

6-1992

# The Graduate Education Module Program: Master's and Educational Specialist Degrees and Graduate Courses in Education 1992-1993 Catalog

Nova University

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# THE GRADUATE EDUCATION MODULE PROGRAM

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Master's and  
Educational  
Specialist Degrees  
and Graduate Courses  
in Education  
1992-1993 Catalog

ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION

CATALOG REQUIREMENTS FOR ACCREDITED IHL SCHOOLS

Name of School GEM MS/EDS.

Address W/91/92 addendum

Date \_\_\_\_\_

(1) Catalog:

- ☒ (A) Two (2) Copies, Certified True & Correct in content and policy by an authorized owner or official.
- ☒ (B) Mimeographed, printed or xeroxed form.
- ☒ (C) Identifying data, such as volume number & date of publication.

(2) Entrance Requirements. p. 26

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(See Section 1775, Chapter 36, Title 38, United States Code; VA Regulation 14253; and, DVB Circular 20-76-84, Appendix P.)



# THE GRADUATE EDUCATION MODULE PROGRAM

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Master's and  
Educational  
Specialist Degrees  
and Graduate Courses  
in Education  
1992-1993 Catalog

*Published June 1992*

*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, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.*

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

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



## President's Message

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

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

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



*Stephen Feldman, Ph.D.*  
*President*  
*Nova University*

# The University

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

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

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

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

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

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

Broward County, Florida 475-7440

Dade County, Florida 940-6447, Ext. 7440

United States (800) 541-6682,  
Ext. 7440

Canada and (800) 554-6682,  
Bahamas Ext. 7440

## From the Dean

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

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

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

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

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



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



# The Abraham S. Fischler Center for the Advancement of Education

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

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

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

The Abraham S. Fischler Center for the Advancement of Education offers:

At the doctoral level—

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

At the master's or educational  
specialist level—

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

## From the Director

We are in our 13th year of assisting teachers and administrators in more than 100 school districts in Florida, Arizona, and Nevada to achieve their academic, professional, and career goals. Our enrollment last year across the GEM network of program sites was in excess of 1,200. This makes us the largest graduate teacher education program in the nation. We believe the key factors contributing to the success of the GEM model are as follows:

- Classes are scheduled in all-day Saturday sessions and summer intensives, the best formats for working professionals.
- The instructional staff includes highly qualified, successful local practitioners "practicing what they teach."
- The curriculum is oriented toward practice and the real world of schools and districts, focusing on research with practical applications.
- The practicum internship in each major offers unique opportunities for the practice of new roles in appropriate school- or districtwide settings and an opportunity to apply research in an educational improvement project with an impact on the educational setting.
- GEM student services, from admissions through graduation, at the site locations and on the main campus in Fort Lauderdale, are delivered by staff members who believe that students are not "numbers," but rather respected professional colleagues.



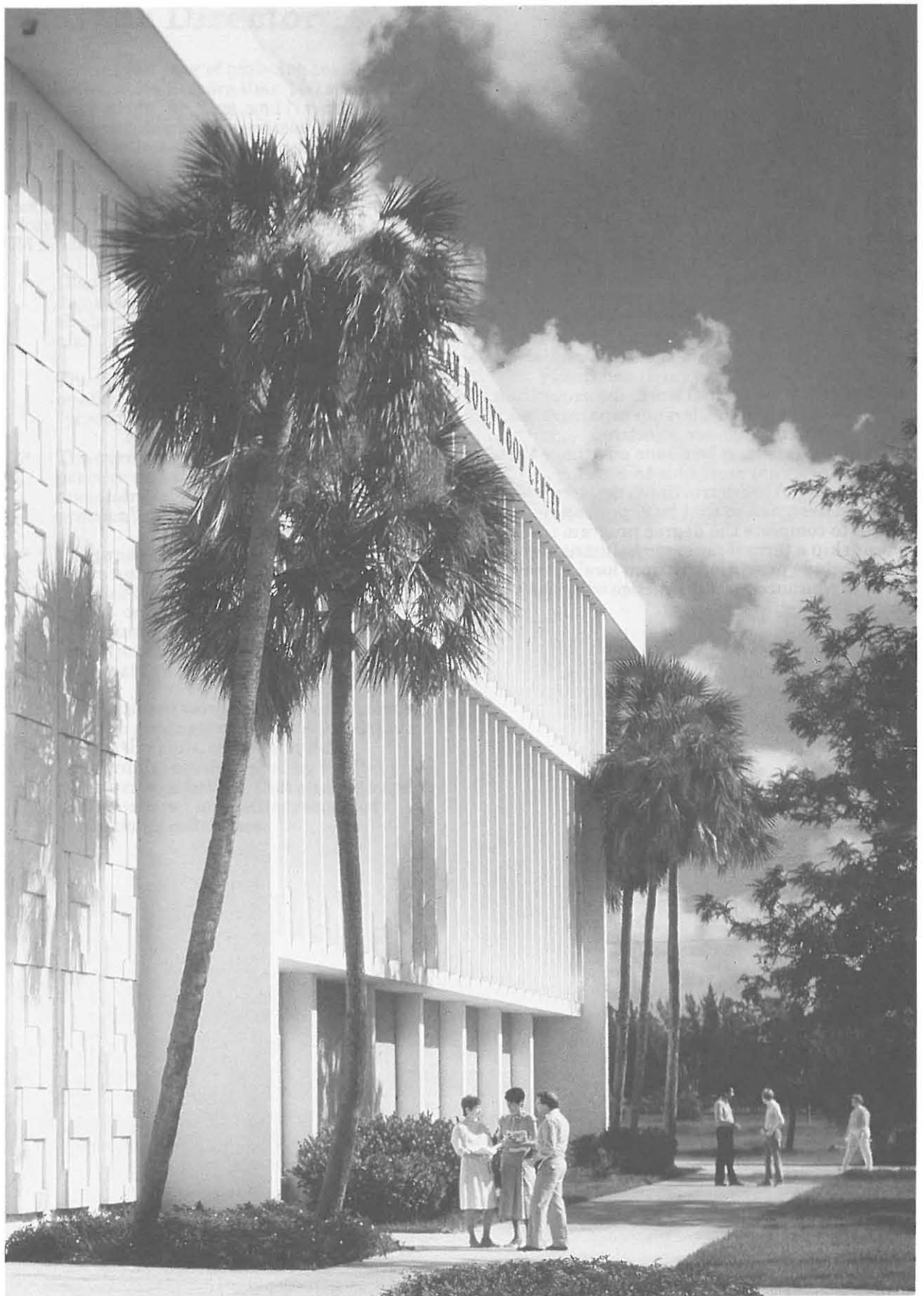
*Johanne T. Peck, Ph.D.  
Director  
GEM Program*

# The Graduate Education Module Program

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

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





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**Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.**





# THE GRADUATE EDUCATION MODULE PROGRAM

## Classroom locations and local site administrators

### **BRADENTON/SARASOTA**

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

### **DAYTONA BEACH**

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

### **FORT LAUDERDALE**

McFatter Vocational School Medical Building  
6500 Nova Drive  
Davie  
Dr. Linda Lopez, Site Administrator  
(305) 424-3935

### **FORT MYERS/NAPLES**

Bonita Springs Middle School  
10141 West Terry Street  
Bonita Springs  
Dr. Carrie Robinson, Site Administrator  
(813) 332-0100

### **FORT WALTON BEACH/PENSACOLA**

Crestview High School  
Highway 85 North  
Crestview  
Dr. Billy Thompson, Site Administrator  
(904) 837-6893  
Mr. Lloyd Taylor, Assistant Site Administrator  
(904) 837-9300

### **FREEPORT (BAHAMAS)**

Continuing Education Center  
P.O. Box F-4305  
Dr. Arthur Roach, Site Administrator  
(809) 352-7881

### **GAINESVILLE**

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

### **JACKSONVILLE**

Florida Community College at Jacksonville  
Downtown Campus  
101 State Street  
Dr. Julie Felter, Site Administrator  
(904) 388-0484

### **LAS VEGAS (NEVADA)**

Mr. Steve Rudish, Site Administrator  
(702) 870-6682

### **MELBOURNE**

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

### **MIAMI**

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

### **ORLANDO**

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

### **PHOENIX (ARIZONA)**

Nova University Office  
8601 North Black Canyon Highway  
(602) 995-5999  
Mr. Art Fenster, Site Administrator  
(602) 435-1936

### **TAMPA**

Thomas Jefferson High School  
4401 West Cypress Street  
Mr. Michael Ferguson, Senior Site Administrator  
(813) 343-7915  
Ms. Peggy Landers, Assistant Site Administrator  
(813) 932-8678

### **WEST PALM BEACH**

Palm Beach Lakes Community High School  
3505 Shiloh Drive  
45th Street and Military Trail  
Dr. Michael Robbins, Site Administrator  
(407) 478-9830

# **GEM PROGRAM ACADEMIC CALENDAR**

## **CLASS MEETINGS**

### **FALL 1992 TERM**

#### **Session One**

A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.

P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.

August 22, 29

September 12, 19, 26

October 3, 10, 17, 24

#### **Session Two**

A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.

P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.

October 31

November 7, 14, 21

December 5, 12, 19

January 9, 16

### **WINTER 1993 TERM**

#### **Session One**

A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.

P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.

January 23, 30

February 6, 13, 20, 27

March 6, 13, 20

#### **Session Two**

A.M. Class: Saturdays 8:30 A.M.-12:30 P.M.

P.M. Class: Saturdays 1:30 P.M.-5:30 P.M.

March 27

April 3, 17, 24

May 1, 8, 15, 22

June 5

### **SUMMER 1993 TERM**

#### **Session One**

Monday and Tuesday Class: 5:00 P.M.-10:00 P.M.

June 14, 15; 21, 22; 28, 29

July 5, 6

Thursday and Friday Class: 5:00 P.M.-10:00 P.M.

June 17, 18; 24, 25

July 1, 2; 8, 9

#### **Session Two**

Monday and Tuesday Class: 5:00 P.M.-10:00 P.M.

July 12, 13; 19, 20; 26, 27

August 2, 3

Thursday and Friday Class: 5:00 P.M.-10:00 P.M.

July 15, 16; 22, 23; 29, 30

August 5, 6

# IMPORTANT DATES AND DEADLINES

## Tuition Payments

Students may register at the sites or at GEM Program Offices at any time for upcoming classes. Deadlines for registering without incurring a late fee are as follows:

### Fall 1992 Term

#### Classes beginning August 22

In person: At the Registration and Information Session at the site, August 18, 19 or 20. See the schedule for individual sites.  
By mail: August 10 (postmarked)

#### Classes beginning October 31

In person: October 24 at the site  
By mail: October 19 (postmarked)

### Winter 1993 Term

#### Classes beginning January 23

In person: At the Registration and Information Session at the site, January 12, 13, or 14. See the schedule for individual sites.  
By mail: January 11 (postmarked)

#### Classes beginning March 27

In person: March 20 at the site  
By mail: March 15 (postmarked)

### Summer 1993 Term

#### Classes beginning June 14 and June 17

In person: June 10 at the site  
By mail: June 4 (postmarked)

#### Classes beginning July 12 and July 15

In person: July 8 at the site  
By mail: July 2 (postmarked)

## Registration and Information Sessions

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

### SITES:

Fort Myers/Naples  
Fort Walton Beach/  
Pensacola  
Jacksonville  
West Palm Beach

TUESDAYS,  
6:00 P.M.-9:00 P.M.

August 18, 1992  
January 12, 1993  
June 8, 1993

### SITES:

Bradenton/Sarasota  
Gainesville  
Melbourne  
Phoenix

WEDNESDAYS,  
6:00 P.M.-9:00 P.M.

August 19, 1992  
January 13, 1993  
June 9, 1993

### SITES:

Daytona  
Fort Lauderdale  
Las Vegas  
Miami  
Orlando  
Tampa

THURSDAYS,  
6:00 P.M.-9:00 P.M.

August 20, 1992  
January 14, 1993  
June 10, 1993



## **Financial Aid Applications**

June 25, 1992	All financial aid forms for fall term, session one, should be submitted to Nova and the College Scholarship Service by this date.
September 1, 1992	All financial aid forms for fall term, session two, should be submitted to Nova and the College Scholarship Service by this date.
November 21, 1992	All financial aid forms for winter term, session one, should be submitted to Nova and the College Scholarship Service by this date.
February 1, 1993	All financial aid forms for winter term, session two, should be submitted to Nova and the College Scholarship Service by this date.
March 27, 1993	All financial aid forms for summer term, session one, should be submitted to Nova and the College Scholarship Service by this date.
May 1, 1993	All financial aid forms for summer term, session two, should be submitted to Nova and the College Scholarship Service by this date.

# PRACTICUM ORIENTATION WORKSHOPS

Call Site Administrator (SA) or Pass Convenor (PC) to confirm attendance.  
(A workshop will be cancelled if fewer than five confirm.)

SITE	LOCATION	DATE/TIME	RSVP
Bradenton/Sarasota	Bayshore High School 5323 34th Street, West	1/30/93, 4/24/93, 7/24/93, 9/25/93: 3:30 P.M.	Bill Lance (813) 758-3631 (SA) Matteo Leona (813) 753-2507 (PC)
Daytona Beach	Spruce Creek High School 801 Taylor Road Port Orange	1/13/93, 4/14/93, 7/14/93, 9/08/93: 6:00 P.M.	Robert Wilson (904) 761-6689 (SA) William Walden (904) 252-5024 (PC)
Fort Lauderdale	Nova Main Campus, Entrance 2 Mailman-Hollywood Auditorium	1/21/93, 4/22/93, 7/22/93, 9/23/93: 7:30 P.M.	Linda Lopez (305) 424-3935 (SA) Melinda Ossorio (305) 587-9975 (PC)
Fort Myers/Naples	Bonita Springs Middle School 10141 West Terry Street	1/6/93, 4/08/93, 7/23/93, 9/23/93: 7:00 P.M.	Charles Bell (813) 939-4372 (PC)
Fort Pierce	BY APPOINTMENT		Michael Robbins (407) 582-5247 (SA) Juanita Scott (407) 795-0287 (PC)
Fort Walton Beach/ Pensacola	Crestview High School Highway 85 North	Contact Site Administrator	Dr. Billy Thompson (904) 837-6893 (SA)
Freeport, Bahamas	BY APPOINTMENT		Arthur Roach (809) 352-7881 (SA)
Gainesville	Gainesville High School 1900 NW 13th Street Media Center	1/21/93, 4/22/93, 7/22/93, 9/23/93: 7:00 P.M.	Jack Buys (904) 371-0533 (SA) LaVelle Oswalt (904) 332-8390 (PC)
Jacksonville	Florida Community College 101 State Street	1/16/93, 4/17/93, 7/10/93, 9/25/93: 3:30 P.M.	Julie Felter (904) 389-5667 (SA) Duane Dumbleton (904) 743-2112 (PC)
Las Vegas, Nevada		1/13/93, 4/14/93, 7/14/93, 9/15/93: 4:00 P.M.	Steve Rudish (702) 870-6682 (SA) C. Owen Roundy (702) 878-9731 (PC)
Melbourne	Brevard County Educational Services Facility 2700 St. John Street	1/23/93, 4/24/93, 7/17/93, 9/25/93: 5:00 P.M.	James Hulse (407) 452-9731 (SA) Everett Whitehead (407) 636-9607 (PC)
Miami	G. Holmes Braddock Senior High School 3601 SW 147th Avenue	1/13/93, 4/14/93, 7/14/93, 9/15/93: 6:00 P.M. Registration 5:00 P.M.-6:00 P.M.	Jeri Sorosky (305) 932-4422 (SA) Willie Wright (305) 251-8194 (PC)
Orlando	Edgewater High School 3100 Edgewater Drive	1/16/93, 4/03/93, 7/06/93, 9/25/93: 5:00 P.M.	Carol Quick (407) 277-4661 (SA) Linda Mallison (407) 275-7883 (PC)
Phoenix, Arizona	8601 North Black Canyon, Suite 117	1/14/93, 4/08/93, 7/08/93, 9/09/93: 6:00 P.M.	Art Fenster (602) 435-1936 (SA) Jeanne Saint-Amour (602) 245-1719 (PC)
Tallahassee	BY APPOINTMENT		Allen Monello (904) 893-8099 (SA)
Tampa	Thomas Jefferson High School 4401 Cypress Street Media Center	1/14/93, 4/15/93, 7/15/93, 9/16/93: 6:30 P.M.	Michael Ferguson (813) 343-7915 (SA) Mary Ann Ratliff (813) 961-6695 (PC)
West Palm Beach	Palm Beach Lakes Community High School 3503 Shiloh Drive	1/13/93, 4/14/93, 7/14/93, 9/15/93: 6:00 P.M.	Michael Robbins (407) 582-5247 (SA) Juanita Scott (407) 795-0287 (PC)

Bring practicum packets to workshop.

# Admission to the Graduate Education Module Program

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

## Provisional Admission to the Master of Science Degree Program

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

The applicant must:

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

## Provisional Admission to the Educational Specialist Degree Program

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

The applicant must:

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

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

- 1) Document two years of successful teaching experience

**and**

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

**or**

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

## Exceptions to the GRE/GPA Requirements

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

## Admission to Degree Candidacy

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

- A 3.0 (B) grade point average or higher in the first three courses taken as a degree-seeking student. One of these three courses must be CUR 521, 522, 523, 524 or 525, and one must be a required course in the student's major.
- A completed admissions credential file, as indicated above. All items for the credential file should be mailed directly to the GEM Admissions Department.

## Nondegree Students

Non-degree-seeking students are welcome in the GEM Program. Among the various purposes for enrolling under special student status are:

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

### Non-degree-seeking students must:

- Complete and submit an application form
- Pay the \$40 application fee
- Submit an official copy of a transcript from the institution awarding their highest degree
- Students in the Modified Core Program in Educational Leadership must also submit a copy of their current teaching certificate.

## Transfer of Credits

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

- The 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 has been received by the Student Affairs Department of CAE to aid in the evaluation of the courses under consideration for transfer
- A Request for Transfer of Credit form has been completed by the student (forms are available at all GEM sites)
- Final approved of transfer of credits has been given by the appropriate student adviser
- No transfer of credit will be applied to courses used to meet requirements for degree candidacy
- No transfer of credit will be applied to the practicum.

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

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

## Nondiscrimination

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

# MAJORS AND DEGREE COMPLETION REQUIREMENTS

## Degree Completion Requirements

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

	Credits
Educational Research and Evaluation for Practitioners (CUR 521, 522, 523, 524, 525)	3
Courses required for the major and electives	27-30
The Practicum/Internship	3-6
	<hr/> 36

## The Practicum Internship Module

The Practicum Internship is an educational improvement project that is introduced in the Educational Research and Evaluation course and explained in the *Practicum Internship Handbook*. The student registers for the practicum at a required Practicum Orientation Workshop (POW), which is available at all sites four times during the year.

Initial steps leading to the Practicum Internship:

- Candidacy achieved
- Writing assessment passed
- Practicum Orientation Workshop attended
- Mentor selection form completed
- Adviser requested
- Tuition paid

## Time Limit

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

## Program Outlines

Certification requirements are complex. All new students seeking a degree or adding an endorsement or certification area must have a program outline developed by the end of the required Educational Research course (CUR 521/522/523/524/525). The program outline may be completed with a student adviser in the Abraham S. Fischler Center for the Advancement of Education Student Affairs Department or with the assistance of the local site administrator for review and approval by a student adviser.



# ACADEMIC ADVISING

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

## Toll-Free Numbers for Program Information

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

Broward County, Florida 475-7440

Dade County, Florida 940-6447,  
Ext. 7440

United States (800) 541-6682,  
Ext. 7440

Canada and Bahamas (800) 544-6682,  
Ext. 7440

## Center Offices

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

Nova also maintains offices in Phoenix and Las Vegas.

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

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

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

## The GEM Program in Arizona and Nevada

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

Special programs and features include the following:

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

## Low Enrollment Classes

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

# MAJORS AND COURSES

## Majors

Computer Science Education  
Educational Leadership (Administration K-12)  
Educational Media  
Elementary Education  
Emotionally Handicapped  
English Education  
Mathematics Education  
Mentally Handicapped  
Middle Grades Education  
Prekindergarten Handicapped  
Prekindergarten/Primary Education  
Reading  
Science Education  
Social Studies Education  
Specific Learning Disabilities  
Teaching English to Speakers of Other Languages  
Varying Exceptionalities

## Courses Required for Each Major

### **Educational Research for Practitioners and Curriculum and Instruction Courses**

Degree-seeking students in every major are required to take one of the courses in the Educational Research for Practitioners set. These courses provide the necessary background for the required Practicum/Internship.

Students in some majors are required to take one of the courses in the Curriculum and Instruction set.

Each of these sets of courses has both generic content and content specific to a level or area of instruction. It is highly recommended that students taking courses in both sets choose the same level or area of instruction. The pairs of courses are as follows:

CUR 521 Educational Research for Practitioners in Early Childhood/Primary Education  
and  
CUR 501 Curriculum and Instruction: Early Childhood Primary Education

CUR 522 Educational Research for Practitioners in Elementary Education  
and  
CUR 502 Curriculum and Instruction: Elementary Education

CUR 523 Educational Research for Practitioners in Middle School Education  
and  
CUR 503, Curriculum and Instruction: Middle School Education

CUR 524 Educational Research for Practitioners in Secondary School Education  
and  
CUR 504 Curriculum and Instruction: Secondary School Education

CUR 525 Educational Research for Practitioners in Exceptional Student Education  
and  
CUR 505 Curriculum and Instruction: Exceptional Student Education

# Courses Required for Each Major

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

## COMPUTER SCIENCE EDUCATION

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	CSE 501	3
Session 2 A.M.	CSE 700	3
Session 2 P.M.	CSE 505	3
TERM 2		
Session 1 A.M.	CSE 710	3
Session 1 P.M.	CSE 510	3
Session 2 A.M.	CSE 712	3
Session 2 P.M.	CSE 680	3
TERM 3		
Session 1 A.M.	CSE 670	3
Session 1 P.M.	CSE 715	3
Practicum/ Internship	Computer Science Education	6

## EDUCATIONAL LEADERSHIP

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	EDL 505	3
Session 2 P.M.	CSE 500	3
TERM 2		
Session 1 A.M.	EDL 510	3
Session 1 P.M.	EDL 500	3
Session 2 A.M.	EDL 520	3
Session 2 P.M.	EDL 525	3
TERM 3		
Session 1 A.M.	EDL 530	3
Final Course	EL 600	3
Practicum/ Internship	Educational Leadership	6

## EDUCATIONAL LEADERSHIP (LAS VEGAS SITE ONLY)

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	EDL 535	3
Session 2 A.M.	EDL 505	3
Session 2 P.M.	EDL 545	3
TERM 2		
Session 1 A.M.	EDL 510	3
Session 1 P.M.	EDL 500	3
Session 2 A.M.	EDL 520	3
Session 2 P.M.	EDL 525	3
TERM 3		
Session 1 A.M.	EDL 530	3
Session 1 P.M.	EDL 540	3
Practicum/ Internship	Educational Leadership	6

## EDUCATIONAL MEDIA

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	EM 500	3
Session 2 A.M.	EM 505	3
Session 2 P.M.	EM 510	3
TERM 2		
Session 1 A.M.	EM 525	3
Session 1 P.M.	EM 530	3
Session 2 A.M.	EM 535	3
Session 2 P.M.	EM 515	3
TERM 3		
Session 1 A.M.	EM 540	3
Session 1 P.M.	EM 545	3
Session 2 A.M.	EM 520	3
Practicum/ Internship	Educational Media	3-6

# Courses Required for Each Major

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

## ELEMENTARY EDUCATION

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	ELE 541	3
Session 2 P.M.	ELE 542	3
TERM 2		
Session 1 A.M.	Elective	3
Session 1 P.M.	Elective	3
Session 2 A.M.	CUR 591	3
Session 2 P.M.	CSE 500 or RED 780	3
TERM 3		
Session 1 A.M.	Elective	3
Session 1 P.M.	ELE 730	3
Practicum/ Internship	Elementary Education	6

## EMOTIONALLY HANDICAPPED

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 525	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2		
Session 1 A.M.	EP 585	3
Session 1 P.M.	EP 565	3
Session 2 A.M.	EP 5401	3
Session 2 P.M.	EP 5410	3
TERM 3		
Session 1 A.M.	EP 5415	3
Session 1 P.M.	EP 5405	3
Practicum/ Internship	Emotionally Handicapped	6

## ENGLISH EDUCATION

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

## MATHEMATICS EDUCATION

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	MAT 663	3
Session 2 A.M.	CUR 591	3
Session 2 P.M.	CSE 500	3
TERM 2		
Session 1 A.M.	MAT 662	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	MAT 661	3
Session 2 P.M.	MAT 671	3
TERM 3		
Session 1 A.M.	MAT 672	3
Session 1 P.M.	MAT 673	3
Practicum/ Internship	Math Applications	6

# Courses Required for Each Major

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

## MENTALLY HANDICAPPED

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 525	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2		
Session 1 A.M.	EP 585	3
Session 1 P.M.	EP 565	3
Session 2 A.M.	EP 505	3
Session 2 P.M.	EP 520	3
TERM 3		
Session 1 A.M.	EP 515	3
Session 2 P.M.	CSE 500	3
Practicum/ Internship	Mentally Handicapped	6
*or Session 1 P.M.	Elective in Special Education	3

## MIDDLE GRADES EDUCATION

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	MGE 601	3
Session 2 P.M.	MGE 602	3
TERM 2		
Session 1 A.M.	Elective	3
Session 1 P.M.	Elective	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3		
Session 1 A.M.	MGE 603	3
Session 1 P.M.	Elective	3
Practicum/ Internship	Middle Grades Education	6

## PRE-K HANDICAPPED

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 525	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2		
Session 1 A.M.	EP 585	3
Session 1 P.M.	EP 565	3
Session 2 A.M.	EP 5265	3
Session 2 P.M.	EP 5270	3
TERM 3		
Session 1 A.M.	EP 5275	3
Session 1 P.M.	EP 5280	3
Practicum/ Internship	Pre-K Handicapped	6

## PRE-K/PRIMARY

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	EC 500	3
Session 2 A.M.	CUR 591	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 2		
Session 1 A.M.	EC 501	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	EC 502	3
Session 2 P.M.	EC 503	3
TERM 3		
Session 1 A.M.	EC 504	3
Session 1 P.M.	EC 505	3
Practicum/ Internship	Pre-K/Primary	6



# Courses Required for Each Major

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

## READING

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

## SCIENCE

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	SCI 610	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 2		
Session 1 A.M.	SCI 620	3
Session 1 P.M.	CUR 501/502/503/504/505 or Elective	3
Session 2 A.M.	SCI 630	3
Session 2 P.M.	SCI 671	3
TERM 3		
Session 1 A.M.	SCI 672	3
Session 1 P.M.	SCI 673	3
Practicum/ Internship	Science	6

## SOCIAL STUDIES

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Session 2 A.M.	SST 610	3
Session 2 P.M.	SST 620	3
TERM 2		
Session 1 A.M.	Elective	3
Session 1 P.M.	Elective	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500 or Elective	3
TERM 3		
Session 1 A.M.	Elective	3
Session 1 P.M.	SST 630	3
Practicum/ Internship	Social Studies	6

## SPECIFIC LEARNING DISABILITIES

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 525	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2		
Session 1 A.M.	EP 585	3
Session 1 P.M.	EP 565	3
Session 2 A.M.	EP 5260	3
Session 2 P.M.	EP 5266	3
TERM 3		
Session 1 A.M.	EP 5264	3
Session 2 P.M.*	CSE 500	3
Practicum/ Internship	Specific Learning Disabilities	6
* or Session 1 P.M.	Elective in Special Education	3

# Courses Required for Each Major

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

## TESOL

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 521/522/523/524/525	3
Session 1 P.M.	BLE 500	3
Session 2 A.M.	CUR 591 or Elective	3
Session 2 P.M.	CSE 500	3
TERM 2		
Session 1 A.M.	TSL 569	3
Session 1 P.M.	BLE 547	3
Session 2 A.M.	TSL 515	3
Session 2 P.M.	BLE 567	3
TERM 3		
Session 1 A.M.	TSL 562	3
Session 1 P.M.	CUR 501/502/503/504/505	3
Practicum/ Internship	TESOL	6

## VARYING EXCEPTIONALITIES

TERM	COURSE	CREDITS
TERM 1		
Session 1 A.M.	CUR 525	3
Session 1 P.M.	EP 500	3
Session 2 A.M.	EP 564	3
Session 2 P.M.	EP 566	3
TERM 2		
Session 1 A.M.	EP 585	3
Session 1 P.M.	EP 565	3
Session 2 A.M.	EP 570	3
Session 2 P.M.	EP 5415	3
TERM 3		
Session 1 A.M.	EP 515	3
Session 1 P.M.	EP 5264	3
Practicum/ Internship	Varying Exceptionalities	6

# Course Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

**CSE 715 Data Structures (3 Cr.)** Participants will develop 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.

**CSE 798 (Ed.S.)**

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

**EC 788 (Ed.S.)**

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

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

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



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

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

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

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

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

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

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

**EL 788 (Ed.S.)**

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

**EDR 788 (Ed.S.)**

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

**EDU 580 Educational Measurement (3 Cr.)**

This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

**EH 788 (Ed.S.)**

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

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

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



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

**ELE 788 (Ed.S.)**

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

**EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.)** All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. **Prerequisite:** completion of all Educational Leadership course work.

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

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

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

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

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

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

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

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

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

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

**EM 798 (Ed.S.)**

**EM 698 (M.S.) Practicum Internship in Educational Media (6/9 Cr.)** The Practicum Internship in Educational Media is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the use of educational media with critical thinking skills and/or technology. The final written report documents the entire process.



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

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

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

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

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

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

**ENG 788 (Ed.S.)**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

**ESL 788 (Ed.S.)**

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

**MAT 661 Methods of Using Symbolic and Graphical Representations in the Teaching of Secondary Mathematics (3 Cr.)**

Symbolic and graphical representations are notational systems used to describe mathematical problems. This course will highlight research on determining which kinds of representations can help or hinder learners of mathematics at various ages. Suggestions for practical application of various kinds of representations in the mathematics classroom will be given.

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

**SCI 610 Current Issues in Energy and Environmental Studies (3 Cr.)** The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, and the dynamic forces acting on the nearshore environments 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 that will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

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

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

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

**SCI 788 (Ed.S.)**

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

**SLD 788 (Ed.S.)**

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



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

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

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

**SST 788 (Ed.S.)**

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

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

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

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

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

# Academic Policies

## Grading Policy

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

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

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

## Attendance Policy

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

## Original Work

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

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

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied from any other source, including another student, unless such copying is acknowledged by the person submitting the

work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignments. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

## Grievance Policy

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

## Extensions

Students have up to four years to complete all degree requirements, dating from the beginning of the term of their initial registration for course work leading to the degree. A one-year extension is possible under extenuating circumstances. The request for an extension must be made in writing to the director of student affairs prior to the end of the student's four-year time limit.

# Tuition, Fees, and Financial Policies

## Fees

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

## Application Fees, Registration Fees, and Tuition

Graduate Admission  
Application Fee ..... \$40

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

Registration Fee ..... \$10

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

Tuition ..... \$180 (per credit)

Late Payment Fee ..... \$75

Tuition and the registration fee are due at the site or at the GEM offices on the main campus one week before the final class session for the course. The last opportunity to register without a late fee at the beginning of each term is at the Registration and Information Session at each site. In some cases, a holiday weekend interferes. See pages 2 through 4 of this catalog for the exact due dates. Students opting to register by mail must have their registration postmarked at least two weeks before the final class session.

Students may register on the first day of classes, but will be charged a \$75 late fee. Registrations will not be accepted after the first day of class.

## Split Tuition Payment

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

## PAYMENT OF THE PRACTICUM/ INTERNSHIP TUITION AND MAINTENANCE FEE

Tuition ..... \$180 (per credit)  
Late Payment Fee ..... \$75  
Maintenance Fee ..... \$300 (per year)

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

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

At registration during the Practicum Orientation Workshop ..... \$540 (3 credits)

Within 30 calendar days after registration at the Practicum Orientation Workshop ..... \$540 (3 credits)

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

An annual maintenance fee of \$300 per year will be charged to all students who have not submitted their final document to the director of practicums by end of the 12th month after their initial registration.

## Other Fees

Graduation Fee ..... \$45

- Students must request a **degree application form** from the Office of the University Registrar (Ext. 7400) at least two months prior to the projected date for completion of all degree requirements.
- An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer in Fort Lauderdale.

Local Fees ..... as applicable



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

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

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

### Withdrawal and Tuition Refund Policy

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

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

### Transcript Request Policy

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

Any other transcripts, before or after graduation, must be requested by completing the Request for Transcript form available at local sites. This form and a \$3 check or money order should be mailed to the Nova University registrar.

### Financial Aid

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

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 are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7411 or toll free (800) 541-6682, Ext. 7411. Financial aid is available for citizens, nationals, or permanent residents of the United States.

The Graduate Education Module Program has developed a set of deadlines that will ensure that students receive award letters before the first class session each term. Students may not complete registration unless they have an award letter covering the term of registration and all requested materials submitted. For the 1992-93 academic year these deadlines are:

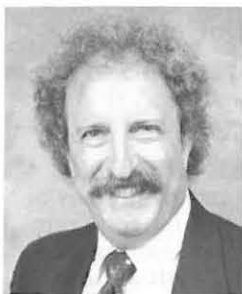
**July 25, 1992,**  
for the term beginning August 22, 1992

**November 21, 1992,**  
for the term beginning January 23, 1993

**March 27, 1993,**  
for the term beginning June 14, 1993.



# GEM Administration



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# Policies Governing Student Relations

## General

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

## Institutional and Academic Information

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

## International Students

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695 or toll free (800) 541-6682, Ext. 5695.

## Veterans' Benefits

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

# The Code of Student Conduct and Academic Responsibility

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

## Nova University Statement of Academic Rights and Responsibilities

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

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

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

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

## A. Academic Standards

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

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

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

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

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

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

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

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

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

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

## B. Conduct Standards

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

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others; and
- j. Failure to pay tuition and fees in a timely manner.

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

## C. Supplementary Standards

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

## D. Violations

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

## **Drug-Free Schools and Campuses**

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs:

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

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

## **Privacy of Records**

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

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

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

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

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

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

## **Reservation of Power**

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



# Learning Resources

## Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the 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, legal studies, and education.

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

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

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 235,000 volumes and volume equivalents, contains the standard materials required for legal study and research. 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 United Nations documents.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

**STUDENT IDENTIFICATION:** students must have a student I.D. card for library use.

## Off-Campus Library Services

Off-Campus Library Services is a department of Nova University Libraries that provides off-campus students with most of the library services available on campus. Students may order books, request articles, search catalogs and indexes, and talk directly with a reference librarian. To contact OCLS by phone, call (800) 541-6682, Ext. 7050 or 7508.

## Center for Media and Technology

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

## Computing Facilities

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

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

## Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center. The ERIC collection now numbers more than 335,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may obtain needed documents from Nova's Information Retrieval Service free of charge. Since it began operation in September 1976, the IRS has distributed more than 110,000 documents on microfiche.

The IRS assists Nova in its continuing efforts to improve the dissemination of educational documents. Within the ERIC microfiche collection, participants have access to more than 500 documents developed by Nova students that have been indexed and copied on microfiche by ERIC. Students may request microfiche copies of these documents at no fee. The IRS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University. Upon request, students may purchase duplicate copies of these microfiches.

In addition to ERIC, the IRS has computer access to more than 400 databases, including many social and behavioral science databases, such as PsycINFO, Sociological Abstracts, Federal Register, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 260 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums and other projects. The IRS also may obtain information from SpecialNet, a special education telecommunications system; Advocnet, a vocational education telecommunications system; and NEXIS, a system that allows access to newspapers, magazines, and wire services.



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

JOHANNE PECK  
Director, GEM Program  
B.S. University of Maryland  
M.A. University of Maryland  
M.S. City College of New York  
Ph.D. University of Maryland

ELIZABETH A. POLINER  
Director, Information Retrieval Service  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova University

NORMAN W. POWELL, JR.  
Director, Master's Programs in Child Care,  
Youth Care, and Family Support  
B.A. American University  
M.Ed. American University  
Ed.D. American University

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

JORGE R. PUJOLS  
PC Specialist/Network Administrator  
B.S. Florida Atlantic University

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

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

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

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

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

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

REGINA SCHAWAROCH  
Admissions Supervisor

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

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

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

STEPHEN I. SIPLET  
Director, Student Affairs and Admission  
B.A. Temple University  
M.Ed. Temple University  
Ed.S. Temple University  
Ed.D. Nova University

J. DONALD STANIER  
Assistant Dean  
B.A. Duquesne University  
M.Ed. Towson State University  
Ph.D. University of Pittsburgh

LINDA SWAILS  
Director of Administrative Operations

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

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



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# Nova University Degree Offerings

## Doctoral and Professional Degrees

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

- Accounting
- Business Administration
- Human Resource Management
- International Management

### Doctor of Education (Ed.D.) in:

- Adult Education
- Child and Youth Studies
- Computer Education
- Educational Leadership
- Higher Education
- Vocational, Technical, Occupational Education

### Doctor of International Business

#### Administration (D.I.B.A.) in:

- International Business Administration

### Doctor of Science (Sc.D.) in:

- Computer Science
- Information Science
- Information Systems
- Training and Learning

### Doctor of Philosophy (Ph.D.) in:

- Clinical Psychology
- Family Therapy
- Oceanography

### Doctor of Psychology (Psy.D.) in:

- Clinical Psychology

### Doctor of Public Administration

#### (D.P.A.) in:

- Public Administration

### Juris Doctor (J.D.) in:

- Law

## Specialist Degrees

### Educational Specialist (Ed.S.) in:

- Computer Education
- Computer-Based Learning
- Education

## Master's Degrees

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

- Accounting

### Master of Business Administration

#### (M.B.A.) in:

- Business Administration
- Financial Services Management
- Real Estate Development and Management

### Master of International Business

#### Administration (M.I.B.A.) in:

- International Business Administration

### Master of Public Administration (M.P.A.) in:

- Public Administration
- Public Administration/Coastal Zone Management
- Public Administration/Environmental Resources Management

### Master of Science (M.S.) in:

- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Education
- Computer Information Systems
- Computer Science
- Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services
- Information Systems
- Information Technology and Resource Management
- Management of Quality and Technology
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology
- Training and Learning

### Master of Arts (M.A.) in:

- Liberal Studies

## Bachelor's Degrees

### Bachelor of Science (B.S.) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Ocean Studies
- Professional Management
- Secondary Education

### Bachelor of Arts (B.A.) in:

- Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

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

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

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

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

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

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

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

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



## **Application and Admissions Packet**

The following materials may be torn out of the catalog.

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

Dear Applicant:

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

- Graduate Admission Application Form with a \$40 application fee made payable to Nova University. Complete all information requested and sign the back of the application form.
- Recommendation forms to be distributed to three professional colleagues or supervisors who can comment on your academic and/or professional performance (required for degree-seeking students only).
- Request for Official Transcript Forms to be sent to the institution granting your highest degree and to any institution from which you have received credits that you wish to have transferred to Nova.
- A photocopy of your teaching certificate (if certified).
- Educational Leadership Majors: 1) Documentation of two complete years of teaching experience, K-12, 2) GRE scores, if you do not have a GPA of 3.0 for the last 60 hours of your undergraduate program.

All information should be directed to:

Abraham S. Fischler Center  
for the Advancement of Education Admissions  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

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

We wish you the best of success with your program.

Sincerely,



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

**NOVA UNIVERSITY**  
 ABRAHAM S. FISCHLER CENTER  
 FOR THE ADVANCEMENT OF EDUCATION  
 Admissions Office  
 3301 College Avenue  
 Fort Lauderdale, Florida 33314 • (305) 475-7440  
 (800) 541-6682, Ext. 7440 (U.S.)  
 (800) 554-6682, Ext. 7440 (Canada and Bahamas)

**OFFICE USE ONLY**

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

**Graduate Admission Application  
 The GEM Program**

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

(Type or print)

Expected starting date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Site location \_\_\_\_\_  
 Mo. Day Year City State  
 Soc. Sec.# \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Sex: ( ) M ( ) F Date of birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Mo. Day Year

Last name \_\_\_\_\_ First name \_\_\_\_\_ M.I. \_\_\_\_\_ Maiden name \_\_\_\_\_

Mailing address: \_\_\_\_\_ Street and number \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Home telephone \_\_\_\_\_ Business telephone \_\_\_\_\_

Permanent address (if different) \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Emergency Contact:**

Name \_\_\_\_\_ Street and number \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Home telephone \_\_\_\_\_ Business telephone/extension \_\_\_\_\_

**Academic Goal:** ☐ Master's ☐ Educational Specialist ☐ Certification, nondegree

**Planned Major (please check only one):**

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

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

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

*Please complete other side*



**Citizenship Status:**

\_\_\_ U.S. citizen  
 \_\_\_ Nonresident alien  
 \_\_\_ Resident alien

**Foreign Students:**

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

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

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

Check one of the following:

\_\_\_ White (not of Hispanic origin)  
 \_\_\_ Black (not of Hispanic origin)

\_\_\_ Hispanic origin  
 \_\_\_ Asian or Pacific Islander  
 \_\_\_ American Indian or native Alaskan

**Applicant Status at Time of Application:**

First time attending Nova University? \_\_\_ Yes \_\_\_ No

Returning to Nova after absence? \_\_\_ Yes \_\_\_ No

If yes, indicate dates of attendance \_\_\_\_\_  
 and the program you were in \_\_\_\_\_

**Teaching Certification:**

State \_\_\_\_\_ Certificate type: ☐ Professional ☐ Temporary ☐ Substitute

Areas of certification \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Employment:**

Position	School/Company	City/State	Dates Employed	
			From	To

**Financial Aid:**

Have you applied for financial aid? \_\_\_ Yes \_\_\_ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? \_\_\_ Yes \_\_\_ No

If yes, when was the F.A.F. sent to Princeton, New Jersey? \_\_\_\_\_  
 \_\_\_\_\_ Date

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

\_\_\_\_\_  
 Applicant's signature

\_\_\_\_\_  
 Date

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



ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION  
Admissions Office  
3301 College Avenue  
Fort Lauderdale, Florida 33314 • (305) 475-7440  
(800) 541-6682, Ext. 7440 (U.S.)  
(800) 554-6682, Ext. 7440 (Canada and Bahamas)

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

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

Please complete this portion of the recommendation form *before* giving it to your source of reference.

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

_____ Applicant's name (print)		_____ Signature		
_____ Street address	_____ Apartment	_____ City	_____ State	_____ Zip
_____ Social Security Number	_____ Program (M.S., Ed.S.)	_____ Site	_____ Date	

Employer: \_\_\_\_\_  
(please print)

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

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

1. Attitude toward work	_____	_____	_____
	Somewhat negative	Average	Positive
2. Motivation toward work	_____	_____	_____
	Low	Average	High

3. Ability to carry out tasks

Low	Average	High
-----	---------	------

4. Resourcefulness in identifying and carrying out tasks

Low	Average	High
-----	---------	------

5. Emotional control

Unstable	Usually well-balanced	Always well-balanced
----------	-----------------------	----------------------

6. Interpersonal relationships

Avoided	Tolerated by others	Well-liked by others
---------	---------------------	----------------------

7. Most significant strength

\_\_\_\_\_

\_\_\_\_\_

8. Most significant weakness

\_\_\_\_\_

\_\_\_\_\_

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

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

11. In my opinion, the applicant has the ability to carry out an applied research project:  
Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_  
(please print)

Institution or organization: \_\_\_\_\_

Title: \_\_\_\_\_

\_\_\_\_\_

Department: \_\_\_\_\_

**RETURN TO:** Admissions Office  
Abraham S. Fischler Center  
for the Advancement of Education  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314





ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION  
Admissions Office  
3301 College Avenue  
Fort Lauderdale, Florida 33314 • (305) 475-7440  
(800) 541-6682, Ext. 7440 (U.S.)  
(800) 554-6682, Ext. 7440 (Canada and Bahamas)

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

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Please complete this portion of the recommendation form *before* giving it to your source of reference.

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_____ Applicant's name (print)		_____ Signature	
_____ Street address	_____ Apartment	_____ City	_____ State
_____ Social Security Number	_____ Program (M.S., Ed.S.)	_____ Site	_____ Date

Employer: \_\_\_\_\_  
(please print)

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

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1. Attitude toward work

\_\_\_\_\_  
Somewhat negative      Average      Positive

2. Motivation toward work

\_\_\_\_\_  
Low      Average      High

3. Ability to carry out tasks

Low

Average

High

4. Resourcefulness in identifying and carrying out tasks

Low

Average

High

5. Emotional control

Unstable

Usually well-  
balanced

Always well-  
balanced

6. Interpersonal relationships

Avoided

Tolerated  
by others

Well-liked  
by others

7. Most significant strength

8. Most significant weakness

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

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

11. In my opinion, the applicant has the ability to carry out an applied research project:  
Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_  
(please print)

Institution or organization: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

**RETURN TO:** Admissions Office  
Abraham S. Fischler Center  
for the Advancement of Education  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314



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

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

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_____ Applicant's name (print)		_____ Signature		
_____ Street address	_____ Apartment	_____ City	_____ State	_____ Zip
_____ Social Security Number	_____ Program (M.S., Ed.S.)	_____ Site	_____ Date	

Employer: \_\_\_\_\_  
(please print)

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

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

1. Attitude toward work

\_\_\_\_\_  
Somewhat negative      Average      Positive

2. Motivation toward work

\_\_\_\_\_  
Low      Average      High

3. Ability to carry out tasks

Low	Average	High
-----	---------	------

4. Resourcefulness in identifying and carrying out tasks

Low	Average	High
-----	---------	------

5. Emotional control

Unstable	Usually well-balanced	Always well-balanced
----------	-----------------------	----------------------

6. Interpersonal relationships

Avoided	Tolerated by others	Well-liked by others
---------	---------------------	----------------------

7. Most significant strength

\_\_\_\_\_

\_\_\_\_\_

8. Most significant weakness

\_\_\_\_\_

\_\_\_\_\_

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

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

11. In my opinion, the applicant has the ability to carry out an applied research project:  
Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_  
(please print)

Institution or organization: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

**RETURN TO:** Admissions Office  
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## REQUEST FOR OFFICIAL TRANSCRIPT THE GEM PROGRAM

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

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

A. I attended your school from \_\_\_\_\_ to \_\_\_\_\_.

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

\_\_\_\_\_ Last

\_\_\_\_\_ First

\_\_\_\_\_ Middle/maiden

C. My student identification number was: \_\_\_\_\_.

Thank you for your assistance.

Sincerely,

\_\_\_\_\_  
Signature

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

### TRANSCRIPT TRANSMITTAL FORM

Social Security Number \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle/maiden

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

PLEASE SEND COPY TO:

**NOVA UNIVERSITY**  
ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION  
ADMISSIONS OFFICE  
3301 College Avenue  
Fort Lauderdale, Florida 33314



ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION  
Admissions Office  
3301 College Avenue  
Fort Lauderdale, Florida 33314 • (305) 475-7440  
(800) 541-6682, Ext. 7440 (U.S.)  
(800) 554-6682, Ext. 7440 (Canada and Bahamas)

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FOR THE ADVANCEMENT OF EDUCATION

The GEM Program  
3301 College Avenue  
Fort Lauderdale, Florida 33314