GEM: Graduate Education Models [1986]

Nova University
Nova University’s GEM Programs are licensed by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

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

GEM Information

Come to Our Campus Offices or call a Toll-Free Number
8:30 A.M.-5:00 P.M., Monday-Friday

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

GEM Programs in the Center for the Advancement of
Education

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

Broward County 475-7440
Dade County 940-6447, extension 7440
Palm Beach County 732-6600,
extension 7440
All other Counties 1-800-432-5021/22,
extension 7440
Nova University in Las Vegas
333 N. Rancho Dr., #625
Las Vegas, NV 89106
(702) 648-1971/72
Nova University in Arizona
2255 W. Northern Ave.
Suite B-119A
Phoenix, AZ 85021
(602) 995-5999

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Chartered by the State of Florida in 1964, Nova University is an independent university—nonsectarian, nonprofit, and racially nondiscriminatory. Numerous graduate programs offer master's, educational specialist, doctoral programs, and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education, and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.
The Center for the Advancement of Education is dedicated to the education 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 social services, and the quality of services experienced by their students and clients. The center fulfills its commitment to the advancement of education by serving as a resource for practitioners and supporting them in their professional development. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in their professions, to be ready to accept changing responsibilities within their own organizations, and to achieve personal goals.

In accomplishing its mission, the center offers programs designed to meet the educational needs of the practitioner. It makes a special commitment to provide programs in those geographic areas where few resources for education and professional support are available. Because of its commitment to working professionals, the center offers alternative delivery systems that are adaptable to practitioners' work schedules and locations.
The GEM Programs

The GEM (Graduate Education Module) Programs provide opportunities for full-time professionals to pursue a master's or an educational specialist degree in 23 major areas.* The focus is on the improvement of practice and the achievement of career objectives.

The programs are offered in locations that make it possible for students to complete a degree without interrupting their careers. Each GEM program site is managed by a site administrator who is a local educational leader. The site administrator is responsible for advising students, providing program information, and the overall leadership of the local site. A full-time staff of advisors is located on the main campus. These advisors can be contacted via local and toll free telephone numbers.

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

*A master's degree is one of the prerequisites for application to the doctoral programs offered by The Center for the Advancement of Education. Consult the CAE catalog for further information.
Requirements for the Master's Degree or Educational Specialist Degree

A total of 36 credits is required for a master's degree. The educational specialist degree requires 36 credits beyond the master's. Through the GEM Programs the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a four-year period.

Academic requirements in each graduate degree program are two nine-credit MODULES, four CORE courses and THE PRACTICUM. The graphic shows the five academic requirements for completion of a 36 semester-credit-hour GEM program. It is in circular form to indicate that entry into a program can occur at the beginning of any of these cycles during the year. A more detailed description of the requirements follows.

The requirements are:

- Two Nine-credit Modules = 18 credits
- Two Core I Courses = 6 credits
- Two Core II Courses = 6 credits
- The Practicum = 6 credits

Total = 36 credits
Two NINE-CREDIT MODULES are required for degree programs. The graphic shows that there are three times during the year when these are offered. The "extra" time for the modules is during the summer cycle in a five-week intensive period in July and early August.

NINE-CREDIT MODULES contain three courses in specific areas of study, in single, content-integrated, nine-credit learning experiences. The modules are taught by faculty teams of highly qualified local instructors who are themselves current practitioners in the fields they teach.

The CORE COURSES, two in Core I and two in Core II, contain topics of broad interest and importance to educators. Students in most GEM majors take the core courses with students in other majors. Some GEM major programs include their own special courses (see Contents of Modules and Courses, pp. 9-10).

Requirements for the educational specialist degree (36 credits beyond the master's) differ from requirements for the master's degree in two ways:
--Special core courses are required, parallel to the master's core courses but at an advanced level.
--Candidates must satisfy more stringent requirements for the practicum, sharing and disseminating their work with other GEM students and the educational community, producing an annotated bibliography, and providing assistance at Practicum Orientation Workshops.

The practicum can be initiated any time after the completion of the first nine-credit module. It can be completed while attending classes or after all class work has been taken. A local practicum advisor, an expert in the particular area of study, is assigned to provide individual guidance and assistance. A practicum orientation workshop is conducted at each GEM site at least two times per year. Students are required to purchase a practicum orientation workshop packet before attending the workshop. The packet consists of the Practicum Handbook, a set of training materials, and a cassette tape. After a proposal is approved by the practicum advisor and the CAE practicum department, the research project is implemented during a 10-20 week period, or longer. The final report documents the entire process and the results. Since the practicum involves a substantial application of learning (in the major area of study) to the solution of a critical problem existing in the student's own work setting (e.g., a classroom), the resulting improvement in educational practice is an exciting aspect of the GEM programs. Dissemination of excellent practicums by computerized network to educators across
the country is now gaining national exposure for many GEM students. The final grade is awarded by the director of practicums on the recommendation of the practicum advisor.

--The length of time varies for completion of all requirements. Students who register for consecutive cycles and complete the practicum requirement while attending classes can finish a degree program in one calendar year. Many students take 15-18 months to complete all requirements. CAE permits up to four years to finish a degree program.

--All manuscripts prepared by the students of the GEM programs must follow the procedures set out in the Publication Manual of the American Psychological Association, third edition.
The GEM Majors

The chart below shows the 23 major programs available and the two nine-credit modules required for each. An elective is any other available module the student selects. Some majors require both nine-credit modules in the major field, usually to meet state add-on certification requirements. In most cases either of the two modules may be taken first, i.e., the GEM programs are designed so that there are no prerequisites for the modules and core courses.

<table>
<thead>
<tr>
<th>Major</th>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Administration of Children's Programs</td>
<td>ACP</td>
<td>EC</td>
</tr>
<tr>
<td>2) Adult Education</td>
<td>Adult Ed.</td>
<td>Elective Module</td>
</tr>
<tr>
<td>3) Bilingual Education</td>
<td>BLE/TESOL-I</td>
<td>BLE-II</td>
</tr>
<tr>
<td>4) Computer Applications</td>
<td>CED I</td>
<td>CAP</td>
</tr>
<tr>
<td>5) Computer Education</td>
<td>CED I</td>
<td>CED II</td>
</tr>
<tr>
<td>6) Computer Studies</td>
<td>CED I</td>
<td>CED II &amp; CED III</td>
</tr>
<tr>
<td>7) Early Childhood</td>
<td>EC</td>
<td>EC</td>
</tr>
<tr>
<td>8) Early Intervention Programs</td>
<td>EIP</td>
<td>Elective Module</td>
</tr>
<tr>
<td>9) Educational Leadership</td>
<td>EL I</td>
<td>EL II</td>
</tr>
<tr>
<td>(Administration K-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Elementary Education</td>
<td>Elem.Ed.</td>
<td>Elective Module</td>
</tr>
<tr>
<td>11) Emotionally Handicapped</td>
<td>EH</td>
<td>Elective Module</td>
</tr>
<tr>
<td>12) English</td>
<td>ENG</td>
<td>Elective Module</td>
</tr>
<tr>
<td>13) Gifted Child Education</td>
<td>Gifted</td>
<td>Health Module</td>
</tr>
<tr>
<td>14) Health Education</td>
<td>Health I</td>
<td>Health II, III or IV</td>
</tr>
<tr>
<td>15) Learning Resources</td>
<td>LR-I</td>
<td>LR-II</td>
</tr>
<tr>
<td>16) Mathematics</td>
<td>MAT</td>
<td>Elective Module</td>
</tr>
<tr>
<td>17) Mental Retardation</td>
<td>MR</td>
<td>Elective Module</td>
</tr>
<tr>
<td>18) Physical Education</td>
<td>PED</td>
<td>Elective Module</td>
</tr>
<tr>
<td>19) Reading</td>
<td>Read-I</td>
<td>Read-II</td>
</tr>
<tr>
<td>20) Science</td>
<td>SCI</td>
<td>Elective Module</td>
</tr>
<tr>
<td>21) Social Studies</td>
<td>SST</td>
<td>Elective Module</td>
</tr>
<tr>
<td>22) Specific Learning Disabilties</td>
<td>SLD-I</td>
<td>SLD-II</td>
</tr>
<tr>
<td>23) Teaching English to Speakers of Other Languages</td>
<td>BLE/TESOL-I</td>
<td>TESOL-II</td>
</tr>
</tbody>
</table>

School Guidance, a major offered by Nova’s Behavioral Science Center, is an academic option for students at selected GEM sites. Contact a student advisor for information about this program.

1 Experiential programmers may substitute CED III for CED II. Those with extensive microcomputer experience, including PILOT, may replace CED I.
2 Transfers must match courses in the modules.
3 All students majoring in these areas MUST contact a student advisor and obtain an approved program outline.

NOTE: The contents of CED I have been approved by the Florida Department of Education to extend the teaching certificate of any Florida teacher, regardless of the current area of certification.

* For the LR Program, Core II must be taken prior to LR II.
** Because of certification requirements, Florida reading majors must confer with a student advisor before registering for Core I.
The Computer-Hyphenated Major

The special Computer-Hyphenated Major offers the student interested in the educational uses of microcomputers a combined program applying computer knowledge and skills to another major GEM area. All registrants for this major MUST confer with a student advisor before registering. Each student will be provided with a program outline signed by an advisor. The requirements are:

| Credits |
|-----------------|------|
| 2 MODULES in Computer Education or Computer Applications | 18 |
| 1 MODULE in any other GEM major | 9 |
| 1 CORE COURSE (suggested by a GEM counselor) | 3 |
| THE PRACTICUM (combining the two major areas) | 6 |

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Contents of Modules and Courses

The following is a list of all GEM courses singly or contained within nine-credit modules. After completion of nine-credit modules, grades are posted on transcripts with the courses listed just as they appear here. This listing is accurate as of August, 1986.

Core Courses*

State Department of Education certificates may be extended or renewed by completing combinations of certain CORE courses.

<table>
<thead>
<tr>
<th>Master of Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Core I</td>
</tr>
<tr>
<td>CU 500 Modern Curriculum Design</td>
</tr>
<tr>
<td>M.S. Core II</td>
</tr>
<tr>
<td>EP 560 Survey of Exceptionalities</td>
</tr>
<tr>
<td>**CU 530 Measurement and Evaluation of Educational Systems</td>
</tr>
<tr>
<td>AS 516 School Law</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Specialist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. Core I</td>
</tr>
<tr>
<td>EDU 547 Teaching: Principles and Practices</td>
</tr>
<tr>
<td>Ed.S. Core II</td>
</tr>
<tr>
<td>AS 580 Administration of Exceptional Student Education</td>
</tr>
<tr>
<td>AS 616 Applications of School Law</td>
</tr>
<tr>
<td>EDU 580 Educational Measurement</td>
</tr>
</tbody>
</table>

* These core courses may NOT be used toward a degree in learning resources. Health, learning resources, bilingual, and TESOL special cores are listed on p.10.

** To meet Florida certification requirements, M.S. students majoring in reading must take EDU 580 in Core I on the Ed.S. level instead of CU 530.
Health and Learning Resources

Core Courses

Health and learning resources majors are available at selected sites. Completion of the learning resources major leads to Florida State certification as a media specialist. These majors require completion of the following core courses.

M.S./Ed.S. Core I-Health
HE 500 Foundations of Health Education
HE 535 Program Development in Health Education

M.S. Core I-Learning Resources
LT 521 Innovative Operation of School Media Centers
LT 522 Analysis, Retrieval, and Dissemination of Information

Ed.S. Core I-Learning Resources
LT 621 Effective Functioning of School Media Centers
LT 622 Use of Modern Technology to Improve Bibliographic Control

MS./Ed.S. Core II-Learning Resources/Health
CU 514 Utilization of Multi-Sensory Materials
CU 519 Design of Mediated Learning Materials

Bilingual Education/TESOL Core Courses
BLE/TESOL students take the regular Core I courses for the M.S or Ed.S. degrees. However, they will take the following courses for Core II.

M.S./Ed.S. Core II - Bilingual/TESOL
BLE 546 Applied Curriculum Design in BLE/TESOL
BLE 547 Testing and Evaluation in BLE/TESOL

NINE-CREDIT MODULES

1) Administration of Children's Programs
   AS 500 Educational Resource Development (Budget)
   AS 520 Professional Seminar in Administration and Supervision of Educational Systems
   AS 550 Supervision of School Personnel
2) Adult Education
AS 610  Organization and Administration of Adult and Community Education
AS 630  Methods and Materials of Instruction for Adults
AS 640  Community School Administration

3) Computer Applications
BED 500  Word Processing with Microcomputers
CED 521  Computer Assisted Instruction, Courseware Version
CED 721  Administrative Applications of Microcomputers

4) Computer Education I
CED 600  Teaching Computer Literacy
CED 617  Software Search and Evaluation
CED 726  Programming Microcomputers in PILOT

5) Computer Education II
CED 680  Teaching BASIC Programming
CED 725  Programming Microcomputers
CED 735  Advanced Programming of Microcomputers in BASIC

6) Computer Education III
CED 621  Computer Assisted Instruction
CED 728  Programming Microcomputers in Pascal
CED 729  Advanced Programming of Microcomputers in Pascal

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

8) Early Intervention Programs
EC 552  Assessment in Early Childhood
EC 557  Early Intervention Programs
EC 558  Observation and Assessment of Young Children

9) Educational Leadership I (Administration)
AS 500  Educational Resource Development
CU 510  Survey of Educational Innovations
CU 545  Educational Theory into Practice
<table>
<thead>
<tr>
<th>10) Educational Leadership II (Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 509  Clinical Supervision of Teachers</td>
</tr>
<tr>
<td>AS 520  Professional Seminar in Administration and Supervision of Educational Systems</td>
</tr>
<tr>
<td>AS 550  Supervision of School Personnel</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>11) Elementary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 541  Creativity in Elementary School Curriculum</td>
</tr>
<tr>
<td>ELE 542  Materials in the Teaching of Elementary Arithmetic and Science</td>
</tr>
<tr>
<td>ELE 730  Reading in the Elementary School</td>
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</tbody>
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<thead>
<tr>
<th>12) Emotionally Handicapped</th>
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</thead>
<tbody>
<tr>
<td>EP 529  Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child</td>
</tr>
<tr>
<td>EP 530  Workshop in Class Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child</td>
</tr>
<tr>
<td>EP 532  Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child</td>
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</tbody>
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<thead>
<tr>
<th>13) English</th>
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</thead>
<tbody>
<tr>
<td>ENG 620  Developmental Writing</td>
</tr>
<tr>
<td>ENG 630  English Workshop</td>
</tr>
<tr>
<td>ENG 640  Rhetoric: Fundamentals of Speech Communication</td>
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</tbody>
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<table>
<thead>
<tr>
<th>14) Gifted Child Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 550  Introduction to the Nature and Needs of the Gifted Child</td>
</tr>
<tr>
<td>EDU 551  Educational Procedures for the Gifted Child</td>
</tr>
<tr>
<td>EDU 555  Seminar for the Guidance of Gifted Children</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15) Health I</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 565  Human Sexuality in Health Education</td>
</tr>
<tr>
<td>HE 570  Gerontology and the Health Educator</td>
</tr>
<tr>
<td>HE 575  Drug Abuse in Health Education</td>
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</tbody>
</table>

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<thead>
<tr>
<th>16) Health II</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 526  Stress Management</td>
</tr>
<tr>
<td>HE 545  Fitness Education</td>
</tr>
<tr>
<td>HE 580  Behavioral/Medicine and Counseling</td>
</tr>
</tbody>
</table>
17) Health III
HE 502 Implications of Environmental Health
HE 505 Consumer Health Education
HE 510 Social Support Systems

18) Health IV
HE 530 Research and Evaluation of Health Problems
HE 540 Health of the Community and Preventive Care
HE 555 Marketing Health Care Systems

19) Learning Resources I
CU 516 Operation of Media Centers
CU 517 Bibliographic Methods for Learning Materials
CU 518 Selection and Evaluation of Learning Materials

20) Learning Resources II*
CU 643 Preparation of Learning Materials
LT 511 Production of Instructional Television Programs
LT 523 Planning, Production, and Presentation of Mediated Materials

21) Mathematics
MAT 610 Symbolic Logic
MAT 620 Abstract Algebra and Number Theory
MAT 630 Probability Theory

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

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

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

*Prerequisite: Specialized Core II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 750</td>
<td>Literature for Children and Adolescents</td>
</tr>
<tr>
<td>RED 5271</td>
<td>Reading Supervision and Curriculum Development I</td>
</tr>
<tr>
<td>RED 5272</td>
<td>Reading Supervision and Curriculum Development II</td>
</tr>
<tr>
<td>SCI 610</td>
<td>Current Issues in Energy and Ecology</td>
</tr>
<tr>
<td>SCI 620</td>
<td>Biology and Human Affairs</td>
</tr>
<tr>
<td>SCI 630</td>
<td>Scientific and Social Perspectives in the Physical Sciences</td>
</tr>
<tr>
<td>SST 610</td>
<td>Political Thought and Analysis</td>
</tr>
<tr>
<td>SST 620</td>
<td>Contemporary Theories in Behavioral Science</td>
</tr>
<tr>
<td>SST 630</td>
<td>Contemporary Social Problems/Issues</td>
</tr>
<tr>
<td>EP 5261</td>
<td>Workshop in Learning Disabilities: Theory</td>
</tr>
<tr>
<td>EP 5262</td>
<td>Workshop in Learning Disabilities: Practice</td>
</tr>
<tr>
<td>EDU 558</td>
<td>Classroom Management of the Learning Disabled Child</td>
</tr>
<tr>
<td>EP 556</td>
<td>Educational Assessment for Exceptional Children</td>
</tr>
<tr>
<td>EC 580</td>
<td>Speech and Language Development</td>
</tr>
<tr>
<td>CU 665</td>
<td>Theories of Learning and Effective Teaching</td>
</tr>
<tr>
<td>BLE 500</td>
<td>Foundations of Bilingual Education</td>
</tr>
<tr>
<td>BLE 545</td>
<td>Methods of Teaching Bilingual Education</td>
</tr>
<tr>
<td>BLE 567</td>
<td>Applied Linguistics: Contrastive Analysis</td>
</tr>
<tr>
<td>BLE 542</td>
<td>Curriculum Development in Bilingual Education</td>
</tr>
<tr>
<td>BLE 543</td>
<td>Methods of Teaching Bilingual Education</td>
</tr>
<tr>
<td>BLE 563</td>
<td>Teaching the Culture of the Target Language</td>
</tr>
<tr>
<td>TSL 515</td>
<td>ESOL Curriculum Development in Bilingual Programs</td>
</tr>
<tr>
<td>TSL 562</td>
<td>Cultural and Cross-Cultural Studies</td>
</tr>
<tr>
<td>TSL 569</td>
<td>Methodology of TESOL</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Admission to Degree Candidacy

GEM students become eligible for admission to degree candidacy (master's or educational specialist) after successful completion of their first nine-credit module. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program.

The requirements for admission are:
1. A 3.0 ("B") grade point average or higher in the GEM Program.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues stating why, in their opinion, the student will be successful in the GEM Program. All items for the student file should be mailed directly to CAE or submitted to a CAE staff member. After the Candidacy Committee has reviewed the file and recommendations, the student is informed of his or her status by mail.

Counseling Services

The CAE Student Affairs department employs full-time counselors who are available in person and by telephone for information and advice to GEM students. A number of other CAE staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information. A publication called the "Factsheet," containing program information, is distributed to all GEM students at least once each cycle.
Directed Study

In some cases, nine-credit modules needed to complete programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM Programs when this occurs, the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same 15- or 16-week period. The instructors, based on the main campus at Fort Lauderdale, schedule biweekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments, which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. A special fee is charged to directed study students to cover costs of postage, telephone, and administrative expenses. The special fee does not include the cost of textbooks. The following policies apply to directed study work:

- Only degree-seeking students who have received candidacy will be permitted to complete nine-credit modules using this format.
- Only students who have already completed another nine-credit module in the regular classroom format are eligible for directed study.
- No directed study is offered in Learning Resources, Educational Leadership, Bilingual Education, any Computer Modules, Health II, III, IV or TESOL.

Transfer of Credits

CAE will accept up to six semester hours of graduate transfer credits into most GEM programs, provided the following conditions apply:

- CAE has received a Request for Transfer of Credit form. Forms are available at all sites.
- The credits were earned at a regionally accredited, graduate education institution, within a ten-year period preceding the request for transfer.
- The grades assigned for the credits were either "A" or "B".
- The credits were not used for completion of a prior degree program.
- An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.

Credits transferred in will normally replace core courses and decrease the overall total of 36 credits required for the GEM
degree program but will not be computed into the grade point average or considered part of the candidacy requirement. Certain GEM programs permit only three credits of transfer or none:

- Educational Leadership certification requirements differ among the states, therefore it is important for students to obtain transfer of credit information from the CAE Student Affairs department.
- The Learning Resources program accepts no transfer credits.
- Computer-Hyphenated majors may transfer in only three credits since only one core course is included in the program.

Fees

Application Fee .............................................. $ 30
This is a one-time, nonrefundable fee
Tuition (no cash accepted) ...................... $160 /credit
Tuition for Educators ......................... $105 /credit *

(All fees are subject to change without notice.)

Nine-Credit Module

Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise, a $25 late fee will be charged.

For students receiving the Nova University EDUCATORS** scholarship and wishing to make three payments, an initial payment of $315 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $315 is due no later than the fifth class session. The third payment of $315 must be received no later than the ninth class session. A $25 late fee will be charged if either the second or third payment is received after the due dates. All tuition payments may be submitted to the site administrator on or before the due dates or mailed to CAE in time to be received by the due dates. Students may register for a minimum of six of the nine credits.

Core Courses (six credits)

Payment and registration must be received by CAE or by the site administrator at least one week before the first class session; otherwise a $25 late fee will be charged.

For students wishing to make two payments, an initial payment of $315 must be received at least one week before the first class session; otherwise a $25 late fee will be charged. The second payment of $315 must be received no later than one week before the first class session of the second Core Course; otherwise a $25 late fee will be charged. Since the second payment for Core II (intensive) courses comes due just a few days after the initial payment due date, it is suggested that students submit the entire Core II tuition in one payment.

* See Financial Aid, Page 20
** For those who are not EDUCATORS tuition must be adjusted to $160/credit.
The Practicum ........................................ $630

The full tuition or initial payment of $315 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of $315 must be received four weeks later; otherwise a $25 late fee will be charged. Practicum Orientation Workshop (POW) packets cost $35 each. Students have four years to complete the GEM degree program. However, if the final report is not received in the practicum office one year after registration for the practicum, an annual maintenance fee of $200 will be charged. The maintenance fee comes due again the following year, if applicable.

Graduation Fee ........................................ $20

...It is the student's responsibility to request a degree application form from the CAE records department at least two months prior to the projected date of completion of all requirements.

...An additional fee will be charged by the registrar's office at Nova University for the commencement announcements and for cap and gown for those desiring to attend the commencement exercises in the summer at Fort Lauderdale.

Directed Study Fee .................................... $80

...This fee covers the cost of services and some learning materials and is due at the time of registration. The fee does not cover the cost of textbooks.

Local Fees

GEM programs are offered by Nova University in cooperation with local teacher organizations in Alachua, Brevard, Dade, and Duval counties in Florida. Students in those counties must either be members of the cooperating professional organization or pay a fee to that organization.

Learning Materials

...Students are expected to purchase textbooks and other materials as required. Textbooks may be purchased on the first night of the class. Payment for learning materials may require two separate checks. Receipts will be provided for those students who require them for reimbursement.
Laboratory Fees

... Computer classes $5/credit
... Learning Resources Core I and II and Module II $5/credit
(All fees are subject to change without notice.)

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, in writing, the director of the GEM programs or the site administrator of their reason for withdrawal. Refunds will be based on the postmark date 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 an initial payment has been submitted. In the case of a refund, the following schedule applies to payments for each module or core course:

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

Grading

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

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

Plus and minus grades are not used in GEM programs.
Transcript Requests

Transcript requests must be made by completing the Request for Transcript Form, which may be obtained from the site administrator. Please include complete information and send request directly to CAE.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one absence during any module or course is cause for serious concern and the instructors and the CAE Student Affairs department must be consulted for counseling.

Grievance

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

Financial Aid

Information regarding financial aid can be obtained by using the toll-free telephone number within Florida, extension 7410 or 7411, or writing to the Nova University Office of Student Financial Planning and Resources. Nova University offers all EDUCATORS a scholarship of $55 per credit. EDUCATORS pay $105/credit. Information concerning veterans' benefits is available by using the Florida toll-free number, extension 7414 or by writing the Office of the Registrar at Nova University.
Application and Registration

The official Nova University application form (yellow) and the $30 fee will be accepted at an Open House presentation at a GEM site, may be submitted to the local site administrator or can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a student’s file on the computerized student information system. Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM program. All items must be completed on the application form, front and back.

A registration form (white) must be completed for each module or course taken and for the practicum.

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

"I felt that Nova's GEM Program gave me the ability to better cope with a variety of children's needs. GEM courses were enjoyable and well planned. The program was worthwhile and I am still using things I learned."

Hazel M. Young
Daytona Beach

"GEM's Saturday format is far superior to traditional night classes. The Nova experience recharged me with new interest and insight into my teaching. The GEM Program should be available to teachers in every state."

Jeffrey J. Boyle
Daytona Beach

"As a result of my Practicum, the faculty in my school has become unified into a group of hard-working professionals. Nova GEM Program helped me pursue personal goals which I am beginning to achieve."

Catherine Charlton
Ft. Myers

"As a result of my graduate program, I was honored with a membership into Delta Kappa Gamma. Because of GEM's program and certification, I was asked to assume an administrative position. Coursework in the areas of finance, budget, time management and personnel management were excellent."

Jennifer Jean Mowry
Tampa
"GEM's team-teaching breaks the monotony, offers flexibility and provides variety of teaching styles. I would recommend Nova's GEM Program to my colleagues."

Peggy G. Green
Ft. Lauderdale

"GEM's Practicum experience taught me how to do research in a professional library. I am now more familiar with the journals available in my field. Faculty teams worked well together on planning an effective program."

Beverly Warren
Ft. Lauderdale

"The GEM Program has made me more aware of the newest literature, reports and studies currently being reported by educators. I learned how to be more diplomatic in a classroom situation. Other teachers are currently implementing my Practicum project. GEM provides a valuable service to teachers."

Ruth D. White
Ft. Myers