvania
M.A. Fordham University
Ed.D. Western Michigan University

AUDREY HENRY

Program Professor, Reading
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

JOAN D. HORN

Director of Field Experiences, GEM Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

GEORGE KONTOS

Program Professor, Computer Science
Education
B.A. University of Athens, Greece
M.A. University of Texas
Ed.D. University of Houston

SIDI M. LAKHDAR

Program Professor, Exceptional Student
Education
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

WILMA J. ROBLES de MELENDEZ

Program Professor, Prekindergarten/Primary,
Elementary Education
B.A. University of Puerto Rico
M.A. University of Puerto Rico
*Ph.D. Universidad Complutense de
Madrid, Spain*

DENNIS MURPHY

Program Professor, Mathematics and
Science Education
B.S. Worcester Polytechnic Institute
M.S. Northeastern University
Ph.D. Nova Southeastern University

DEO NELLIS

Director of Academic Operations, GEM Program
B.A. State University of New York at Buffalo
M.S. Nova Southeastern University
Ed.D. Nova Southeastern University

VESNA OSTERTAG

Program Professor in Evaluation and Field
Experiences
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova Southeastern 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

YOLANDA RIVERO

Program Professor, TESOL
B.A. Queens College
M.A. Columbia College
Ed.D. Columbia University

DONNA STARR

Program Professor, Educational Media
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

ALAN TYLER

Program Professor, Exceptional Student
Education
B.S. University of Southern Mississippi
M.Ed. University of Southern Alabama
Ph.D. University of Southern Mississippi

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.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern 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 Southeastern 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 (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern 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;
 - j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
 - k. 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 system. 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 Southeastern University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code. [The Graduate Education Module Program expects students to meet the legal and ethical standards specified by the teacher certification or licensure body in their state.]

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.

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the GEM Student Handbook.

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 86), Nova Southeastern 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 Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the GEM Student Handbook.

Privacy of Records

Nova Southeastern 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 Southeastern 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 Southeastern University 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.

POLICIES GOVERNING STUDENT RELATIONS

General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog 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 Southeastern University and its composite academic units periodically publish bulletins or catalogs describing the University and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units and/or the registrar's office maintains at least one full-time employee to assist all 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, Florida. For further information, contact the international student advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695.

Veterans' Benefits

All programs described in this catalog 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.

Grievances

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. Grievance procedures are explained in the GEM Program Student Handbook.

LEARNING RESOURCES

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 35 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalog.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN AND FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682 (automated attendant - enter number for "General Student Services") or (305) 475-7388.

The entire microfiche collection of ERIC, more than 300,000 documents, is available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Fischler Center for the Advancement of Education of Nova Southeastern University.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, 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 United Nations documents. It is also designated as a depository for state and federal documents.

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

Computing Facilities

The University's Computing Facility provides data processing services for meeting instructional, research, and administrative needs. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

Textbooks

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone (800) 509-2665 or (305) 476-4750 or FAX (305) 476-4759.

Education Faculty and Administrative Staff

THELMA ALBRITTON

Associate Director of Development and Marketing, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
A.B. Greensboro College
M.Ed. University of Oregon

HECTOR BARAJAS

Coordinator of Curriculum Development, Ed.D. Program in Child and Youth Studies
A.G.S. Central Texas College

ADELA BECKERMAN

Program Professor, Master's Programs in Life Span Care and Administration
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

CAROLE BENEDICT

Coordinator of Center Marketing, Center for the Advancement of Education

PAUL B. BORTHWICK, JR.

Senior Educational Leadership Professor, GEM Program
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

CHIP BOWDEN

Coordinator of Administrative Operations, GEM Program

WALTER CEGELKA

Assistant Director, Education
B.S. University of Scranton
M.S. Syracuse University
Ed.D. Syracuse University

ADA CHRISTIE

Coordinator of Administrative Operations, Ed.D. Programs for Higher Education

CLEVELAND O. CLARKE

Director of Education Programs, Farquhar Center, Associate Professor
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

CLAYTON CONDIT

Recruiting Assistant, Western Programs
B.S. University of San Francisco

JOANN CONDIT

Coordinator of Western Programs

ELIZABETH DARVAS

Associate Professor, Education
B.A. New York University
M.A. New York University
Ed.D. Nova Southeastern University

CARMEN E. DUMAS

Program Professor of Education, Ed.D. Program in Child and Youth Studies
Senior Editor, *Florida ASCD Journal*
B.A. University of the West Indies
M.Ed. Howard University
Ed.D. George Washington University

PHILIP H. DeTURK

Dean, Farquhar Center for Undergraduate Studies, Associate Professor
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

KEN DOSE

Associate Director of Education Programs, Farquhar Center, Assistant Professor
B.A. University of Charleston
M.A. Nova Southeastern University
Ed.D. Nova Southeastern University

LLOYD A. DUVALL

Program Development Coordinator, National Ed.D. Program for Educational Leaders
B.S. The Ohio State University
M.A. Kent State University
Ph.D. The Ohio State University

KAMELIA EL-KOLALLI

Student Counselor, GEM Program
B.A. Alexandria University

CHARLES L. FAIRES

Associate Director, National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. University of Georgia
Ph.D. Kent State University

SUE FASSANELLA

Coordinator of Administrative Operations, Ed.D. Program in Child and Youth Studies

ABRAHAM S. FISCHLER

President Emeritus, Nova Southeastern University
B.S. City College of the City University of New York
M.A. New York University
Ed.D. Columbia University

MELBA FLETCHER

Assistant Professor, Education
B.S. University of New Mexico
M.S. Troy State University
Ed.D. University of Alabama

DAVID S. FLIGHT

Program Professor, National Ed.D. Program for Educational Leaders
A.B. University of Pennsylvania
M.A. Teachers College, Columbia University
Ph.D. University of Chicago

VERA FLIGHT

Director of Student Development and Admissions, Ed.D. Program in Child and Youth Studies
B.S. Eastern Connecticut State University
M.S. Nova Southeastern University

ELANE FRIEDEL

Audiologist/Coordinator of Internships, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.S. Emory University
M.S. Emory University

RICHARD GOLDMAN

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

LINDA H. GOLDSMITH

Program Professor, GEM Program
B.A. University of Pennsylvania
M.A. Fordham University
Ed.D. Western Michigan University

JOSEPH GONZALEZ

Associate Director of Curriculum/Research, Master's Program in Speech-Language Pathology, LaBonte Institute for Hearing, Language, and Speech
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

ROBERT K. GREENE

Practicum Associate, Ed.D. Program in Child and Youth Studies
Managing Editor, *The Child and Youth Care Administrator*
B.A. Florida Atlantic University

MONA R. GRIFFER

Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.A. Brooklyn College
M.S. Brooklyn College

MARILYN K. GRISH

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

DIANE GUPTA

Clinical Supervisor for the Hearing Impaired, LaBonte Institute for Hearing, Language, and Speech
B.A. Fontbonne College
M.A. Memphis State University

EDIE R. HAPNER

Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.S. University of Missouri
M.S. Fontbonne College

AUDREY H. HENRY

Program Professor, GEM Program
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

TONI HEPPLER

Director, Center for Media and Technology
B.S. Nova Southeastern University
M.S. Nova Southeastern University

LOIS ANN HESSER

Program Professor of Education, Ed.D. Program 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

RALPH HOGGES

Program Professor, Master's Programs in Life Span Care and Administration
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

JOAN D. HORN

Director of Field Experiences, GEM Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

DEE HOWARD

Student Counselor, GEM Program
B.S. Barry University

BRIAN D. HUMPHREY

Clinical Supervisor, LaBonte Institute for Hearing, Language, and Speech
B.A. University of Rochester
M.A. University of Minnesota

JOHN A. KAUFHOLD

Program Professor, National Ed.D. Program for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia

BRIAN S. KELLMAN

Coordinator for Program Marketing, GEM Program
B.S. University of Florida

GEORGE KONTOS
Program Professor, GEM Program
B.A. University of Athens, Greece
M.A. University of Texas at Austin
Ed.D. University of Houston

MARY KREUTZER
Student Counselor, 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

MICHELLE LEONARD
Assistant Professor, Education
B.A. University of Alabama
M.A. University of South Alabama
Ed.D. University of Alabama

MARIA ROSA LIGAS
Adult Education Professor,
Ed.D. Programs for Higher Education
B.Ed. Universidad de Carabobo, Venezuela
M.Ed. University of Southern Mississippi
Ed.S. University of Southern Mississippi
Ph.D. University of Southern Mississippi

JOHN LOSAK
Director of University Research and Planning
Program Professor, Center for the
Advancement of Education
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

MARYELLEN MAHER
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

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

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

JOAN M. MIGNEREY
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
B.S. 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, LaBonte
Institute for Hearing, Language, and Speech
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
A.B. Saint Peter's College
Ed.M. Rutgers University
Ed.D. Rutgers University

AL P. MIZELL
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

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

ANNE E. MULDER
Higher Education Professor, Ed.D. Programs
for Higher Education
B.A. Transylvania University
M.A. University of Michigan
Ph.D. University of Michigan

DENNIS MURPHY
Program Professor, GEM Program
B.S. Worcester Polytechnic Institute
M.S. Northeastern University
Ph.D. Nova Southeastern University

DEO NELLIS
Director of Academic Operations,
GEM Program
B.A. State University of New York at Buffalo
M.S. Nova Southeastern University
Ed.D. Nova Southeastern University

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

WREN NEWMAN
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. Ithaca College
M.S. University of Oklahoma

VESNA OSTERTAG
Program Professor, GEM Program
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova Southeastern University

BARBARA PACKER
Coordinator of Audiology and Aural
Rehabilitation, Master's Program in
Speech-Language Pathology, LaBonte
Institute for Hearing, Language, and Speech
B.A. Rutgers University
M.S. Columbia University

ROBIN PARKER
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

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

ROBERT PARKS
Instructor, Education
B.A. Belmont Abbey College
B.B.A. Florida Atlantic University
M.Ed. Florida Atlantic University

SHIRLEY PATCHIN
Coordinator of Student Services,
GEM Program

DIANE L. PAUL
Director of Practicums and Cluster
Development, Ed.D. Programs for
Higher Education
B.S. Trenton State College
M.Ed. Trenton State College
Ed.D. Nova Southeastern 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 of Resource Information for
External Programs
B.Ed. University of Miami
M.Ed. University of Miami
Ed.S. Nova Southeastern University

NORMAN W. POWELL, JR.
Director, Master's Programs in Life Span
Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

SYLVIA PRANT
Assistant to the Director, Master's Programs in
Life Span Care and Administration
B.S. Nova Southeastern University
M.S. Nova Southeastern University

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

CECELIA R. RICHARD
Coordinator of Instructional Materials,
GEM Program
B.A. University of South Carolina

YOLANDA RIVERO
Program Professor, GEM Program
B.A. Queens College
M.A. Columbia University
Ed.D. Columbia University

ELIZABETH ROBERTS
Instructor, Master's Program in Speech-
Language Pathology, LaBonte Institute for
Hearing, Language, and Speech
B.A. Henderson State University
M.S.E. University of Central Arkansas

WILMA J. ROBLES de MELENDEZ
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
Coordinator of Administrative Operations,
National Ed.D. Program for Educational
Leaders

MARILYN RUSSO
Coordinator, Insurance/Billing, Master's
Program in Speech-Language Pathology,
LaBonte Institute for Hearing, Language,
and Speech

SHARON SANTILLI
Program Professor, National Ed.D. Program
for Educational Leaders
B.S. University of Massachusetts
M.Ed. University of Massachusetts
Ed.D. University of Massachusetts

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

REGINA SCHAWAROCH
Admissions Supervisor,
Center for the Advancement of Education
B.S. Nova Southeastern University

MARILYN SEGAL
Dean, Family and School Center,
Senior Faculty Member,
Ed.D. Program in Child and Youth Studies
B.A. Wellesley College
M.S.W. McGill University
Ph.D. Nova Southeastern University

MARK SELDINE
Senior Student Counselor, GEM Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

ELISA SERIO
Coordinator of Administrative Services,
Master's Program in Speech-Language
Pathology, LaBonte Institute for Hearing,
Language, and Speech

MARIA M. SHELTON
Director, National Ed.D. Program for
Educational Leaders
B.S. Abilene Christian University
M.Ed. Southwest Texas State University
Ed.D. Texas A & M 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. Pennsylvania State University

STEPHEN I. SIPLET
Director of 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 Southeastern University

ARLENE SMITHERMAN
Audiologist, Master's Program in Speech-
Language Pathology, LaBonte Institute for
Hearing, Language, and Speech
B.S. Florida State University
M.S. Florida State University

SUZANNE P. SPAHN
Academic Computing Specialist/Instructional
Designer, Center for the Advancement
of Education
B.A. Florida International University
M.S. Florida International University

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

DONNA STARR
Program Professor, GEM Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

LINDA SWAILS
Director of Administrative Operations,
Center for the Advancement of Education

ALLAN S. TYLER
Program Professor, GEM Program
B.S. University of Southern Mississippi
M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

SHELLEY VICTOR
Coordinator, Communication Disorders Clinic,
LaBonte Institute for Hearing, Language,
and Speech
*B.A. State University of New York at
Stony Brook*
M.A. University of Miami

CHRIS T. WATERS
Clinical Supervisor, LaBonte Institute for
Hearing, Language, and Speech
B.S. East Carolina University
M.A. University of Miami

NOREEN WEBBER
Program Professor of Education,
Ed.D. Program in Child and Youth Studies
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

CAROLE ZANGARI
Program Professor, Master's Program in
Speech-Language Pathology, LaBonte
Institute for Hearing, Language, and Speech
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

Nova Southeastern University Board of Trustees

Ray Ferrero, Jr.
Chair
Ovid C. Lewis
Interim President
Robert A. Steele
Vice-Chair
W. Tinsley Ellis
Secretary
Leonard L. Farber
Harry A. Gampel
Linda L. Gill
William D. Horvitz
Royal F. Jonas

Jack L. LaBonte
Marshall B. Lytle II
Mary R. McCahill
Chair Emeritus
Arnold Melnick, D.O.
August C. Paoli
Emanuel Pushkin, O.D.
David H. Rush
Franklin L. Smith
Harry L. Smith
Morton Terry, D.O.
Jay Tishchenkel, R.Ph.
Zachariah P. Zachariah, M.D.

Ex Officio
Joseph R. Millsaps
Terrence J. Russell
Jeffrey Thompson
Current President, Alumni Association-International

James Farquhar
Chairman Emeritus (retired)
Abraham S. Fischler
President Emeritus

Honorary Trustees

Robert O. Barber
Hamilton Forman

Myron I. Segal, M.D.
J. Wallace Wrightson

Nova Southeastern University Administration

OVID C. LEWIS, J.S.D., *Interim President*
MORTON TERRY, D.O., *Chancellor, Health Professions Division*
LESLIE W. BROWN, *Vice-President for Development*
DOUGLAS G. BUCK, D.P.A., *Associate Vice-President for Human Resources*
STEPHEN L. GOLDSTEIN, Ph.D., *Vice-President for Community Relations*
ARNOLD MELNICK, D.O., *Vice-Chancellor and Provost, Health Professions Division*
JOHN J. SANTULLI, II, *Associate Vice-President for Administration*
JEFFREY SCHNEIDER, *Vice-President for Finance*
JOHN A. SCIGLIANO, Ed.D., *Vice-President for Computer and Information Technology*

Nova Southeastern University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

Accounting (D.B.A./Acc.)
 Business Administration (D.B.A.)
 Finance (D.B.A./Fin.)
 Health Services (D.B.A./H.S.)
 Human Resource Management
 (D.B.A./H.R.M.)
 International Management
 (D.B.A./I.M.)
 Marketing (D.B.A./Mkt.)

Doctor of Education (Ed.D.) in:

Adult Education
 Child and Youth Studies
 Computer and Information Technology
 Computer Education
 Educational Leadership
 Health Care Education
 Higher Education
 Vocational, Technical, Occupational
 Education

Doctor of International Business Administration (D.I.B.A.) in:

International Business Administration

Doctor of Optometry (O.D.)

Doctor of Osteopathy (D.O.)

Doctor of Pharmacy (Pharm.D.)

Doctor of Science (Sc.D.) in:

Computer Science
 Information Science
 Information Systems
 Training and Learning

Doctor of Philosophy (Ph.D.) in:

Clinical Psychology
 Dispute Resolution
 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

Clinical Specialist (C.I.S.) in:

Family Systems
 Health Care

Educational Specialist (Ed.S.) in:

Computer Education
 Computer-Based Learning
 Education (20 majors)

Master's Degrees

Master of Accounting (M.AC.) 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
 Public Administration/Coastal Zone Management
 Zone Management
 Public Administration/Marine Biology

Master of Science (M.S.) in:

Child and Youth Care Administration

Child Care Administration

Coastal Zone Management

Computer-Based Learning

Computer Information Systems

Computer Science Education

Dispute Resolution

Education

Elder Care Administration

Family Support Studies

Family Therapy

Gerontology

Health Services Administration

Human Resource Management

Human Services

Information Systems

Information Technology and

Resource Management

Management of Quality and

Technology

Marine Biology

Mental Health Counseling

School Guidance and Counseling

Speech-Language Pathology

Training and Learning

Master of Arts (M.A.) in:

Liberal Studies

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting
 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Computer Systems
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Studies (Prelaw)
 Life Sciences (Premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 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 Southeastern 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 and fees. The balance due Nova Southeastern 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 non-academic, are paid.

Any Nova Southeastern 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 has the right to petition Nova Southeastern 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 Southeastern 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 Southeastern 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.

The school is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern 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, or telephone (305) 370-5685.



Application and Admission Packet

The following materials may be torn out of the catalog.

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



FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 GEM Program
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7628
 (800) 986-3223, Ext. 7628 (U.S.)

OFFICE USE ONLY

Cntr. AE
Cluster _____
Major Code _____
Degree Objective _____
S - PR _____
AC - GST _____
AA - X _____
AT - GR _____
First Semester _____

Dear Applicant:

All students must complete the applications process. Admissions forms for the GEM Program have been perforated for easy separation. Following is a checklist for the admissions process:

- Graduate Admission Application Form with a \$40 application fee made payable to Nova Southeastern 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 (required for degree-seeking students only).
- Request for Official Transcript Forms to be sent to the institution granting your highest degree and to any institution from which you have received graduate credits that you wish to have transferred to Nova Southeastern.
- A photocopy of your teaching certificate (if certified).
- Educational Leadership Majors: (1) Documentation of two complete years of teaching experience, in a K-12 academic classroom setting. (2) GRE or Miller Analogies scores, if you do not have a GPA of 3.0 for the last 60 hours of your undergraduate program.

All information should be directed to:

Nova Southeastern University
 Fischler Center for the Advancement of Education
 GEM Program
 Admissions Office
 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

**Graduate Admission Application
 The GEM Program**

This application must be accompanied by a \$40 nonrefundable fee.

(Type or print)

Expected starting date _____ / _____ / _____ Site location _____
Mo. Day Year City State

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

Last name _____ First name _____ M.I. _____ Maiden name _____

Mailing address: _____ Street and number _____ Apartment _____

City _____ State _____ Zip _____ () Home telephone _____ () Business telephone _____

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

Emergency Contact:

Name _____ Street and number _____ Apartment _____

City _____ State _____ Zip _____ () Home telephone _____ () Business telephone _____

Academic Goal: Master's Educational Specialist Certification, nondegree

Planned Major (please check only one):

- | | | |
|---|--|---|
| <input type="checkbox"/> Computer Science Education | <input type="checkbox"/> Mathematics Education | <input type="checkbox"/> Science Education |
| <input type="checkbox"/> Educational Leadership | <input type="checkbox"/> Mentally Handicapped | <input type="checkbox"/> Social Studies Education |
| <input type="checkbox"/> Educational Media | <input type="checkbox"/> Prekindergarten Handicapped | <input type="checkbox"/> Specific Learning Disabilities |
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Prekindergarten/Primary Education | <input type="checkbox"/> TESOL |
| <input type="checkbox"/> Emotionally Handicapped | <input type="checkbox"/> Reading | <input type="checkbox"/> Varying Exceptionalities |
| <input type="checkbox"/> English Education | | |

Please list all colleges and universities attended. **An official transcript from the regionally accredited, highest-degree-granting institution is required.**

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

Please complete other side

Citizenship Status:

U.S. citizen
 Nonresident alien
 Resident alien

Foreign Students:

Do you require an I-20? Yes _____ No _____
 If you have a visa, indicate status code _____
 Country of citizenship _____
 Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (305) 370-5695.

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

Check one of the following: Hispanic origin
 White (not of Hispanic origin) Asian or Pacific Islander
 Black (not of Hispanic origin) American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova Southeastern University? Yes No
 Returning to Nova Southeastern after absence? Yes No If yes, indicate dates of attendance _____ and the program you were in _____

Teaching Certification:

State _____ Certificate type: Professional Temporary Substitute
 Areas of certification _____ / _____ / _____

Employment:

Position	School/Company	City/State	Dates Employed	
			From	To

Financial Aid:

Have you applied for financial aid? Yes No
 Have you filed a Free Application for Federal Student Aid (FAFSA)? Yes No
 If yes, when was the FAFSA sent to Iowa? _____
 Date

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

 Applicant's signature Date

Nova Southeastern 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 Southeastern University practices a policy of nondiscrimination in employment and admission. Nova Southeastern University does not discriminate on the basis of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.



FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 GEM Program
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7628
 (800) 986-3223, Ext. 7628 (U.S.)

**Recommendation for Admission to the GEM Program
 (for degree-seeking students only)**

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 Apartment City State Zip

 Social Security Number Program (M.S., Ed.S.) 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:

- Attitude toward work

	Somewhat negative Average Positive	
--	--	--
- 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 for _____ 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 ability 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: Nova Southeastern University
Fischler Center
for the Advancement of Education
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7628
(800) 986-3223, Ext. 7628 (U.S.)

**Recommendation for Admission to the GEM Program
(for degree-seeking students only)**

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	Apartment	City	State	Zip
_____	_____	_____	_____	_____
Social Security Number	Program (M.S., Ed.S.)	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 for _____ 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 ability 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: Nova Southeastern University
Fischler Center
for the Advancement of Education
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7628
(800) 986-3223, Ext. 7628 (U.S.)

Recommendation for Admission to the GEM Program (for degree-seeking students only)

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	Apartment	City	State	Zip
_____	_____	_____	_____	_____
Social Security Number	Program (M.S., Ed.S.)	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 Well-liked
 by others by others 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 for _____ 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 ability 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: Nova Southeastern University
 Fischler Center
 for the Advancement of Education
 GEM Program
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314



FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 GEM Program
 Admissions Office
 3301 College Avenue
 Fort Lauderdale, Florida 33314
 (305) 475-7628
 (800) 986-3223, Ext. 7628 (U.S.)

**REQUEST FOR OFFICIAL TRANSCRIPT
 THE GEM PROGRAM**

STUDENT: Fill in the blanks on both sections. Mail to your FORMER SCHOOLS. (Send to the institution that awarded your highest degree and to any institution where you completed courses for which you want transfer credit.)

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

Name _____
 Last First Middle/maiden

Street Address _____

City _____ State _____ Zip _____

PLEASE SEND COPY TO:

**NOVA SOUTHEASTERN UNIVERSITY
 FISCHLER CENTER
 FOR THE ADVANCEMENT OF EDUCATION
 GEM Program
 ADMISSIONS OFFICE
 3301 College Avenue
 Fort Lauderdale, Florida 33314**



FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7628
(800) 986-3223, Ext. 7628 (U.S.)

**REQUEST FOR OFFICIAL TRANSCRIPT
THE GEM PROGRAM**

STUDENT: Fill in the blanks on both sections. Mail to your FORMER SCHOOLS. (Send to the Institution that awarded your highest degree and to any institution where you completed courses for which you want transfer credit.)

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

Name _____
Last First Middle/maiden

Street Address _____

City _____ State _____ Zip _____

PLEASE SEND COPY TO:

**NOVA SOUTHEASTERN UNIVERSITY
FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GEM Program
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314**



FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION
The GEM Program
3301 College Avenue
Fort Lauderdale, Florida 33314