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

Nova Southeastern University
Master's and Educational Specialist Degrees and Graduate Courses in Education

CATALOG 1994 - 1995

Includes Application and Admission Forms

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, recognize 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 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, not-for-profit, 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.

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.

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.

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

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
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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

BRAENTON/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) 424-3955

FORT MYERS/NAPLES
10911 Bonita Beach Road
Suite #1031
Bonita Springs
Dr. Douglas Santini, Site Administrator
(813) 456-0082 (Home)
(813) 992-7711 (Site)

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

LAS VEGAS (NEVADA)
The Plaza Office Park
2220 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 Hule, 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. Carol 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 Sikes 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

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.</td>
<td>A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.</td>
</tr>
<tr>
<td>P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.</td>
<td>P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.</td>
</tr>
<tr>
<td>August 27</td>
<td>November 5, 12, 19</td>
</tr>
<tr>
<td>September 10, 17, 24</td>
<td>December 3, 10, 17</td>
</tr>
<tr>
<td>October 1, 8, 15, 22, 29</td>
<td>January 7, 14, 21</td>
</tr>
</tbody>
</table>

### WINTER 1995 TERM

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.</td>
<td>A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.</td>
</tr>
<tr>
<td>P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.</td>
<td>P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.</td>
</tr>
<tr>
<td>February 4, 11, 18, 25</td>
<td>April 1, 8, 22, 29</td>
</tr>
<tr>
<td>March 4, 11, 18, 25</td>
<td>May 6, 13, 20, 27</td>
</tr>
<tr>
<td></td>
<td>June 3</td>
</tr>
</tbody>
</table>

### SUMMER 1995 TERM

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Wednesday Class: 5:00 P.M.-10:00 P.M.</td>
<td>Monday and Wednesday Class: 5:00 P.M.-10:00 P.M.</td>
</tr>
<tr>
<td>June 12, 14, 19, 21, 26, 28</td>
<td>July 10, 12, 17, 19, 24, 26, 31</td>
</tr>
<tr>
<td>July 3, 5</td>
<td>August 2</td>
</tr>
<tr>
<td>Tuesday and Thursday Class: 5:00 P.M.-10:00 P.M.</td>
<td>Tuesday and Thursday Class: 5:00 P.M.-10:00 P.M.</td>
</tr>
<tr>
<td>June 13, 15, 20, 22, 27, 29</td>
<td>July 11, 13, 18, 20, 25, 27</td>
</tr>
<tr>
<td>July (Thursday and Friday) 6, 7</td>
<td>August 1, 3</td>
</tr>
</tbody>
</table>

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.

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### CONTINUING STUDENT REGISTRATION

**FALL 1994 TERM**

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register by mail: Postmarked July 29</td>
<td>Register by mail: Postmarked October 7</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Friday, August 5, 5:00 P.M. - 10:00 P.M.</td>
<td>Saturday, October 15, 8:30 A.M. - 5:30 P.M.</td>
</tr>
<tr>
<td>Classes begin: August 27</td>
<td>Classes begin: November 5</td>
</tr>
</tbody>
</table>

### WINTER 1995 TERM

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register by mail: Postmarked January 6</td>
<td>Register by mail: Postmarked March 10</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Saturday, January 14, 8:30 A.M. - 5:30 P.M.</td>
<td>Saturday, March 18, 8:30 A.M. - 5:30 P.M.</td>
</tr>
<tr>
<td>Classes begin: January 28</td>
<td>Classes begin: April 1</td>
</tr>
</tbody>
</table>

### SUMMER 1995 TERM

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register by mail: Postmarked May 26</td>
<td>Register by mail: Postmarked June 16</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Saturday, May 29, 8:30 A.M. - 5:30 P.M.</td>
<td>Thursday, June 22, 5:00 P.M. - 10:00 P.M.</td>
</tr>
<tr>
<td>Classes begin: Monday, June 12</td>
<td>Classes begin: Monday, July 10</td>
</tr>
</tbody>
</table>
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, WEDNESDAYS, THURSDAYS
- 6:00-9:00 P.M.

June 6, 1995 June 7, 1995 June 8, 1995

*Phoenix
May 23, 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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 1993</td>
<td>June 30, 1994</td>
<td>September 9, 1994</td>
</tr>
<tr>
<td>Summer Term 1994</td>
<td>April 17, 1995</td>
<td>May 15, 1995</td>
</tr>
</tbody>
</table>

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.

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.

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:

- 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.

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
• 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Time Limit for Completion of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>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 those are used to meet degree requirements.</td>
</tr>
</tbody>
</table>

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.

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.

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

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>ACTION TO AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid not available when needed.</td>
<td>Submit all requested materials by dates listed on page 4.</td>
</tr>
<tr>
<td>Late fee charged, or late registration not accepted.</td>
<td>Register by deadlines on page 3.</td>
</tr>
<tr>
<td>Registered for, and completed, the wrong course.</td>
<td>1. Discuss proposed course or program with a student counselor before you register. See phone numbers and times on page 8.</td>
</tr>
<tr>
<td>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.</td>
<td>2. When you receive a program outline, make no changes unless you consult a student counselor first.</td>
</tr>
<tr>
<td>Transcript request refused.</td>
<td>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.).</td>
</tr>
<tr>
<td>Registration for the practicum/internship refused.</td>
<td>Send in an application before your first registration in the Program.</td>
</tr>
<tr>
<td>Completed 30 hours of courses and a practicum but degree in chosen field refused.</td>
<td>The steps required prior to registering for the practicum are listed on page 8.</td>
</tr>
<tr>
<td>Unable to complete a course successfully because of inadequate background in subject matter.</td>
<td>Always consult a student counselor before 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).</td>
</tr>
<tr>
<td>Dropped course, received no tuition refund.</td>
<td>Before registering, review the prerequisites listed for the course (pages 12-16).</td>
</tr>
<tr>
<td>Important notices not received.</td>
<td>Review the refund policy and deadlines on page 32.</td>
</tr>
<tr>
<td></td>
<td>Obtain a data change form and send in your new address if you move.</td>
</tr>
</tbody>
</table>
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

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.

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>CUR 521-5 or EDU 721</th>
<th>CUR 501-5 or EDU 701</th>
<th>CUR 591 Measurement</th>
<th>CSE 500 Technology</th>
<th>PRACTICUM INTERNSHIP</th>
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<td>Comp. App.</td>
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<td>X</td>
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<tr>
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<td>Emot. Hand.</td>
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<td>Ed. Media</td>
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<td>R</td>
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<tr>
<td>PreK/Hand.</td>
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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).

* Not available at all sites.
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.

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<tr>
<th>COMPUTER APPLICATIONS</th>
<th>COMPUTER SCIENCE EDUCATION</th>
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**EDUCATIONAL LEADERSHIP**

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**EDUCATIONAL MEDIA**

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**EDUCATION**

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**MATHEMATICS EDUCATION**

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</table>

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.

**See page 17 and 18 for prerequisites.**

**Prerequisites:** Admission to a degree or certificate program in Educational Leadership and 27 hours of courses completed in Educational Leadership, or 36 hours completed if more concurrent with another Educational Leadership course.

*See note on page 11.*

**See page 26 for prerequisites.**

*See page 11.
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

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*See page 24 for prerequisites.

### Middle Grades Education (Elective Block)

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*See page 24 for prerequisites.

### PRE-K Handicapped

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*See page 24 for prerequisites.

### Pre-Primary Education

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*See page 24 for prerequisites.

### Reading

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*See page 24 for prerequisites.

### Special Education

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*See page 24 for prerequisites.

### Sociology

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*See page 24 for prerequisites.

### Specific Learning Disabilities

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*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.

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VARYING EXCEPTIONALITIES

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Practicum/Internship: VARYING EXCEPTIONALITIES 6

*See page 54 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 550 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 cuments 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, modem, 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 development model to prepare a course curriculum plan.

Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.

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 learn 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 716 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 719 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 718 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 719 Advanced Programming in Pascal (3 Cr.) In this course, students will learn 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 720 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.

CSE 723 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.

CSE 724 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.

CSE 725 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.

CSE 726 Educational Research for Practitioners in Elementary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in assessing, 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.

CSE 727 Educational Research for Practitioners in Middle School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in assessing, 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.

CSE 728 Educational Research for Practitioners in Secondary School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in assessing, 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.

CSE 729 Educational Research for Practitioners in Exceptional Student Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in assessing, 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.
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 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages 3 through 8 (0 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 development and language and reading and writing skills. Students will participate in appropriate field experiences.

EC 510 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 (0 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 578 (Ed.S.) 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 525 Personnel Selection and Development (3 Cr.) Theory and techniques of 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 529 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 Grantmanship, 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.

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.

ELE 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.

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.

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 the instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.

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

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

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

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

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

EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles, and techniques of descriptive 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 788 (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 the study of language and speech, with an emphasis on the nature of public speaking, cooperative learning, and the role of communication 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 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 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 5250 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 (3 Cr.) This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of teaching and learning disabilities are studied in program development. A broad 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 current 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 assessment processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an individualized education program are included.

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

EP 5280 Working with the Community and Families of Young Handicapped Children (3 Cr.) This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources 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 disorders and 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 counseling.

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 in-service 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 the coordinating 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 function. 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" and "Rabik'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.
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 explores 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 545, RED 570

RED 5272 Reading Supervision and Curriculum Development (Practicum) (3 Cr.) This practicum course emphasizes the application and supervision of a reading curriculum in the classroom setting. Prerequisites: 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 working 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 SIMM 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. 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, 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. Themes such as 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.

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<th>Grade</th>
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<tr>
<td>A</td>
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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 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 those 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.
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 propositions, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another 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.
B. Conduct Standards

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. Disrepresentation;
- 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.

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.

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.

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.

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.
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 parent(s) 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 catalog describing the University and its academic programs. Nova Southeastern University and its composite academic units have been approved by the Bureau of State Approval for Persons by the Bureau of State Approval for Persons by the Bureau of State Approval for Persons by the Bureau of State Approval.

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 Mallman-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 Rosental 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

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M.Ed. University of Oregon

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Nova Southeastern University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in: Accounting (D.B.A./Acct.)
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 Educational Leadership (Ed.D.) in:
International Business Administration (D.B.A.)
Management Science (M.S.)
Public Administration (M.P.A.)

Doctor of Philosophy (Ph.D.) in:
Accounting
Administrative Sciences
Applied Professional Studies
Business Administration
Computer Science
Computer Systems
Computer Technology
Computer Systems (20 majors)

Doctor of Professional Studies (D.Prof.S.) in:
Business Administration
Health Care Administration
Instructional Media Management
Liberal Arts

Specialist Degrees

Clinical Specialist (C.S.): Family Systems
Health Care
Health Education Specialist (Ed.D.): Computer Education
Specialist in Computer-Based Learning

Master's Degrees

Master of Accounting (M.Acc.) in:
Accounting

Master of Business Administration (M.B.A.) in:
Accounting
Public Administration
Public Administration/Coastal Zone Management

Master of Science (M.S.) in:

Bachelor of Science (B.S.) in:

Bachelor of Arts (B.A.) in:

Child and Youth Care Administration
Child Care Administration
Child Care Education
Child Care Management
Community Service Leadership
Computer Science
Computer Science Education
Computer and Information Technology
Computer Information Systems
Computer Information Systems (20 majors)

Business Administration
Business Administration (20 majors)
Business Administration/Coastal Zone Management

Bachelor of Arts (B.A.) in:

Liberal Arts

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, Nova Southeastern University, 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.
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
(305) 475-7628
(800) 986-3223, Ext. 7628 (U.S.)

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
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.
3. Ability to carry out tasks
4. Resourcefulness in identifying and carrying out tasks
5. Emotional control
6. Interpersonal relationships
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: ____________

Name: ____________________________ (please print)

Institution or organization: ____________________________

Signature: ____________________________

______________________________

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
   Low Average High

2. Motivation toward work
   ...
3. Ability to carry out tasks

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<th>Low</th>
<th>Average</th>
<th>High</th>
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4. Resourcefulness in identifying and carrying out tasks

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5. Emotional control

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<th>Unstable</th>
<th>Usually well-balanced</th>
<th>Always well-balanced</th>
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6. Interpersonal relationships

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<th>Avoided</th>
<th>Tolerated by others</th>
<th>Well-liked by others</th>
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7. Most significant strength

8. Most significant weakness

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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: ______________ Name: ____________________

Institution or organization: ____________________ Title: ____________________

RETURN TO: Nova Southeastern University
Fischler Center
for the Advancement of Education
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314

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

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<th>Average</th>
<th>Positive</th>
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<tr>
<td>Low</td>
<td>Average</td>
<td>High</td>
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</table>

2. Motivation toward work
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
   - Low
   - Average
   - High

8. Most significant weakness
   - Low
   - Average

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 __

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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: __________________________
Name: __________________________
(please print)
Institution or organization: __________________________
Signature: __________________________

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

TRANSCRIPT TRANSMITTAL FORM

Social Security Number __________________________ Date __________________________
Name __________________________
(please print)
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
(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:

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<th>First</th>
<th>Middle/maiden</th>
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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 ______________________

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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