Master's and Educational Specialist Degrees and Graduate Courses in Education: The Graduate Education Module Program 1993-1994 Catalog

Nova University

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MASTER'S AND EDUCATIONAL SPECIALIST DEGREES AND GRADUATE COURSES IN EDUCATION

The Graduate Education Module Program
1993-1994 Catalog
Includes Application and Admissions Forms

ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
MASTER'S AND EDUCATIONAL SPECIALIST DEGREES AND GRADUATE COURSES IN EDUCATION

The Graduate Education Module Program
1993-1994 Catalog

Published June 1993

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

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

Policies and programs set forth in this catalog are effective through August 5, 1994. Regulations and requirements, including fees, are necessarily subject to change without notice at the discretion of the Nova University administration.
PRESIDENT'S MESSAGE

Nova University has distinguished itself as an innovative, student-oriented private institution. The University’s growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; the training facilities for the Miami Dolphins; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society. At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova’s adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.

Stephen Feldman, Ph.D.
President
Nova University
THE UNIVERSITY

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

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center 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 problems of immediate concern to society.

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

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

Mission Statement

Nova 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 Abraham S. 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.

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 14th 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- or districtwide settings and an opportunity to apply research in an educational improvement project with an impact on the educational setting.

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

Johanne T. Peck, Ph.D.
Director
GEM Program
THE GRADUATE EDUCATION
MODULE PROGRAM

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

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

Come to our campus offices or call toll free for program information:
Monday 8:30 A.M. - 5:00 P.M.
Tuesday - Friday 8:30 A.M. - 8:00 P.M.
Saturdays 8:30 A.M. - 1:30 P.M.

Broward County, Florida
452-1519

Dade County, Florida
940-6447, Ext. 1519

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

BRADENTON/SARASOTA
5500 Bee Ridge Road
Suite #102
Sarasota
Mr. Bill Lance, Site Administrator
(813) 758-3631

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

FORT LAUDERDALE
2555 Davie Road
Davie
Dr. Linda Lopez, Site Administrator
(305) 424-3935

FORT MYERS/NAPLES
10911 Bonita Beach Road
Suite #1031
Bonita Springs
Dr. Douglas Santini, Site Administrator
(813) 458-0082

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

LAS VEGAS (NEVADA)
Woodbury Middle School
3875 East Harmon Avenue
Las Vegas
Mr. Steve Rudish, Site Administrator
(702) 870-6682

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

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

ORLANDO
Edgewater High School
3100 Edgewater Drive
Dr. James Talbert, Senior Site Administrator
Ms. Carole Quick, Site Administrator
(407) 277-4661

PHOENIX (ARIZONA)
Nova University Office
8601 North Black Canyon Highway
Mr. J. P. Jones, Site Administrator
(602) 995-5999

TAMPA
Thomas Jefferson High School
4401 West Cypress Street
Mr. Michael Ferguson, Senior Site Administrator
(813) 343-7915
Ms. Peggy Landers, Assistant Site Administrator
(813) 736-1609

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

## GEM Program Academic Calendar

### Fall 1993 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 21, 28</td>
<td>October 30</td>
</tr>
<tr>
<td>September 11, 18, 25</td>
<td>November 6, 13, 20</td>
</tr>
<tr>
<td>October 2, 9, 16, 23</td>
<td>December 4, 11, 18</td>
</tr>
<tr>
<td>January 8, 15</td>
<td></td>
</tr>
</tbody>
</table>

### Winter 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>January 22, 29</td>
<td>March 26</td>
</tr>
<tr>
<td>February 5, 12, 19, 26</td>
<td>April 9, 16, 23, 30</td>
</tr>
<tr>
<td>March 5, 12, 19</td>
<td>May 7, 14, 21</td>
</tr>
<tr>
<td></td>
<td>June 4</td>
</tr>
</tbody>
</table>

### Summer 1994 Term

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Thursday Class: 5:00 P.M.-10:00 P.M.</td>
<td>Monday and Thursday Class: 5:00 P.M.-10:00 P.M.</td>
</tr>
<tr>
<td>June 13, 16, 20, 23, 27, 30</td>
<td>July 11, 14, 18, 21, 25, 28</td>
</tr>
<tr>
<td>July (Wednesday and Thursday) 6, 7</td>
<td>August 1, 4</td>
</tr>
<tr>
<td>Tuesday and Friday Class: 5:00 P.M.-10:00 P.M.</td>
<td>Tuesday and Friday Class: 5:00 P.M.-10:00 P.M.</td>
</tr>
<tr>
<td>June 14, 17, 21, 24, 28</td>
<td>July 12, 15, 19, 22, 26, 29</td>
</tr>
<tr>
<td>July 1, 5, 8</td>
<td>August 2, 5</td>
</tr>
<tr>
<td>Session One</td>
<td>Session Two</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Register by mail: Postmarked July 30</td>
<td>Register by mail: Postmarked October 1</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Tuesday, August 3 and Friday, August 6,</td>
<td>Saturday, October 9,</td>
</tr>
<tr>
<td>5:00 P.M. - 10:00 P.M.</td>
<td>8:30 A.M. - 5:30 P.M.</td>
</tr>
<tr>
<td>Classes begin: August 21</td>
<td>Classes begin: October 30</td>
</tr>
</tbody>
</table>

**WINTER 1994 TERM**

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register by mail: Postmarked January 7</td>
<td>Register by mail: Postmarked February 25</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Saturday, January 15,</td>
<td>Saturday, March 5,</td>
</tr>
<tr>
<td>8:30 A.M. - 5:30 P.M.</td>
<td>8:30 A.M. - 5:30 P.M.</td>
</tr>
<tr>
<td>Classes begin: January 22</td>
<td>Classes begin: March 26</td>
</tr>
</tbody>
</table>

**SUMMER 1994 TERM**

<table>
<thead>
<tr>
<th>Session One</th>
<th>Session Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register by mail: Postmarked May 27</td>
<td>Register by mail: Postmarked June 13</td>
</tr>
<tr>
<td>Continuing student registration:</td>
<td>Continuing student registration:</td>
</tr>
<tr>
<td>Saturday, May 21,</td>
<td>Monday, June 20 and Thursday, June 23,</td>
</tr>
<tr>
<td>8:30 A.M. - 5:30 P.M.</td>
<td>5:00 P.M. - 10:00 P.M.</td>
</tr>
<tr>
<td>Classes begin: Monday, June 13</td>
<td>Classes begin: Monday, July 11</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.

<table>
<thead>
<tr>
<th>SITES:</th>
<th>SITES:</th>
<th>SITES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Lauderdale</td>
<td>Bradenton/Sarasota</td>
<td>Daytona Beach</td>
</tr>
<tr>
<td>Fort Myers/Naples</td>
<td>Gainesville</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>Orlando</td>
<td>Melbourne</td>
<td>Miami</td>
</tr>
<tr>
<td>West Palm Beach</td>
<td>Phoenix</td>
<td>Tampa</td>
</tr>
<tr>
<td>TUESDAYS,</td>
<td>WEDNESDAYS,</td>
<td>THURSDAYS</td>
</tr>
<tr>
<td>6:00-9:00 P.M.</td>
<td>6:00-9:00 P.M.</td>
<td>6:00-9:00 P.M.</td>
</tr>
<tr>
<td>August 17, 1993</td>
<td>August 18, 1993</td>
<td>August 19, 1993</td>
</tr>
<tr>
<td>June 7, 1994</td>
<td>June 8, 1994*</td>
<td>June 9, 1994*</td>
</tr>
<tr>
<td>*Phoenix</td>
<td>May 24, 1994</td>
<td>*Las Vegas</td>
</tr>
</tbody>
</table>

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>July 2, 1993</td>
<td>September 10, 1993</td>
</tr>
<tr>
<td>Summer Term 1994</td>
<td>April 22, 1994</td>
<td>May 20, 1994</td>
</tr>
</tbody>
</table>
# PRACTICUM ORIENTATION WORKSHOPS 1993-94

Call Site Administrator to confirm attendance.
Any workshop may be cancelled if fewer than five students confirm.

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Time</th>
<th>Instructor</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRADENTON/SARASOTA</td>
<td>9/25/93</td>
<td>3:30 p.m.</td>
<td>William Lance</td>
<td>813/758-3631</td>
</tr>
<tr>
<td>5500 Bee Ridge Road, Suite 102</td>
<td>2/5/94</td>
<td>3:30 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarasota</td>
<td>4/30/94</td>
<td>3:30 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/18/94</td>
<td>3:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAYTONA BEACH</td>
<td>9/9/93</td>
<td>6:00 P.M.</td>
<td>Robert Wilson</td>
<td>904/761-6689</td>
</tr>
<tr>
<td>Spruce Creek High School</td>
<td>2/10/94</td>
<td>6:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>801 Taylor Rd., Port Orange</td>
<td>4/14/94</td>
<td>6:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORT LAUDERDALE</td>
<td>9/22/93</td>
<td>7:30 P.M.</td>
<td>Linda Lopez</td>
<td>305/424-3935</td>
</tr>
<tr>
<td>Mailman-Hollywood Auditorium</td>
<td>2/19/94</td>
<td>7:30 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Campus</td>
<td>4/22/94</td>
<td>7:30 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORT MYERS/NAPLES</td>
<td>9/23/93</td>
<td>7:00 P.M.</td>
<td>Douglas Santini</td>
<td>813/458-0082</td>
</tr>
<tr>
<td>10911 Bonita Beach Road</td>
<td>2/16/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suite 1031</td>
<td>4/21/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonita Springs</td>
<td>6/1/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAINESVILLE</td>
<td>9/23/93</td>
<td>7:00 P.M.</td>
<td>Jack Buys</td>
<td>904/371-0533</td>
</tr>
<tr>
<td>Geainesville High School</td>
<td>2/17/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Center</td>
<td>4/21/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900 NW 13th Street</td>
<td>6/16/94</td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS VEGAS</td>
<td>9/22/93</td>
<td>4:00 P.M.</td>
<td>Steve Rudolph</td>
<td>702/870-6682</td>
</tr>
<tr>
<td>2820 West Charleston Blvd.</td>
<td>1/12/94</td>
<td>4:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quail Park #4, Suite 16</td>
<td>4/20/94</td>
<td>4:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MELBOURNE</td>
<td>9/25/93</td>
<td>3:00 P.M.</td>
<td>James Hulse</td>
<td>407/452-9731</td>
</tr>
<tr>
<td>Brevard County Educational</td>
<td>1/29/94</td>
<td>3:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services Facility</td>
<td>4/23/94</td>
<td>3:00 P.M.</td>
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<tr>
<td>2700 St. John Street</td>
<td>6/11/94</td>
<td>3:00 P.M.</td>
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<tr>
<td>MIAMI</td>
<td>9/17/93</td>
<td>6:00 P.M.</td>
<td>Jeri Sorosky</td>
<td>305/932-4422</td>
</tr>
<tr>
<td>G. Holmes Bradock Sr. H.S.</td>
<td>2/9/94</td>
<td>6:00 P.M.</td>
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<tr>
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<td>4/13/94</td>
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<td>Reg. 5:00</td>
<td>6/8/94</td>
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<td>ORLANDO</td>
<td>9/25/93</td>
<td>5:00 P.M.</td>
<td>Carol Quick</td>
<td>407/649-9156</td>
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<td>Edgewater High School</td>
<td>2/19/94</td>
<td>5:00 P.M.</td>
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<tr>
<td>3100 Edgewater Drive</td>
<td>4/30/94</td>
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<td>9/9/93</td>
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<td>J. P. Jones</td>
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<td>Nova University Office</td>
<td>2/10/94</td>
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<td>8601 North Black Canyon Highway,</td>
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<td>TAMPA</td>
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<td>6:30 P.M.</td>
<td>Peggy Landers</td>
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<td>4401 Cypress Street</td>
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<tr>
<td>WEST PALM BEACH/FORT PIERCE</td>
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<td>6:00 P.M.</td>
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<td>407/478-9830</td>
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<td>6:00 P.M.</td>
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</table>

Materials needed: Practicum Internship Handbook
Obtain handbook from your site administrator prior to the workshop.
Workshops are mandatory for all students who started their degree program prior to January, 1993.
ADMISSION TO THE GRADUATE EDUCATION MODULE PROGRAM

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

Provisional Admission to the Master of Science Degree Program

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

The applicant must:
- Have earned a baccalaureate degree from a regionally accredited college or university
- Provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant's ability to undertake graduate study successfully
- Provide an official transcript from his or her undergraduate degree-granting college or university (an official transcript is one that bears a university signature and raised seal)
- Submit a photocopy of the teaching certificate (if applicable)
- Submit a completed application form, accompanied by a $40 nonrefundable application fee.

Provisional Admission to the Educational Specialist Degree Program

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

The applicant must:
- Have earned a master’s degree from a regionally accredited college or university
- Provide three letters of recommendation from professional colleagues or supervisors that indicate the applicant’s ability to undertake graduate study successfully
- Have earned a minimum grade point average of 3.0 in the last 60 hours of the undergraduate program
- 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.

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

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

    and

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

     or

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

Exceptions to the GRE/GPA Requirements
- Persons with a master’s degree from a regionally accredited college or university
- Persons admitted to Nova University’s master’s or educational specialist degree program in educational leadership prior to September 1, 1991
- Persons enrolling at sites in Arizona and Nevada.
Admission to Degree Candidacy

All students enter the GEM Program on a probationary basis. GEM students become eligible for full admission to degree candidacy (master’s or educational specialist) after meeting the requirements listed below:

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

Non-degree seeking students must:

- 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 five-year period preceding the student’s request for transfer.
- The courses were not used toward a prior degree.
- The grades assigned the courses were either A or B.

- An official transcript has been received by the Student Affairs Department of CAE 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 University are transferable only at the discretion of the receiving school.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of 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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 521, 522, 523, 524, 525, Educational Research and Evaluation for Practitioners (M.S. degree) or EDU 721, Grantsmanship, Program Planning, and Evaluation (Ed. S. degree)</td>
</tr>
<tr>
<td>Courses required for the major and electives</td>
</tr>
<tr>
<td>The Practicum/Internship</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The Practicum Internship Module

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

Initial steps leading to the Practicum Internship:

- Candidacy achieved
- Writing assessment passed
- Mentor selection form completed
- Adviser selected
- Tuition paid

(Students starting the degree program prior to January, 1993 must also attend a Practicum Orientation Workshop.)

Time Limit

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

Program Outlines

Certification requirements are complex. All new students seeking a degree or adding an endorsement or certification area must have a program outline signed by a counselor as a requirement for admission to degree candidacy. The program outline may be completed with a student counselor in the Abraham S. Fischler Center for the Advancement of Education Student Affairs Department 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 counselor in the Center's Student Affairs Department for information and for advice on certification and renewal through GEM Program courses. It is strongly recommended that persons seeking transfer of credit contact a counselor before registering for the first class.

Toll-Free Numbers for Counselors

8:30 A.M.-5:00 P.M., Monday
8:30 A.M.-8:00 P.M., Tuesday-Friday
8:30 A.M.-1:30 P.M., Saturday

Broward County, Florida  452-7449
Dade County, Florida  940-6447, Ext.7449
United States  (800) 986-3223, Ext.7449
Center Offices

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

Nova also maintains offices in Phoenix and Las Vegas.

GEM Offices, Nevada
2820 West Charleston Boulevard
Suite 16
Las Vegas, Nevada 89120
(702) 870-6682

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 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 three- or six-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.

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.
MAJORS AND COURSES

Majors and Specializations

Computer Applications*
Computer Science Education
Educational Leadership (Administration K-12)
Educational Media*
Elementary Education
English Education
Exceptional Student Education with Specializations in:
  Emotionally Handicapped
  Mentally Handicapped
  Prekindergarten Handicapped
  Specific Learning Disabilities
  Varying Exceptionalities
Mathematics Education
Middle Grades Education (elective block)
Prekindergarten/Primary Education
Reading
Science Education
Social Studies Education
Teaching English to Speakers of Other Languages

* Not available at all sites.
Core Courses

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

<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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<tr>
<td>Comp. App.</td>
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<tr>
<td>Comp. Sci. Ed.</td>
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<tr>
<td>Ed. Leader.</td>
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<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Emot. Hand.</td>
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<td></td>
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<tr>
<td>Ed. Media</td>
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</tr>
<tr>
<td>Elementary Ed.</td>
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<td>R</td>
<td>+</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>English Ed.</td>
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<td>R</td>
<td>+</td>
<td></td>
<td>X</td>
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<tr>
<td>Math Ed.</td>
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<td>R</td>
<td>+</td>
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<td>X</td>
</tr>
<tr>
<td>Ment. Hand.</td>
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<td></td>
<td>R</td>
<td>X</td>
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<tr>
<td>PreK. Hand.</td>
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<td>R</td>
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<td>R</td>
<td>+</td>
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<td>X</td>
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<tr>
<td>Reading</td>
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<td>R</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Science Ed.</td>
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<td>R</td>
<td>+</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Spec. Ln. Dis.</td>
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<td></td>
<td></td>
<td>R</td>
<td>X</td>
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<tr>
<td>TESOL</td>
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<td>R</td>
<td>+</td>
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<td>X</td>
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<tr>
<td>Varying Excep.</td>
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<td></td>
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<td>R</td>
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REQUIRED = "X"
RECOMMENDED = "R"
OPTIONAL = "+"
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.

<table>
<thead>
<tr>
<th>COMPUTER APPLICATIONS</th>
<th>TERM</th>
<th>COURSE</th>
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<td>TERM 1</td>
<td>Session 1 A.M.</td>
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<td>Session 2 A.M.</td>
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<td>CSE 505</td>
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<td>CSE 405</td>
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<th>CREDITS</th>
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<td>Session 2 P.M.</td>
<td>EDL 525</td>
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<td>TERM 2</td>
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<td>Practice/Internship</td>
<td>Educational Media</td>
<td>3-6</td>
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</table>

*Prerequisite: 27 hours of courses completed in Educational Leadership Program, or 24 hours completed if taken concurrent with another Educational Leadership course.
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.

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION</th>
<th>EMOTIONALLY HANDICAPPED</th>
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</thead>
<tbody>
<tr>
<td><strong>TERM</strong></td>
<td><strong>COURSE</strong></td>
</tr>
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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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### Reading Science Education

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### Science Education

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### TESOL

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COURSE DESCRIPfIONS

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

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

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

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

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

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

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

CSE 500 Computer Literacy for Teachers and
Administrators (3 Cr.) This course constitutes an
introduction to the electronic tools of the
information age, with an emphasis on the use of
new technologies to facilitate the accomplishment of
instructional and administrative tasks. Computer-
assisted instruction and telecommunications are also
introduced.

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

CSE 500 or CSE 501 or the equivalent are
prerequisites for all other CSE courses.
CSE 505 Computer Applications (3 Cr.) After gaining facility with a computer operating system (DOS), students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

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

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

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

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

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

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

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.

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

CUR 501 Curriculum and Instruction: Early Childhood/Primary Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the early childhood and primary years.
CUR 502 Curriculum and Instruction: Elementary Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the elementary years.

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

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

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

CUR 521 Educational Research for Practitioners in Early Childhood/Primary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research 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 early childhood/primary education.

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

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

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

CUR 525 Educational Research for Practitioners in Exceptional Student Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to exceptional student education.
CUR 591 Workshop on Student Evaluation (3 Cr.) This workshop emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

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

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

EC 502 Program Development for Children Ages 3 Through 5 (3 Cr.) This course covers methods and curriculum development for programs for children ages 3 through 5. Attention is given to planning, design, implementation, and evaluation of programs. Criteria for the analysis and selection of materials are discussed. Prerequisite: EC 500, EC 501 or equivalent.

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

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

EC 505 Supervised Field Experience with Children Ages 3 Through 5 (3 Cr.) Supervised field placements in a variety of educational settings, including public and private schools and other agencies serving children ages 3 through 5. Students move through observation to planning, implementing, and evaluating educational experiences for children. Prerequisite: EC 502 or equivalent.

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

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

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

EDL 510 School Leadership (3 Cr.) Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies (or those adopted by other states, for non-Florida students) are also included.
EDL 520 School Law for Administrators (3 Cr.) Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

EDL 525 Personnel Selection and Development (3 Cr.) Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

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

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

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

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

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

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

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

Prerequisite: A masters degree in education.

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

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

ELE 541 Creativity in Elementary School Curriculum (3 Cr.) Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 542 Materials in the Teaching of Elementary Arithmetic and Science (3 Cr.) Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

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

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

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.) All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. Prerequisite: completion of 27 hours of Educational Leadership courses, not including the practicum. May be taken after 24 hours of courses if taken concurrent with another Educational Leadership course.

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

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

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

EM 510 Media for Children (3 Cr.) This course includes the developmental stages of children, the utilization of print and nonprint media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.
EM 515 Reference and Information Services (3 Cr.) This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

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

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

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

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

EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles, and techniques of descriptive cataloging, methods of organizing media resources, and the application of technology to bibliographic methods.

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

EM 798 (Ed.S.) EM 698 (M.S.) Practicum Internship in Educational Media (3 Cr.) The Practicum Internship in Educational Media is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the use of educational media with critical thinking skills and/or technology. The final written report documents the entire process.

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

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

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

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

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

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

ENG 650 Recent Directions in Oral Communications (3 Cr.) Students will explore recent directions in discussion theory, current models of group communication, the nature of public speaking, cooperative learning, and the role of communications in the history of English teaching.
ENG 788 (Ed.S.)  
ENG 688 (M.S.) Practicum Internship in English Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

EP 500, EP 564 and EP 566, or certification in any area of Exceptional Student Education, are prerequisites for all other courses in Exceptional Student Education.

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

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

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

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

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

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

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

EP 5266 Curriculum and Instructional Materials for Learning Disabled Students (3 Cr.) This course introduces students to the various curricula and instructional materials used with learning disabled students. It provides specific suggestions for selecting and modifying the curriculum and for developing appropriate materials to use in the classroom.
EP 5270 Assessing the Needs of Preschool Handicapped Children (3 Cr.) This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an individualized education program are included.

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

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

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

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

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

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

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

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

EP 566 Educational and Psychological Assessment of Exceptional Students (3 Cr.) This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with the types of available instruments in order to help them make the soundest educational decisions possible.
EP 570 Nature and Needs of Mildly Handicapped Students (3 Cr.) This course is an introduction to the noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socioemotional needs of these students.

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

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

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

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

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

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

MAT 672 Expert Systems in the Classroom for Mathematics Teachers (3 Cr.) The objective of this course is to show how mathematical and scientific knowledge can be acquired and stored in a computer "knowledgeable." The logical workings of an expert "inference engine" will be explained. Two kinds of knowledge storage will be examined: rule-based and frame-based. There will be a discussion of "naive knowledge engineering," in which secondary grade (or younger) students build expert systems. Participants in this course will construct their own working expert systems. Prerequisite: MAT 671
MAT 673 Models of Concept Formation and Problem Solving for Mathematics Teachers (3 Cr.) The objective of this course is to explore current research in developing computer models of mathematical and scientific thinking. Programs such as AM in mathematics, and BACON in science can learn concepts from data without human intervention. Important ideas in problem solving such as representation and "state space" search will be presented. Computational methods for solving the famous "Missionaries and Cannibals" problem and Rubik's Cube will be covered. The participants will be able to construct actual "learning" models using Logo.

Prerequisite: MAT 672

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

MGE 788 (Ed.S.)
MGE 688 (M.S.) Practicum Internship in Middle Grades 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.

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

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

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

Prerequisite: RED 554

RED 554 Assessment in Reading (3 Cr.) This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

Prerequisite: RED 570
RED 570 The Reading Process (3 Cr.) This course examines reading models, subskills, and theories and explores the theoretical basis for reading systems.

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

RED 588 Practicum in Reading (3-6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

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

RED 780 Teaching Language Arts in the Secondary School (3 Cr.) The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades 6 through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 5271 Reading Supervision and Curriculum Development (3 Cr.) This course reviews the principles of curriculum development. Reading majors develop an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development (Practice) (3 Cr.) This experiential course emphasizes the application and supervision of a reading curriculum in the classroom setting. Prerequisite: RED 5271

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

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

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

SCI 671 An Introduction to Artificial Intelligence for Science Teachers (3 Cr.) The objective of this course is to show how mathematical and scientific thinking can be modeled with a computer. Cognitive science is the study of models of the mind, and artificial intelligence is the study of how to implement those models in a computer. Both approaches will be adopted in this course. By readings and discussion the class will explore some cognitive theories. Working with a computer language such as Logo, participants will learn how to implement working models of scientific and mathematical thinking in the computer.
SCI 672 Expert Systems in the Classroom for Science Teachers (3 Cr.) The objective of this course is to show how mathematical and scientific knowledge can be acquired and stored in a computer "knowledgebase." The logical workings of an expert "inference engine" will be explained. Two kinds of knowledge storage will be examined: rule-based and frame-based. There will be a discussion of "naive knowledge engineering," in which secondary grade (or younger) students build expert systems. Participants in this course will construct their own working expert systems.

Prerequisite: SCI 671.

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

Prerequisite: SCI 672.

SCI 788 (Ed.S.)

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

SLD 788 (Ed.S.)

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

SST 610 Political Thought and Analysis (3 Cr.) Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating research abilities in several political science topics.

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

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

SST 788 (Ed.S.)

SST 688 (M.S.) Practicum in Social Studies Education (6 Cr.) The Practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.
TSL 515 Curriculum Development in Bilingual Programs (3 Cr.) A study of the content development and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

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

TSL 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors that influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 Cr.) A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

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

Grading Policy

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

Grade Quality Points
A = Excellent achievement 4.0
B = Good achievement 3.0
C = Below expectations for graduate work 2.0
D = Poor achievement 1.0
F = Failure 0.0
P = Pass 0.0
PR = Progress shown 0.0
WU = Administrative withdrawal
Z = No grade submitted by instructor
I = Incomplete

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

Attendance Policy

GEM students must attend all class sessions and must adhere to the scheduled class hours. When class sessions must 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 student affairs prior to the end of the student’s four-year time limit.

TUITION, FEES, AND FINANCIAL POLICIES

Fees

Payment of fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be payable to Nova University. Tuition fees can be charged to 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 ......................... $190 (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 two 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.

Split Tuition Payment

Students registering for two courses in the same term and session 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.
Payment of the Practicum Internship
Tuition and Maintenance Fee

Tuition .................. $190 (per credit)
Late Payment Fee ........... $75
Maintenance Fee ............. $400 (per year)

Students register for the Practicum Internship at the site.
Students opting to pay for the Practicum Internship in two installments may pay as follows:

With initial registration ........ $585 tuition and registration fee
Within 30 calendar days after initial registration .......... $585 tuition and registration fee

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

An annual maintenance fee will be charged to all students who have not submitted the final report to the practicum office by end of the 12th month after the initial registration. The maintenance fee keeps a student's file active and entitles the student to continuing University services, including advising and library access.

Other Fees

Graduation Fee ................. $50

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

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

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

Textbooks and other Learning Materials ................ as applicable

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

Withdrawal and Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, in writing, the director of the GEM Program or the site administrator of their reason for withdrawal. Refunds will be based on the date of receipt of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not payment has been submitted. The following schedules apply:

For courses:

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

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

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

**Transcript Request Policy**

Upon completion of a degree program at Nova 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 University registrar.

**Financial Aid**

Nova 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) 475-7411.

**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. The priority deadline (April 1, 1993 for the 1993-94 academic year) is determined by the date the completed Need Analysis Form is received by the processor. 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 1993-94 is May 1, 1994.

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:

- **July 2, 1993**, for the term beginning August 21, 1993
- **December 10, 1993**, for the term beginning January 23, 1994
- **April 22, 1994**, for the term beginning June 13, 1994

**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 program at Nova 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.
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Coordinator of Instructional Materials

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Senior Educational Leadership Professor

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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 University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

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

2. Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.
At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

3. Tendering of Information. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

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

Violations of academic responsibility include, but are not limited to:

a. Plagiarism;
b. Any form of cheating;
c. Conspiracy to commit academic dishonesty;
d. Misrepresentation;
e. Bribery in an attempt to gain an academic advantage;
f. Forging or altering documents or credentials; and
g. Knowingly furnishing false information to the institution.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

a. Theft;
b. Vandalism;
c. Disruptive behavior;
d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
e. Possession, transfer, sale, or use of illicit drugs;
f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
g. Violations of housing regulations;
h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
i. Threats of or actual damage to property or physical harm to others;
j. Nova University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
k. Failure to pay tuition and fees in a timely manner.

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

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

D. Violations

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

Student Code of Computer Ethics

Student users of Nova 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 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 University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova’s Student Code of Computer Ethics, please consult the GEM Program 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 University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program’s Student Handbook.

Privacy of Records

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

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student’s name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

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

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

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

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

Reservation of Power

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

POLICIES GOVERNING STUDENT RELATIONS

General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova 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.
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 the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at 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 Nova bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova University. Students located throughout the United States and Canada can order their texts via telephone (800) 541-6682, Ext. 4750 (United States); (800) 554-6682, Ext. 4750 (Canada); or FAX (305) 476-4759.
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Ed.D. University of Houston  

MARY KREUTZER  
Student Counselor, GEM Program  
B.S. Trenont State College  

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

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M.A. University of South Alabama  
Ed.D. University of Alabama  

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

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Program Professor, Center for the Advancement of Education  
B.A. University of Florida  
M.A. University of Florida  
Ph.D. Florida State University  

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LaBonte Institute for Hearing, Language, and Speech  
B.S. Hunter College  
M.A. Hunter College  
Ph.D. City University of New York  

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Ph.D. University of Florida  

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

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M.S. Queens College  
Ph.D. University of Connecticut
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M.S. Bowling Green State University
Ph.D. Michigan State University

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B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

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LaBonte Institute for Hearing, Language, and Speech
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M.A. University of Texas
Sc.D. Johns Hopkins University

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Ed.D. Nova University

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M.S. Southern Illinois University
Ed.D. University of Arizona

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M.S. University of Oklahoma

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B.A. Rutgers University
M.S. Columbia University

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B.A. East Washington University
Ph.D. The Ohio State University

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B.A. Belmont Abbey College
B.B.A. Florida Atlantic University
M.Ed. Florida Atlantic University

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M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

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Ed.M. Rutgers University
Ed.D. Rutgers University

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B.Ed. University of Miami
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Ed.D. Indiana University

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B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. University of Mississippi

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B.S. Worcester Polytechnic Institute
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B.S. Wake Forest University
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Ed.D. University of Miami
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M.Ed. University of Miami
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M.Ed. The American University
Ed.D. The American University

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M.S. Nova University

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Ed.D. Columbia University

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M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

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Ed.D. University of Massachusetts

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B.Ed. University of Miami
M.Ed. Florida Atlantic University
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M.S.W. McGill University
Ph.D. Nova University

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M.S. Florida International University
Ph.D. Pennsylvania State University

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Center for the Advancement of Education
M.A. University of Pittsburgh
M.Ed. Towson State University
Ed.S. Towson State University
Ed.D. Nova University

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

Linda Swails
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Center for the Advancement of Education
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M.Ed. University of South Alabama
Ph.D. University of Southern Mississippi

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LaBonte Institute for Hearing, Language, and Speech
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M.A. University of Miami

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

Doctoral and Professional Degrees
Doctor of Business Administration in:
  Accounting (D.B.A./Acc.)
  Business Administration (D.B.A.)
  Finance (D.B.A./Fin.)
  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
  Computing and Information Technology
  Computer Education
  Educational Leadership
  Health Care Education
  Higher Education
  Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
  International Business Administration
Doctor of Science (Sc.D.) in:
  Computer Science
  Information Science
  Information Systems
  Training and Learning
Doctor of Philosophy (Ph.D.) in:
  Clinical Psychology
  Family Therapy
  Oceanography
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
  Public Administration
Juris Doctor (J.D.) in:
  Law

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

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

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

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

A transcript of a student’s academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

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

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

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

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

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

The Nova University general policies on student relations are on file in the Office of the University Registrar.

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans’ Training, Florida Department of Veterans’ Affairs. Eligible veterans and veterans’ dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.
APPLICATION AND ADMISSIONS 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 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.
- 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 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 University
Abraham S. Fischler Center
for the Advancement of Education
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314

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

We wish you the best of success with your program.

Sincerely,

[Signature]

Johanne T. Peck, Ph.D.
Director, GEM Program
Graduate Admission Application
The GEM Program

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

(Type or print)

Expected starting date / / Site location
Mo. Day Year

Soc. Sec.# / / Sex: ( ) M ( ) F
Mo. Day Year

Last name First name M.I. Maiden name

Mailing address: Street and number Apartment

City State Zip Home telephone Business telephone

Permanent address (if different) City State Zip

Emergency Contact:

Name Street and number Apartment

City State Zip Home telephone Business telephone/extension

Academic Goal: [ ] Master's [ ] Educational Specialist [ ] Certification, nondegree

Planned Major (please check only one):

- [ ] Computer Science Education
- [ ] Educational Leadership
- [ ] Educational Media
- [ ] Elementary Education
- [ ] Emotionally Handicapped
- [ ] English Education
- [ ] Mathematics Education
- [ ] Mentally Handicapped
- [ ] Middle Grades Education
- [ ] Prekindergarten Handicapped
- [ ] Prekindergarten/Primary Education
- [ ] Reading
- [ ] Science Education
- [ ] Social Studies Education
- [ ] Specific Learning Disabilities
- [ ] TESOL
- [ ] Varying Exceptionalities

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

<table>
<thead>
<tr>
<th>Complete Name of College</th>
<th>State</th>
<th>Date Started (Mo/Yr)</th>
<th>Date Ended (Mo/Yr)</th>
<th>Major Field</th>
<th>Degree (B.S./M.A.)</th>
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Please complete other side
Citizenship Status:
____ U.S. citizen
____ Nonresident alien
____ Resident alien

Foreign Students:
Do you require an I-20? Yes _______ No _______
If you have a visa, indicate status code ____________
Country of citizenship ____________________
Native language _________________________

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

Ethnic Origin Data (this information is requested for reporting purposes only):
Check one of the following: ____ Hispanic origin
____ White (not of Hispanic origin)
____ Black (not of Hispanic origin)
____ Asian or Pacific Islander
____ American Indian or native Alaskan

Applicant Status at Time of Application:
First time attending Nova University? Yes ______ No _______
Returning to Nova after absence? Yes ______ No _______
If yes, indicate dates of attendance ____________________
and the program you were in ____________________

Teaching Certification:
State __________________ Certificate type: [ ] Professional [ ] Temporary [ ] Substitute
Areas of certification ______________________

Employment:

<table>
<thead>
<tr>
<th>Position</th>
<th>School/Company</th>
<th>City/State</th>
<th>Dates Employed From</th>
<th>To</th>
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Financial Aid:
Have you applied for financial aid? ______ Yes ______ No ______
Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? ______ Yes ______ No ______
If yes, when was the F.A.F. sent to Princeton, New Jersey? __________ Date __________

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

Applicant’s signature ____________________________ Date __________

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

Street address ____________________________ Apartment ________

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

City ____________________________ State ________ Zip ________

Signature ____________________________ Site ____________________________ Date ____________________________

Employer: ____________________________________________ (please print)

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

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

1. Attitude toward work

   Somewhat negative Average Positive

2. Motivation toward work

   Low Average High
3. Ability to carry out tasks

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: ______________________________ Signature: ______________________________

Name: ______________________________ (please print)

Institution or organization: ______________________________

Title: ______________________________

Department: ______________________________

RETURN TO: Nova University
Abraham S. 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)

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<td>City</td>
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<td>Social Security Number</td>
<td>Program (M.S., Ed.S.)</td>
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<td>Site</td>
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Employer: ___________________________________________ (please print)

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

2. Motivation toward work
   - Low
   - Average
   - High
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.

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11. In my opinion, the applicant has the ability to carry out an applied research project:
    Yes______ No______

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    Yes______ No______

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

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

Date: ____________________________

Signature: ____________________________

Name: ____________________________

(please print)

Institution or organization: ____________________________

Title: ____________________________

RETURN TO: Nova University
Abraham S. 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)

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**Employer:**

(please print)

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

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

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

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

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: ________________________________ Signature: ________________________________

Name: ________________________________ (please print)

Institution or organization: ________________________________ Title: ________________________________

Department: ________________________________

RETURN TO: Nova University
Abraham S. Fischler Center
for the Advancement of Education
GEM Program
Admissions Office
3301 College Avenue
Fort Lauderdale, Florida 33314
REQUEST FOR OFFICIAL TRANSCRIPT
THE GEM PROGRAM

STUDENT: Fill in the blanks on both sections. Mail to your FORMER 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 University an official transcript of my academic work while attending your institution. Return the form below to Nova University.

A. I attended your school from ________________ to ________________

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

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

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 ___________________________ Date ______

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

Street Address ___________________________ Zip ______

City __________________ State ______

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FOR THE ADVANCEMENT OF EDUCATION
GEM Program
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314
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   Last   First   Middle/maiden

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Sincerely,

Signature

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Name ____________________________

   Last   First   Middle/maiden

Street Address ____________________________

City ____________________________ State ____________________________ Zip ____________________________

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