The GEM Programs 1989-90

Nova University

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Center for the Advancement of Education

The GEM Programs
1989-90
Center for the Advancement of Education

The GEM Programs 1989-90

Published August, 1989

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

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

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

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

Policies and programs set forth herein are effective through August 31, 1990. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

FAILURE TO READ THIS CATALOG DOES NOT EXCUSE STUDENTS FROM THE RULES AND PROCEDURES DESCRIBED HEREIN. PERSONAL FACTORS, ILLNESS, OR CONTRADICTORY ADVICE FROM ANY SOURCE IS NOT ACCEPTABLE FOR SEEKING EXEMPTION FROM THESE RULES AND PROCEDURES.
# Contents

Nova University and From the President ........................................... ii
From the Director ........................................................................ iii
Center for the Advancement of Education .................................. 1
GEM Site Locations and Office Telephone Numbers .................... 2
GEM Classroom Locations and Site Administrators ...................... 3
GEM Programs Academic Schedules 1989-90 ................................. 4
Open House and Registration Session Dates ............................... 5
GEM Programs Overview ............................................................ 6
Degree Requirements ................................................................... 6
Program Components ................................................................... 7
The COMMON MODULE ................................................................ 7
MAJOR and ELECTIVE MODULES ........................................... 8
The SINGLE COURSE .................................................................. 8
The PRACTICUM INTERNSHIP MODULE ................................. 8
Special Students ......................................................................... 10
The GEM Majors and Course Requirements ................................. 10
GEM Module Contents ................................................................ 13
Course Descriptions ................................................................... 16
Admission Requirements ............................................................. 29
Admission to Degree Candidacy ................................................ 29
Counseling Services .................................................................... 30
Directed Study ............................................................................. 30
Transfer of Credits ...................................................................... 30
Fees ............................................................................................ 31
Tuition Refund Policies ............................................................... 33
Grading ...................................................................................... 33
Transcript Requests ................................................................. 33
Attendance Policy ....................................................................... 33
Grievances .................................................................................. 34
Financial Aid .............................................................................. 34
Application and Registration Procedures ................................. 34
International Students ............................................................... 34
GEM Site Administrators ........................................................... 36
GEM Programs Personnel .......................................................... 37
Nova University Policies Governing ........................................... 39
Student Relations ....................................................................... 39
Student Rights and Responsibilities ........................................... 43
Nova University Learning Resources ......................................... 44
Nova University Board of Trustees and Administration ............. 46
Center for the Advancement of Education Faculty and Staff ....... 47
Nova University Degree Offerings .............................................. 47
APPLICATION PACKET ........................................................... 54
Graduation Admissions Application Form
Transcript Request and Transmittal Forms
Recommendation Forms
The Center for the Advancement of Education

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

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

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

The Center for the Advancement of Education offers:

At the doctoral level--
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education; Vocational, Technical, Occupational Education; or Adult Education
- Ed.D. in Early and Middle Childhood
- Ed.D. in Child and Youth Studies

At the master's or educational specialist level--
- The GEM Programs - M.S. and Ed.S. in 20 majors
- M.S. in Speech and Language Pathology
- Master's Program for Child and Youth Care Administrators
Come to Our Campus Offices or Call a Toll-Free Number
8:30 A.M. - 7:00 P.M., Monday-Thursday
8:30 A.M. - 5:00 P.M., Friday

The main campus of Nova University is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida’s Turnpike.

Call the University on a Toll-Free Number for Program Information

Broward County
Dade County
All other Florida Counties, all other states
GEM Offices, Nevada
GEM Offices, Arizona

475-7440
940-6447, Ext. 7440
1-800-541-NOVA, Ext. 7440
333 N. Rancho Dr., #138
8601 N. Black Canyon Hwy.
(702) 648-1971
Suite 117
Las Vegas, NV 89106
Phoenix, AZ 85021
(602) 995-5999
GEM Classroom Locations and Site Administrators

BRADENTON
Bayshore High School
5323 34th Street West
Mr. William Lance
813/758-3631

DAYTONA BEACH
Spruce Creek High School
801 Taylor Road
Fort Orange
Mr. James L. Whitaker
904/252-3200

FORT LAUDERDALE
McFatter Vocational School
Medical Building
6500 Nova Drive
Dr. Linda R. Lopez
305/467-3343

FORT PIERCE
Bayshore Elementary School
Route 41-Williams Road
Dr. Carrie Robinson
813/332-0100

FORT MYERS
Bayshore Elementary School
Route 41-Williams Road

GAINESVILLE
Gainesville High School
1900 N.W. 19th Street
Dr. Jack Buys
904/371-0533

JACKSONVILLE
Florida Community College
at Jacksonville
Downtown Campus
101 State Street
Dr. Marlene Kovaly
904/724-9519

LAS VEGAS
Bishop Gorman High School
1801 Maryland Parkway
Mr. Richard Lundquist
702/648-1971

MELBOURNE
Brevard Community College
3865 North Wickham Road
Ms. Shirley Ross
407/636-3896

MIAMI
Riviera Jr. High School
10301 S.W. 48th Street
Dr. John McKinney
305/385-4255

MIAMI
Riviera Jr. High School
10301 S.W. 48th Street
Dr. John McKinney
305/385-4255

ORLANDO
Mid-Florida Technical Institute
2900 West Oak Ridge Road
Dr. Jan Davis-Dike
407/273-7330

PHOENIX
Nova University Office
8601 N. Black Canyon Highway
Suite 117
Dr. Deo Nellis
602/995-5999

TALLAHASSEE
S.A.I.L.
School for Applied Individualized Learning
725 N. Macomb
Dr. David Fairbanks
904/877-5714

TAMPA
Van Buren Junior High School
8715 North 22nd Street
Ms. Liz Argott
813/685-3515

WEST PALM BEACH
Conniston Jr. High School
673 Conniston Road
Dr. Michael Robbins
407/968-8252
GEM PROGRAMS
Academic Schedule 1989-90

FALL CYCLE MODULES-1989
Tuesday, September 5, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
  September 9, 16, 23, 30
  October 7, 14, 21, 28
  November 4, 11, 18
  December 2, 9, 16

WINTER CYCLE MODULES-1990
Tuesday, January 2, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
  January 6, 13, 20, 27
  February 3, 10, 17, 24
  March 3, 10, 17, 24, 31
  April 7

SPRING CYCLE MODULES-1990
Tuesday, April 17, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
  April 21, 28
  May 5, 12, 19
  June 2, 9, 16
  Monday, June 18 4:00-10:00 P.M.
  Tuesday, June 19 4:00-10:00 P.M.
  Thursday, June 21 4:00-10:00 P.M.
  Saturday, June 23 8:30 A.M.-4:30 P.M.
  Tuesday, June 26 4:00-10:00 P.M.
  Thursday, June 28 4:00-10:00 P.M.
  Saturday, June 30 8:30 A.M.-4:30 P.M.

SINGLE COURSE-1990
Wednesday, June 20 4:00-10:00 P.M.
Friday, June 22 4:00-10:00 P.M.
Monday, June 25 4:00-10:00 P.M.
Wednesday, June 27 4:00-10:00 P.M.
Friday, June 29 4:00-10:00 P.M.

SUMMER CYCLE MODULES-1990
All sessions 4:00-10:00 P.M.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
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<tbody>
<tr>
<td>July 9</td>
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<tr>
<td>July 30</td>
<td>July 31</td>
<td>August 2</td>
</tr>
<tr>
<td>August 6</td>
<td>August 7</td>
<td>August 9</td>
</tr>
</tbody>
</table>
Open Houses and Registration Session Dates

Open Houses and Registration Sessions are held at local GEM classroom sites from 9:00 A.M. to 12:00 Noon. Fort Lauderdale, Phoenix and Las Vegas students may also register at local Nova University offices, Monday-Friday.

<table>
<thead>
<tr>
<th></th>
<th>OPEN HOUSE</th>
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<td>FALL</td>
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<td>August 26, 1989</td>
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<tr>
<td>WINTER</td>
<td>December 2, 1989</td>
<td>December 9, 1989</td>
</tr>
<tr>
<td>SPRING</td>
<td>March 24, 1990</td>
<td>March 31, 1990</td>
</tr>
<tr>
<td>SUMMER</td>
<td>June 16, 1990</td>
<td>June 23, 1990</td>
</tr>
</tbody>
</table>
GEM Programs Overview

The GEM (Graduate Education Module) Programs, an array of 20 major programs in continuing teacher education and school administration preparation, provide opportunities for full-time professionals to earn master's and educational specialist degrees and satisfy state requirements for renewal and addition of certification coverages and endorsements. 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.

GEM Programs are offered at locations and with schedules that make it possible for students to complete degree requirements without interrupting their careers. All courses are taught by instructional teams of highly qualified local professors who successfully practice what they teach. Each GEM Programs site is managed by a Site Administrator, a local educational leader, who is assisted by a staff team. Staff team members include a Senior Educational Leadership Faculty person (SELF), either one or two PASS Convenors (practicum internship managers and practicum advisor supervisors), and a Site Marketing Specialist. Also included on staff teams at larger sites are Assistant Site Administrators.

Degree Requirements

Master of Science (20 majors):

1. Satisfaction of initial admission procedures and requirements.
2. Full admission to degree candidacy through successful completion of the COMMON MODULE.
3. Successful completion of 39 semester hours of credit (minus any accepted transferred credits), with a grade-point average of 3.0 ("B") or higher.
4. Satisfaction of all financial obligations to the University.
5. Educational Leadership majors only: a passing score on the GEM comprehensive examination in educational leadership.

Educational Specialist (20 majors):

1. Satisfaction of requirements #1-4 listed above for the master of science degree.
2. A passing score on a GEM comprehensive examination in the major field of study.
3. Special requirements associated with the practicum internship module, as stipulated in the Practicum Internship Handbook.
4. Presentations at two local practicum orientation workshops, under the direction of site staff, sharing the process, procedures, results, and final practicum documentation with participating students.
Program Components

Degree-seeking students in all GEM majors at either degree-level must successfully complete the following program components in satisfaction of the 39 semester hours of credit requirement.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE COMMON MODULE</td>
<td>9</td>
</tr>
<tr>
<td>A MAJOR MODULE</td>
<td>9</td>
</tr>
<tr>
<td>A SECOND MAJOR OR ELECTIVE MODULE</td>
<td>9</td>
</tr>
<tr>
<td>THE SINGLE COURSE</td>
<td>3</td>
</tr>
<tr>
<td>THE PRACTICUM INTERNSHIP MODULE</td>
<td>9</td>
</tr>
<tr>
<td>Practicum Internship (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Technology (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

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

Common Module

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

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

1. It includes a comprehensive orientation to the practicum internship, covering needs assessment, techniques, the literature search, and other applied research methodologies.

2. It includes clear, standardized procedures for application for full admission to degree candidacy, requiring a 3.0 grade point average or higher, and demonstration of communication proficiency.

3. It provides diagnosis of oral and written communication skills and remedial strategies, when necessary, for attaining the required levels of proficiency.

4. It includes a computer literacy course counted as infield for the renewal of any Florida certification coverage.

5. It introduces the most current preK-12 computer technology to all GEM majors.

6. It provides the curriculum and instruction content and the pair of emphasis area courses required by Florida law for initial certification in Educational Leadership (school administration), both for Educational Leadership majors and for other GEM majors who may later decide to pursue administration careers.

7. It serves as an excellent introduction to the unique philosophy of the GEM Programs—to blend tightly the academic and professional work of the student to achieve significantly rejuvenated and improved practice as teachers or administrators.
8. It serves also to introduce the unique GEM team-teaching model for instructional delivery of all modules, the bringing together of two or three highly qualified and successful local expert practitioner/professors who:

- practice what they teach,
- represent excellent role models for their students,
- complement each other in terms of teaching style and expertise,
- function as a smoothly operating instructional team,
- focus on the individual progress of each student, and
- bring the real world of practice in school districts into their GEM classrooms as a rich supplement to the curriculum.

Major and Elective Modules

Students granted full admission to degree candidacy, as a result of their academic work and demonstration of communication skills proficiency in the COMMON MODULE, are eligible to enroll in second and then third modules as they are scheduled in subsequent cycles. These nine-credit learning experiences may be MAJOR or ELECTIVE MODULES, depending on the student's particular program. In many cases these will both be MAJOR MODULES, to accommodate the number of courses required to add a state certification coverage or endorsement. In most cases when additional certification coverage is not being pursued, e.g., Elementary Education, Physical Education, Social Studies, or Science, one of the two is a MAJOR MODULE and the other an ELECTIVE MODULE. An ELECTIVE, any available module selected by the student, may be taken before a MAJOR MODULE. In some cases, the second and third modules can be taken through the DIRECTED STUDY system.

MAJOR and ELECTIVE MODULES are taught by instructional teams as described above in the COMMON MODULE section.

The contents of all GEM modules are listed elsewhere in this document, along with complete descriptions of all courses contained in the modules.

The Single Course

The SINGLE COURSE serves a variety of purposes, as applicable to particular programs. It can serve as a certification course requirement, certification renewal course, or an elective course. All SINGLE COURSES are taught by individual instructors, qualified and functioning as described above in the COMMON MODULE section.

The Practicum Internship Module

The nine-credit PRACTICUM INTERNSHIP MODULE, the fourth module, is the "centerpiece" of the GEM Programs. It represents the direct application of all the student has learned in his or her major field of study to the resolution of a significant educational problem in his or her school, district, state department of education, or other agency. It is an applied research project carried out in an internship setting of the student's choice. It is undertaken, on an individually scheduled basis, when the student is eligible, prepared, and chooses to begin. The implementation phase of the project spans a period of at least one school district semester, normally 18 weeks.
The PRACTICUM INTERNSHIP involves the student in a closely collaborative effort with--

• a PRACTICUM ADVISOR, a qualified GEM faculty member, with solid expertise in the major involved and experiential knowledge of the internship setting chosen, who guides the student through each step of the process;

• a PRACTICUM MENTOR, the "significant other" who administers the internship setting and with whom the student negotiates the nature of the research and resolution project to be undertaken; and

• other professionals working in the internship setting and with whom the student will be involved in the project.

The matter of choice is an essential feature of the PRACTICUM INTERNSHIP MODULE. Since the student chooses the internship setting, a mentor and (with the mentor) the exact nature of the project, the implications for career advancement are obvious and virtually unlimited. The upwardly mobile and professionally skilled GEM student majoring in English, for example, might approach his or her department chairperson; district-level supervisor; or state department of education official responsible for English curriculum, instruction, or staff development, with an idea or vision for a practicum project that would result in wide dissemination and impact. If the person approached accepts the idea (or negotiates a modified version with the student) and agrees to serve as the practicum mentor, collaborating with the student and his or her practicum advisor in arranging the internship and the research and resolution project, the process has begun well. If the student subsequently performs strongly in the internship and produces a final applied research document of high quality, the options for professional advancement are quite viable.

If the same English major, however, chooses not to pursue the ambitious path of career advancement described above, focusing instead on the perfectly valid aim to become a rejuvenated and more effective teacher, without regard to assuming new positions of increased responsibility, the mentor he or she approaches may be the department chairperson or a respected colleague, i.e., another English teacher.

For all GEM students, the PRACTICUM INTERNSHIP MODULE involves impact beyond the student's own classroom or other professional setting, whether the choice be the next highest level (e.g., the other English teacher, doubling the impact to two classrooms), or many levels higher (e.g., the state department of education, exponentially increasing the impact), or any other higher level along this continuum.

It is important to note that the central staff of the GEM Programs continuously informs building administrators, district-level administrators, department of education officials and legislative education committee chairpersons in the states in which GEM students are employed, and personnel in related agencies important to GEM students, that the PRACTICUM INTERNSHIP offers opportunities for perceived research needs at all these levels to be met by GEM students. These needs are elicited from the above sources and the results are ever-expanding lists of possible practicum projects and internship settings available to stimulate the visions and possibilities for GEM students.

Three additional vehicles exist for wide dissemination of the best GEM practicum work.

1. Outstanding practicum documents are disseminated nationally, through inclusion in computerized database networks, such as ERIC.

2. Abstracts of outstanding practicum documents are published in a Nova University research series, Outstanding Educational Improvement Projects, currently in its fourth publication, and distributed to a wide national readership.
3. At local and regional GEM site Practicum Fairs, outstanding practicum projects are presented and exhibited by students, their advisors and mentors for large audiences within the local education communities.

Initial steps leading to PRACTICUM INTERNSHIP MODULE work can be undertaken upon successful completion of the COMMON MODULE and full admission to degree candidacy. These steps, fully detailed in the PRACTICUM INTERNSHIP HANDBOOK, distributed during the COMMON MODULE, include attendance at a PRACTICUM INTERNSHIP ORIENTATION WORKSHOP (normally conducted four times per year at the conclusion of each cycle), assignment of a practicum advisor, selection of an applied research topic, selection of an internship setting and mentor, and initial drafting of a PRACTICUM INTERNSHIP PROPOSAL.

Prior to the implementation phase of the project, the proposal must be accepted at the GEM Practicum Internship Office on the main campus. Proposals are not accepted until successful completion of at least one MAJOR MODULE.

In addition to the Practicum Internship itself, to which six semester hour credits are applied, the PRACTICUM INTERNSHIP MODULE contains a special three-credit course, the objectives of which are achieved during the implementation phase of the Practicum Internship. For most students this course is EDL 650, Critical Thinking and Technology. If an additional course is needed to satisfy state certification requirements, that course is substituted for EDL 650. The Practicum Internship Advisor directs and evaluates the student’s work in the special course, assisted by the Practicum Mentor.

Special Students

Special students, i.e., non-degree-seeking students, are welcomed by the GEM Programs. Among the various purposes for enrolling under special student status are--

- completion of courses required for certification renewal,
- completion of courses to satisfy requirements for addition of certification or endorsement coverages,
- "trying out" the GEM Programs.

Procedures for changing from special student to degree-seeking status can be obtained from the local Site Administrator or a student advisor on the main campus.

The GEM Majors and Course Requirements

The chart below displays the 20 major programs available and the four modules and the single course required for a degree in each major.

- All students begin their programs with the COMMON MODULE.
- All students take the PRACTICUM INTERNSHIP MODULE, including either the EDL 650 course or, if applicable, a certification course.
- All students take the CSE 550 SINGLE COURSE unless, for certification purposes, another course is required.
- An ELECTIVE MODULE, indicated for some majors, is any available module selected by the student.
- In programs including MAJOR and ELECTIVE MODULES, these may be taken in either order.
* In programs including TWO MAJOR MODULES, these may be taken in either order, except for Computer Science Education, in which CSE I must be taken first.

* All students must have a program outline developed, prior to the mid-point of the COMMON MODULE, with the assistance of the local Site Administrator and subsequent approval of the appropriate student advisor. (For Educational Leadership majors, the program outline is developed with the assistance of the local Senior Educational Leadership Faculty person: the SELF.)

**CODES**

<table>
<thead>
<tr>
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<th>MODULE</th>
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<td>COMPUTER APPLICATIONS</td>
<td>CM</td>
<td>CAP I</td>
<td>CAP II</td>
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<td>COMPUTER SCIENCE EDUCATION</td>
<td>CM*</td>
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<td>CSE II</td>
<td>CSE 550</td>
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<td>EARLY CHILDHOOD SPECIAL EDUCATION</td>
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<td>ECSE I</td>
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<td>EDUCATIONAL LEADERSHIP (ADMINISTRATION K-12)</td>
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<td>EL I</td>
<td>EL II</td>
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<td>EM III</td>
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<td>SLD II</td>
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* For COMPUTER SCIENCE EDUCATION:
  - In CM, substitute CSE 600, Teaching Computer Literacy, for CUR 501/213/415.
  - In PIM, substitute CSE 680, Teaching Basic Programming for EDL 650.

** For EDUCATIONAL MEDIA:
  - The CM contains three media courses (EM I).
  - If EM III has not been completed, permission of the instructor must be obtained to enroll in EM 520.
GEM Module Contents

Adult Education (AE)
AS 610  Organization and Administration of Adult and Community Education
AS 630  Methods and Materials of Instruction for Adults
AS 640  Community School Administration

Common Module (CM)
CSE 500  Computer Literacy for Teachers and Administrators
CUR 501/2/3/4/5  Curriculum and Instruction
CUR 531/2/3/4/5  Educational Measurement and Evaluation

Computer Applications (CAP) I
CSE 505  Computer Applications
CSE 510  Advanced Applications of Technology
CSE 515  Computer Assisted Instruction

Computer Applications (CAP) II
CSE 605  Applications of Electronic Publishing
CSE 610  Communicating with Computers
CSE 615  Emerging Technologies for Teachers and Administrators

Computer Science Education (CSE) I
CSE 505  Computer Applications
CSE 510  Advanced Applications of Technology
CSE 700  Introduction to Structured Programming

Computer Science Education (CSE) II
CSE 710  Programming in Pascal
CSE 712  Advanced Programming in Pascal
CSE 715  Data Structures

Early Childhood (Primary)
EC 5281  Individualized Instruction in Early Childhood I (Theory)
EC 5282  Individualized Instruction in Early Childhood II (Practice)
HB 501  Child Development

Early Childhood Special Education (ECSE) I
EP 5270  Assessing the Needs of Preschool Handicapped Children
EP 5275  Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children

Early Childhood Special Education (ECSE) II
EP 5280  Working with the Community and Families of Young Handicapped Children
EP 5285  The Team Approach in Programs for Young Handicapped Children
EP 5290  Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children

Educational Leadership (EL) I
EDL 505  Educational Budgeting and Finance
EDL 510  School Leadership
EDL 615  Communication Skills and Appraisal of Educational Leadership
<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Leadership (EL)</strong></td>
<td>EDL 520</td>
<td>School Law for Administrators</td>
</tr>
<tr>
<td></td>
<td>EDL 525</td>
<td>Personnel Selection and Development</td>
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<tr>
<td></td>
<td>EDL 530</td>
<td>Organizational Management of Schools</td>
</tr>
<tr>
<td><strong>Educational Media (EM COMMON MODULE) I</strong></td>
<td>EM 500</td>
<td>Philosophy of School Library Media Programs</td>
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<tr>
<td></td>
<td>EM 505</td>
<td>Design and Production of Educational Media</td>
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<tr>
<td></td>
<td>EM 510</td>
<td>Media for Children</td>
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<tr>
<td><strong>Educational Media (EM) II</strong></td>
<td>EM 525</td>
<td>Library Media Collection Development</td>
</tr>
<tr>
<td></td>
<td>EM 530</td>
<td>Management of School Library Media Programs</td>
</tr>
<tr>
<td></td>
<td>EM 535</td>
<td>Media for Young Adults</td>
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<tr>
<td><strong>Educational Media (EM) III</strong></td>
<td>EM 515</td>
<td>Reference and Information Services</td>
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<td></td>
<td>EM 540</td>
<td>Organization of Library Media Collections</td>
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<tr>
<td></td>
<td>EM 545</td>
<td>Production of Instructional Video Programs</td>
</tr>
<tr>
<td><strong>Elementary Education (ELE)</strong></td>
<td>ELE 541</td>
<td>Creativity in Elementary School Curriculum</td>
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<td></td>
<td>ELE 542</td>
<td>Materials in the Teaching of Elementary Arithmetic and Science</td>
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<tr>
<td></td>
<td>ELE 730</td>
<td>Reading in the Elementary Classroom</td>
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<tr>
<td><strong>Emotionally Handicapped (EH)</strong></td>
<td>EP 529</td>
<td>Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<td></td>
<td>EP 530</td>
<td>Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<tr>
<td></td>
<td>EP 532</td>
<td>Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<tr>
<td><strong>English (ENG)</strong></td>
<td>ENG 620</td>
<td>Developmental Writing</td>
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<td>ENG 630</td>
<td>English Workshop</td>
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<td>ENG 640</td>
<td>Rhetoric: Fundamentals of Speech Communication</td>
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<tr>
<td><strong>Gifted Child Education (GCE)</strong></td>
<td>EDU 550</td>
<td>Introduction to the Nature and Needs of the Gifted Child</td>
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<td>EDU 551</td>
<td>Educational Procedures for the Gifted Child</td>
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<td>EDU 555</td>
<td>Seminar for the Guidance of Gifted Children</td>
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<td><strong>Health (HE) I</strong></td>
<td>HE 565</td>
<td>Human Sexuality in Health Education</td>
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<td></td>
<td>HE 570</td>
<td>Gerontology and the Health Educator</td>
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<tr>
<td></td>
<td>HE 575</td>
<td>Drug Abuse in Health Education</td>
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<tr>
<td><strong>Health (HE) II</strong></td>
<td>HE 526</td>
<td>Stress Management</td>
</tr>
<tr>
<td></td>
<td>HE 545</td>
<td>Fitness Education</td>
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<tr>
<td></td>
<td>HE 580</td>
<td>Health Counseling</td>
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<tr>
<td><strong>Mathematics (MAT) I</strong></td>
<td>MAT 645</td>
<td>Topology and Non-Euclidean Geometry</td>
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<tr>
<td></td>
<td>MAT 650</td>
<td>Advanced Euclidean Geometry</td>
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<td></td>
<td>MAT 655</td>
<td>Symbolic Logic and Set Theory</td>
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</tbody>
</table>
Mathematics (MAT) II
MAT 755 Linear Algebra
MAT 760 Abstract Algebra
MAT 765 Number Theory

Mental Retardation (MR)
EP 501 Biological, Psychological, and Sociological Foundations of Mental Retardation
EP 509 Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
EP 510 Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

Physical Education (PED)
PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
PED 730 Physical Education Programs to Promote Future Healthy Adulthood
PED 750 Problems of Negligence and Liability in Physical Education Programs

Practicum Internship Module (PIM)
EDL 650 Critical Thinking and Technology (Various Practicum Internship Prefixes)

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

Reading (RED) II
RED 750 Literature for Children and Adolescents
RED 5271 Reading Supervision and Curriculum Development I (Theory)
RED 5272 Reading Supervision and Curriculum Development II (Practice)

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

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

Specific Learning Disabilities (SLD) I
EP 5261 Workshop in Learning Disabilities: Theory
EP 5262 Workshop in Learning Disabilities: Practice
EDU 558 Classroom Management of the Learning Disabled Child

Specific Learning Disabilities (SLD) II
EP 556 Educational Assessment for Exceptional Children
EC 580 Speech and Language Development
CU 665 Theories of Learning and Effective Teaching
Course Descriptions

AS 580 Administration of Exceptional Student Education (3 Cr.)
This course familiarizes the student with federal regulations and state laws that surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special needs of exceptional students. Emphasis is placed upon developing the administrator's ability to handle the responsibilities encountered in monitoring the preparation of individual educational plans, providing due process within the laws, for parental involvement in educational planning, and in documenting mandated procedures.

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

AS 630 Methods and Materials of Instruction for Adults (3 Cr.)
Following an exploration of various concepts, materials, and instructional techniques which are appropriate for adults, including reaching disadvantaged adults, participants develop materials and methods which are appropriate for their own educational settings.

AS 640 Community School Administration (3 Cr.)
Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by the state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of needs assessment; familiarity with life-long learning curricula; and the planning needed to meet the cultural, recreational, academic and social needs of the community.

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

BLE 547 Testing and Evaluation in BLE/ESOL (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.
CSE 500 Computer Literacy for Teachers and Administrators (3 Cr.) This course constitutes an introduction to the electronic tools of the information age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer assisted instruction and telecommunications are also introduced.

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

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

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

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

CSE 600 Teaching Computer Literary (3 Cr.) This entry level course explores the capabilities of fourth generation computer systems in classroom and school administrative environments. Much of the focus is on the newer microcomputer systems costing under $10,000. Some limited hands-on experience is provided. Basic computer organizations and educational applications are discussed.

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

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

CSE 615 Emerging Technologies for Teachers and Administrators (3 Cr.) Students will investigate new and emerging areas of technological development that have immediate or potential impact upon the improvement of education. Included in this course will be an exploration of topics such as robotics, local area networks, hypermedia, new hardware developments, and expert systems.
CSE 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 skill in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs.

CU 514 Utilization of Multi-Sensory Materials (3 Cr.) This course deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

CU 519 Design of Mediated Learning Materials (3 Cr.) Each student is required to design valid mediated learning materials to meet specific learning objectives. The course emphasizes the integration of media technology into instructional strategies.

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

CU 670 Multicultural Education (3 Cr.) This course investigates strategies for teaching children from cultural minorities. Through this course students will become sensitive to ethnic differences and similarities. They will become familiar with ways of providing students with experiences and opportunities to understand their uniqueness. Participants will examine and design strategies for teaching children of cultural minorities; they will evaluate conventional and innovative materials and programs for minority children, and will study the values, attitudes, and customs of ethnic minorities.
CUR 501 Curriculum and Instruction: Early Childhood/Primary Education (3 Cr.) Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the early childhood and primary years.

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

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

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

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

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

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

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

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

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

EC 5281 Individualized Instruction in Early Childhood I (Theory) (3 Cr.) This course comprises exploration of early childhood model programs for young children and indepth studies of curricula including self-concept development, social studies experiences and activities, mathematics for early childhood programs.

EC 5282 Individualized Instruction in Early Childhood II (Practice) (3 Cr.) This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in early childhood setting.

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 515 Communication Skills and Appraisal of Educational Leadership (3 Cr.) Using simulations and other process activities, students will assess their own leadership styles along a multidimensional scale and explore the resulting implications for working with staff members whose styles differ. Sensitivity to the impact of one's actions on others, techniques of persuasion, and public information management are important elements of this course.

EDL 520 School Law for Administrators (3 Cr.) Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

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

EDL 530 Organizational Management of Schools (3 Cr.) Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including values-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning.
EDL 650  Critical Thinking and Technology (3 Cr.)  This course represents a synthesis of the curriculum, research, measurement, evaluation, instructional leadership, and modern technology themes of study throughout the student's program. These themes are tied to the contemporary processes of critical thinking skill development and the use of multimedia resources as they apply to the student's practicum research.

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

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

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

EDU 550  Educational Measurement (3 Cr.)  This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 624  Parental Counseling (3 Cr.)  This course is designed to help classroom teachers acquire skill in parental counseling. Participants in this course will examine contemporary problems of the American families; the ways in which the family members communicate, and how the quality of communication affects the education of the child. Teachers will become better able to facilitate communication both within the family and between family and social agencies.

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.
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 experiences in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

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

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

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

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

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

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

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

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

ENG 620 Developmental Writing (3 Cr.) In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.
ENG 630 English Workshop (3 Cr.) Each participant is expected to synthesize from the surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the context of English.

ENG 640 Rhetoric: Fundamentals of Speech Communication (3 Cr.) Students will study the history of rhetoric and the fundamentals of speech communication in terms of the development of their history and practice. They will examine some of the seminal ideas proposed by leading rhetoricians. With this foundation, students will then examine contemporary manifestations of persuasion in the mass media. Students will be given guidance in actively applying this theory and practice to their individual educational concerns.

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

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

EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded (3 Cr.) Educational management, curriculum development, methods and materials for educable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

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

EP 530 Classroom Management; Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child (3 Cr.) Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

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

EP 560 Survey of Exceptionalities (3 Cr.) This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

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

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

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

EP 5280 Working with the Community and Families of Young Handicapped Children (3 Cr.) This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources/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 5285 The Team Approach in Programs for Young Handicapped Children (3 Cr.) This course covers the routine care, nutritional needs, and medical emergencies of young handicapped children. Instruction is provided in procedures for maintaining a safe and healthful environment. Techniques and terminology used by other health and education members of the child care team are examined.

EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children (3 Cr.) This course covers the development of communication skills, including non-speech communication, speech, and language. Problems associated with dialectical and cultural differences, bilingualism, and handicapping conditions are examined, as is the impact of delayed or deviant communication skills on social-emotional development. Instruction is provided in methods of facilitating communication skills, interpersonal skills, and strategies for coping with conflict and frustration.

HB 501 Child Development (3 Cr.) This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, social, emotional and creative.
HE 500 Foundations of Health Education (3 Cr.) The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

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

HE 535 Program Development in Health Education (3 Cr.) This course covers techniques for the management of programs of health including grant and proposal writing, program budgeting, program report writing, design and management of health education programs and resources and program evaluation.

HE 545 Fitness Education (3 Cr.) Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 565 Human Sexuality in Health Education (3 Cr.) Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

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

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

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

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

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

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

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

MAT 760 Abstract Algebra (3 Cr.) Participants further refine their ability to use the axiomatic method to develop properties of abstract algebraic structures.
MAT 765 Number Theory (3 Cr.) Participants develop the ability to use the axiomatic method by proving properties of the set integers.

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes (3 Cr.) Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood (3 Cr.) Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and elements of mental health into the existing school physical education classes. Examples, problems and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems in Negligence and Liability in Physical Education Programs (3 Cr.) Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education program. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems. Attention will be paid to special problems such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped and physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

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

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

RED 570 The Reading Process (3 Cr.) This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

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

RED 5271 Reading Supervision and Curriculum Development I (Theory) (3 Cr.) This workshop is designed for reading majors as an integrated experience. Emphasis is on the development of an individualized reading curriculum.
RED 5272 Reading Supervision and Curriculum Development II (Practice) (3 Cr.) This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

SCI 610 Current Issues in Energy and Environmental Studies (3 Cr.) The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamic forces acting on the nearshore environments and effects on reef growth distribution.

SCI 620 Biology and Human Affairs (3 Cr.) This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy and behavior of intact organisms. In addition, a study of various biological factors that affect the health and survival of man in modern society, as well as the evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences (3 Cr.) Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

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

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

SST 630 Contemporary Social Problems/Issues (3 Cr.) In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The students will develop skill in gathering information on problems encountered within the family, local government, and the nation.
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 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors which influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

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

General admission requirements for the student wishing to matriculate in the master’s program of the GEM Programs are listed below.

The applicant must--
1. have earned a baccalaureate degree from a regionally accredited college or university,
2. provide three letters of recommendation* from professional colleagues or supervisors that indicate the applicant’s ability to undertake graduate study successfully,
3. provide an official transcript* of his or her undergraduate record at each college and/or university attended, and
4. submit completed application form* accompanied by a $30 nonrefundable application fee.

Admission Requirements
Educational Specialist Program

General admission requirements for the student wishing to matriculate in the educational specialist program of the GEM Programs are listed below.

The applicant must--
1. have earned a master’s degree from a regionally accredited college or university,
2. provide three letters of recommendation* from professional colleagues or supervisors that indicate the applicant’s ability to undertake graduate study successfully,
3. provide an official transcript of his or her undergraduate record at each college and/or university attended, and
4. submit completed application form* accompanied by a $30 nonrefundable application fee.

*Forms in back of this document

Admission to Degree Candidacy

Upon completion of all application procedures, students are admitted to the GEM Programs. GEM students become eligible for admission to degree candidacy (master’s or educational specialist) after successful completion of the COMMON MODULE. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program.

The requirements for admission to degree candidacy are--
1. A 3.0 (“B”) grade point average or higher in the COMMON MODULE.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues or supervisors. All items for the student file should be mailed directly to GEM or submitted to a GEM staff member.

Persons majoring in Educational Leadership must document two years of successful teaching experience.

After the Candidacy Committee has reviewed the file and the recommendations, the student is informed of his or her status by mail.
Counseling Services

The CAE Student Affairs department includes a number of student advisors who are available in person and by telephone for information and advice to students. Other GEM staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information.

Directed Study

In some cases, nine-credit modules needed to complete programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM Programs when this occurs, the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same period. The instructors, based on the main campus at Fort Lauderdale, schedule biweekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments, which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. A special fee is charged to directed study students to cover costs of postage, telephone, and administrative expenses. The following policies apply to directed study work:

- Students must be in attendance at the site for the first night of class.
- Only degree-seeking students who have received candidacy will be permitted to complete nine-credit modules using this format.
- Only students who have already completed another nine-credit module in the regular classroom format are eligible for directed study.
- No directed study is offered in Educational Leadership, Educational Media, any Computer modules, Health II, Mental Retardation, or TESOL.

Transfer of Credits

Up to six semester hours of graduate transfer credits will be accepted into GEM Programs, provided that the following conditions apply:

- The student's major program allows for transfer of credit.
- The credits were earned at a regionally accredited, graduate institution, within a five-year period preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades assigned the courses were either "A" or "B".
- An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.
- A Request for Transfer of Credit form has been completed by the student and is on file. (These forms are available at all GEM sites.)
- Final approval of transfer of credits has been given by the appropriate student advisor.

Credits transferred in will decrease the overall total of 39 credits
required for GEM degree programs but will not be computed into the student's grade point average.

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

Fees

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

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

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

Tuition Fees .......................................................... $145/credit

For the COMMON MODULE, MAJOR and ELECTIVE MODULES, and the SINGLE COURSE, tuition payment and completed registration forms must be received at CAE or by the local Site Administrator at least one week prior to the first class session. Beyond this deadline, a LATE FEE of $50 is assessed.

For students wishing to make tuition payments in three installments for the MODULES mentioned above, an initial payment of $435 is due as stipulated above, a second payment of $435 is due no later than the fifth full class session, and the third payment of $435 is due no later than the ninth full class session. Partial payment forms, available at the local sites, must be completed and submitted with second and third payments to the Site Administrator. Beyond the deadlines for second and third payments, the $50 LATE FEE is assessed.

For the PRACTICUM INTERNSHIP MODULE, tuition payment and a completed registration form must be received at CAE or by an authorized local GEM staff member at any time after successful completion of the COMMON MODULE and full admission to degree candidacy and prior to commencement of initial work on the PRACTICUM INTERNSHIP.

For students wishing to make tuition payments in three installments for the PRACTICUM INTERNSHIP MODULE, an initial payment of $435 is due as stipulated above, a second payment of $435 is due prior to acceptance of the PRACTICUM INTERNSHIP PROPOSAL at CAE, and the third payment of $435 is due no later than one month following receipt of the second payment. Beyond the deadlines for second and third payments, the $50 LATE FEE is assessed.

Practicum Internship Module Maintenance Fee ...... $200/year

In the event of the necessity to retain the professional services of the PRACTICUM INTERNSHIP ADVISOR and the PRACTICUM INTERNSHIP MENTOR, a maintenance fee of $200 per year will be assessed in all cases in which the FINAL PRACTICUM INTERNSHIP DOCUMENT has not been received at CAE on or before the date marking 16 months from the date of initial registration for the PRACTICUM INTERNSHIP MODULE. The maintenance fee is assessed, if applicable, each succeeding year from the first assessment, up to the four year statute of limitations for completion of GEM Programs.
NOTE: Payment of PRACTICUM INTERNSHIP MODULE MAINTENANCE FEES does not extend the repayment of student loans. Lending institutions may seek initial repayment of these loans even though the PRACTICUM INTERNSHIP MODULE has not been completed.

Directed Study Fee .......................................................... $13/credit

The DIRECTED STUDY FEE covers the costs of instructional delivery and administrative services. This fee does not cover the costs of required learning materials (see below).

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

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

Lab Fees

All courses taught in computer labs or media production labs ................................................. $10/credit

These fees cover costs of lab supplies, equipment maintenance and repair, and professional services of laboratory assistants.

EL I lab fee ............................................................ $105

This fee covers the costs of ELA lab learning materials and licensure and inservice training of ELA instructors.

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

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

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

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

- An additional fee is charged by the Registrar's Office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.
Tuition Refund Policy

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

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

Practicum Internship Tuition Refund Policy

- A handling fee of $50 will be charged to each practicum student requesting a refund.
- If a practicum advisor has been assigned, the student will be entitled to 75% refund, transferable to tuition for other program requirements within 90 days of registration.
- There will be no refund or credit beyond 90 days of registration for the practicum.

Grading

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

A = Excellent achievement  D = Poor achievement
B = Good achievement    F = Failure
C = Below expectations for I = Incomplete
   graduate work

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

Transcript Requests

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 three dollar check or money order should be mailed to Registrar: Nova University.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one
absence during any module or course is cause for serious concern and the instructors and the CAE student affairs department must be consulted for counseling. When class sessions must unavoidably coincide with religious holidays, students affected are excused but must make up work as required by the instructor.

**Grievance**

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the student affairs department at CAE.

**Financial Aid**

Information regarding financial aid can be obtained by using the toll-free telephone number 1-800-541-NOVA, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Aid. Information concerning veterans' benefits is available by using the toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.

**Application and Registration**

The Graduate Admissions Application form and the $30 fee will be accepted at an Open House or registration session at a GEM site, may be submitted to the local site administrator at any time, or can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a student's file on the computerized Student Information System. Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM program. All items must be completed on the application form, front and back.

A registration form must be completed for each module or course taken and for the PRACTICUM INTERNSHIP.

Registrations will not be accepted after the cycle has commenced. Students who are in class for the cycle, without registering, will not receive credit or grades.

A check for the entire tuition, or partial tuition payment for a module, as indicated in the fees section, must accompany the registration form. To avoid the late fee, tuition must be paid on or before the deadline dates specified in the fees section.

**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: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800/432-5020 ext. 7413. All others 305/475-7413.
Original Work

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

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

## BRADENTON
- William E. Lance  
  B.S. University of Northern Iowa  
  M.S. Nova University

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

## DAYTONA BEACH
- James L. Whitaker  
  B.A. Oklahoma City University  
  M.A. Midwestern University

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

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

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

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

## FORT MYERS
- M. Ed. University of Maine

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

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

## TAMPA
- Elizabeth Argott  
  B.A. Trenton State College  
  M.A. University of Tampa

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

## PHOENIX, ARIZONA
- Deo Nellis  
  B.A. State University of N.Y. at Buffalo  
  M.S. Nova University  
  Ed.D. Nova University

## TALLAHASSEE
- David L. Fairbanks  
  B.S. Eastern Michigan University  
  M.S. Florida State University  
  Ph.D. Florida State University

## WEST PALM BEACH
- Michael Robbins  
  B.A. University of Florida  
  M.Ed. Florida Atlantic University  
  Ed.D. Nova University
GEM Personnel

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

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

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

AL P. MIZELL, Ed.D.
Associate Director

JOAN D. HORN
Coordinator of Practicums

CAROLE BENEDICT
Coordinator of Marketing

MARA CONWAY
Student Advisor

ROBERT K. GREENE, B.A.
Student Advisor
MARY KREUTZER, B.S.
Student Advisor

STEPHEN I. SIPLET, Ed.D.
Director, Student Affairs

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

LINDA SWAILS
Operations Manager
Center for the Advancement of Education

SANDRA K. RAMIREZ
Supervisor of Operations

TONI HEPLER, M.S.
Coordinator of Instructional Resources

MARK SELDINE, M.Ed.
Student Advisor

JOHANNE PECK, Ph.D.
Assistant Dean for Research and Program Development
Nova University Policies Governing Student Relations

General

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

Institutional and Academic Information

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

Financial Aid

Student Financial Aid at Nova University

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Planning and Resources, 3301 College Avenue, Fort Lauderdale, Florida 33314. Telephone (305) 475-7410.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year; the priority deadline for a given academic year is the preceding April 1st. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1st (13 months after the priority deadline). For example, the two deadlines for the 1989-90 academic year are April 1, 1989, and May 1, 1990.

Veterans' Benefits

All programs described in this document are approved for veteran’s training by the Florida Department of Education. Eligible veterans and veterans’ dependents should contact for more information, the Office of the Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314 or telephone 305/475-7413 or 1-800-541-NOVA, Ext. 7413.
Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 ("B" Grade) each evaluation period (e.g. term, semester, quarter). He/she also must meet any skill or technical requirements of his/her particular program.

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

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

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

Grade/Progress Reports For VA Students

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

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

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

Grades are issued to the students by the Registrar's Office within two weeks following the last final exam of each evaluation period (e.g., term semester, quarter).

Nondiscrimination

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

Educational Records and Privacy

Nova maintains a system of student records that includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing, and other admissions credentials as well as progress records (transcripts) of the student’s studies at Nova.

Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released, to whom, and for what purpose.

Nova shall release records or components thereof without the written consent of the student only:

1. for purpose of audit and evaluation of federal and state programs;
2. to authorized representatives of:
   a. the Comptroller General of the United States,
   b. the Secretary of the U.S. Dept. of Education and Commissioner of Education or their deputies;
3. to Nova personnel deemed to have a legitimate educational interest;
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid;
5. to accrediting organizations in carrying out their functions;
6. to parents of students who have established the students as dependents according to the provisions of the Internal Revenue Code;
7. to persons in compliance with a judicial order or lawfully issued subpoena;
8. to persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons.

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided—

1. the student is notified of the categories designated as directory information,
2. the student is given the opportunity to refuse disclosure of any or all of the categories,
3. the student is given a reasonable period of time in which to submit said refusals in writing.

Nova may release without written consent of the student information expressly limited to the facts as to whether or not the student is currently enrolled.

Nova may release without written consent information that it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.
Student Rights and Responsibilities

Academic Rights and Responsibilities

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including--

1. the rights of personal and intellectual freedom that are fundamental to the idea of a university,
2. a scrupulous respect for the equal rights of others,
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

The University expects its students to manifest a commitment to academic integrity, and to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

Student Conduct

Students are expected to comply with the legal and ethical standards of the institution. Academic dishonesty and/or non-academic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forgiving or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

Referencing the Works of Another

All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

Reservation of Power

Nova shall reserve the right to amend, modify, change, add to or delete from such rules and regulations that may affect its relations with its students, as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required.
Library Resources

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

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

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

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

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

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

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

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

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

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

**Information Retrieval Service**

This service provides computer searches for students in all programs of the Center for the Advancement of Education. The students have direct access to more than 270,000 ERIC documents.

**Learning Technology Laboratory**

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the laboratory provides excellent media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Learning Technology houses a growing library of instructional materials such as 16mm films, videotapes, filmstrips, slide/tape presentations, audio tapes, and kits for students and faculty use. Full A/V equipment services are also available through the department.

**Computing Facilities**

The University Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building. Access to the facility is through terminals and other computer systems located both on the main campus and at other University sites in the Fort Lauderdale area. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented coursework.
Nova University Board of Trustees

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Technology
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>THELMA ALBRITTON</td>
<td>Associate Director, Master's Program in Speech-Language Pathology</td>
<td>A.B. Greensboro College, M.Ed. University of Oregon</td>
</tr>
<tr>
<td>JOAN C. BELLOWS</td>
<td>Director of Programs for the Hearing Impaired</td>
<td>B.S. Iowa State University, M.S. University of Wisconsin, Ed.D. Nova University</td>
</tr>
<tr>
<td>CAROLE BENEDICT</td>
<td>Coordinator of Marketing, Center for the Advancement of Education</td>
<td></td>
</tr>
<tr>
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<td>Assistant to the Director, Programs for Higher Education</td>
<td></td>
</tr>
<tr>
<td>JOANN CONDIT</td>
<td>Assistant Coordinator of Western Programs</td>
<td></td>
</tr>
<tr>
<td>MARA CONWAY</td>
<td>Student Advisor, GEM Programs</td>
<td>B.A. University of Kentucky</td>
</tr>
<tr>
<td>CARMEN E. DUMAS</td>
<td>Director of Practicums, GEM Programs</td>
<td>B.A. University of the West Indies, M.Ed. Howard University, Ed.D. George Washington University</td>
</tr>
<tr>
<td>LLOYD A. DUVALL</td>
<td>Director, National Ed.D. Program for Educational Leaders</td>
<td>B.S. The Ohio State University, M.A. Kent State University, Ph.D. The Ohio State University</td>
</tr>
<tr>
<td>CHARLES L. FAIRES</td>
<td>Director of Field Relations, National Ed.D. Program for Educational Leaders</td>
<td>B.S. Northern Arizona University, M.S. The University of Georgia, Ph.D. Kent State University</td>
</tr>
<tr>
<td>SUE FASSANELLA</td>
<td>Assistant to the Director, Ed.D. Programs in Early and Middle Childhood and Child and Youth Studies</td>
<td></td>
</tr>
<tr>
<td>DAVID S. FLIGHT</td>
<td>Director of Practicums, National Ed.D. Program for Educational Leaders</td>
<td>A.B. University of Pennsylvania, M.A. Teachers College, Columbia University, Ph.D. The University of Chicago</td>
</tr>
<tr>
<td>VERA FLIGHT</td>
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<td>B.S. Eastern Connecticut State University, M.S. Nova University</td>
</tr>
<tr>
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<td>B.A. Herbert H. Lehman College, M.A. Herbert H. Lehman College</td>
</tr>
<tr>
<td>RICHARD GOLDMAN</td>
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<td>B.A. University of Pittsburgh, M.Ed. University of Pittsburgh, Ph.D. University of Pittsburgh</td>
</tr>
<tr>
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<td>B.A. University of Florida, M.A. University of Florida, Ph.D. Florida State University</td>
</tr>
<tr>
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<td>B.A. Florida Atlantic University</td>
</tr>
</tbody>
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M.S.W. McGill University  
Ph.D. Nova University

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Ed.S. Temple University  
Ed.D. Nova University

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Ph.D. University of Pittsburgh

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SHELLEY VICTOR  
Coordinator of Communications Disorder Center  
M.S. Program in Speech-Language Pathology  
B.A. State University of New York at Stoneybrook  
M.A. University of Miami
About Nova University

Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's, educational specialist, and doctoral degrees, and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are available.

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

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.
Nova University Degree Offerings

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

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

Doctor of Business Administration--

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

Doctor of Education (Ed.D.) in:
- Child and Youth Studies
- Computer Education
- Early and Middle Childhood
- Higher Education
- Leadership in Adult Education
- Educational Leadership
- Vocational, Technical, Occupational Education

Juris Doctor (J.D.) in:
- Law

Doctor of Philosophy (Ph.D.) in:
- Child Clinical/Applied Developmental Psychology
- Clinical Psychology
- Oceanography

Doctor of Psychology (Psy.D.) in:
- Clinical Psychology

Doctor of Public Administration (D.P.A.)

Doctor of Science (D.Sc.) in:
- Computer Science

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

Master's Degrees
Master of Accounting (M.Ac.)
Executive Master of Business Administration in Banking (M.B.A.--Ex.)

Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Public Administration (M.P.A.)
Master of Science (M.S.) in:
- Child and Youth Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Counseling Psychology
- Criminal Justice
- Education (20 majors)
- Health Services Administration
- Human Resource Management
- Human Services
- International Economics and Finance
- Marine Biology
- Microcomputer Applications in Management
- School Guidance
- Speech-Language Pathology
- Telecommunications Management

Bachelor's Degrees
Bachelor of Science (B.S.) in:
- Accounting
- Administrative Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- General Psychology
- Legal Studies
- Professional Management
- Secondary Education
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, 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 the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Any Nova University student has the right to inspect and review his/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/her educational record which he/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 Director of Student Services, 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 is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of Human Resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

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 registrar.
Dear Applicant:

Admissions forms for the GEM Programs have been perforated for easy separation. The following is an checklist for the admissions process:

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

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

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

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

All information should be directed to:

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

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

We wish you the best of success with your program.

Sincerely,

J. Donald Stanier, Ph.D.
Director, GEM Programs
Application and Admissions Packet

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

- a graduate admissions application
- three recommendation forms
- three transcript request and transmittal forms
Graduate Admissions Application
The GEM Programs

This application must be accompanied by a $30 nonrefundable fee.
(Type or Print)

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

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

Last Name First Name M.I. Maiden Name

Mailing Address while attending Nova Street & Number Apartment
City State Zip Home Telephone Business Telephone

Permanent Address City State Zip

Emergency Contact:
Name

Address Home Telephone Business Tel. Ext.

Academic Goal: □ Master's □ Educational Specialist □ Certification, non-degree

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

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

Name of College State Date Started Date Ended Major Field Degree

Please complete other side
Citizenship Status:

- U.S. Citizen
- Non-resident Alien
- Resident Alien

Do you require an I-20? Yes______ No______

If you have a visa, indicate Status Code__________

Country of Citizenship__________

Native Language__________

Resident alien students are required to submit a copy of their alien registration card. For more information contact the International Student Office (305) 475-7413

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

Check one of the following:

- Hispanic Origin
- Asian or Pacific Islander
- American Indian or Native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? Yes______ No______

Returning to Nova after absence? Yes______ No______

Teaching Certification:

State__________ Certificate Type: ☐ Professional ☐ Temporary ☐ Substitute

Areas of Certification__________/__________

Employment: (List only public and private school employment)

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<th>City/State</th>
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</table>

Financial Aid:

Have you applied for Financial Aid? Yes______ No______

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? Yes______ No______

If yes, when was the F.A.F. sent to Princeton, N.J.? ___________ Date ___________

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

Applicant Signature__________ Date__________

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

Name of Applicant: ____________________________ 

Employer: ____________________________________

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 & Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO □ I DO NOT □ waive the right to inspect and review this completed recommendation.

Applicant’s Name (PRINT) ____________________________ Signature ____________________________
Social Security No. ____________________________ Program ____________________________
Site ____________________________ Date ____________________________

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 Programs. 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 Programs. 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 colleague______ years.

10. In my opinion, the applicant's potential for success in a graduate program of studies is: Good______ , Average______ , Poor______

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

12. The applicant works effectively with administrators or supervisors at his 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 in the doctoral program.

Date: ____________________________

Signature: _______________________

Name: ___________________________

Institution or Organization: ______________

Title: ____________________________

Department: ______________________

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

Name of Applicant: ____________________________

Employer: ___________________________________

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 & Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO □ I DO NOT □ waive the right to inspect and review this completed recommendation.

Applicant's Name (PRINT) ____________________________

Signature ____________________________

Social Security No. Program Site Date

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 Programs. 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 Programs. Please rate the applicant on the following items:

1. Attitude toward work
   Somewhat negative Average Positive

2. Motivation toward work
   Low Average High
3. Ability to carry out tasks
   Low                       Average                        High
4. Resourcefulness in identifying and carrying out tasks
   Low                       Average                        High
5. Emotional Control
   Unstable                   Usually well balanced              Always well balanced

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

7. Most significant strength

8. Most significant weakness

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

10. In my opinion, the applicant's potential for success in a graduate program of studies is: Good____, Average____, Poor____

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

12. The applicant works effectively with administrators or supervisors at his 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 in the doctoral program.

Date: ____________________________

Signature: ____________________________

Name: ____________________________

Title: ____________________________

Institution or Organization: ____________________________

Department: ____________________________

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

Name of Applicant: _____________________________

Employer: _____________________________

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Name: __________________________

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Institution or Organization: __________________________

Department: ______________________

RETURN TO: Admissions Office
CAE
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
TRANSCRIPT REQUEST FORM

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

Dear Alma Mater:

Please send an official transcript of my academic work while attending your institution to Nova University. 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>
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<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 TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security # ___________ / ___________ / ___________ Date ___________________________.

Name ___________________________

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City ___________________________ State ___________ Zip ___________

PLEASE SEND ________ COPIES TO NOVA UNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314
TRANSCRIPT REQUEST FORM

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TRANSCRIPT TRANSMITTAL FORM

Social Security # _________ / _________ / _________ Date _______________

Name ________________

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City __________________________ State ______________ Zip ______________

PLEASE SEND _______ COPIES TO NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
ADMISSIONS OFFICE
3301 College Avenue
Fort Lauderdale, Florida 33314
GEM PROGRAMS
Academic Schedule 1989-90

FALL CYCLE MODULES-1989

Tuesday, September 5, 6:00-9:00 P.M.
Saturdays, 6:30 A.M.-4:30 P.M.
September 9, 16, 23, 30
October 7, 14, 21, 28
November 4, 11, 18
December 2, 9, 16

WINTER CYCLE MODULES-1990

Tuesday, January 2, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
January 6, 13, 20, 27
February 3, 10, 17, 24
March 3, 10, 17, 24, 31
April 7

SPRING CYCLE MODULES-1990

Tuesday, April 17, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
April 21, 28
May 5, 12, 19
June 2, 9, 16
Monday, June 18
Tuesday, June 19
Thursday, June 21
Saturday, June 23
Tuesday, June 26
Thursday, June 28
Saturday, June 30
4:00-10:00 P.M.
4:00-10:00 P.M.
4:00-10:00 P.M.
8:30 A.M.-4:30 P.M.
4:00-10:00 P.M.
4:00-10:00 P.M.
8:30 A.M.-4:30 P.M.

SINGLE COURSE-1990

Wednesday, June 20
Friday, June 22
Monday, June 25
Wednesday, June 27
Friday, June 29
4:00-10:00 P.M.
4:00-10:00 P.M.
4:00-10:00 P.M.
4:00-10:00 P.M.
4:00-10:00 P.M.

SUMMER CYCLE MODULES-1990

All sessions 4:00-10:00 P.M.

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<tr>
<th>MONDAY</th>
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