1989

Center for the Advancement of Education The GEM Program 1989-1990

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Center for the Advancement of Education

The GEM Programs

1989-1990

Published August, 1989.

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<td>BRADENTON</td>
<td>Bayshore High School</td>
<td>5323 34th Street West</td>
<td>(813) 758-3631</td>
</tr>
<tr>
<td></td>
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<td>Mr. William Lance</td>
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<tr>
<td>DAYTONA BEACH</td>
<td>Spruce Creek High School</td>
<td>801 Taykor Rd., Port Orange</td>
<td>(904) 252-3200</td>
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<td></td>
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<tr>
<td>FT. LAUDERDALE</td>
<td>McFatter Vocational School</td>
<td>Medical Bldg., 6500 Nova Dr., Davie</td>
<td>(305) 467-3343</td>
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<td>Dr. Linda R. Lopez</td>
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<tr>
<td>FT. MYERS</td>
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<tr>
<td>FT. PIERCE</td>
<td>Central High School</td>
<td>1101 Edwards Rd.</td>
<td>(305) 464-8288</td>
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<tr>
<td>GAINESVILLE</td>
<td>Gainesville High Sch.</td>
<td>1900 N.W. 13th St.</td>
<td>(904) 371-0533</td>
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<td>Dr. Jack Buys</td>
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<tr>
<td>JACKSONVILLE</td>
<td>Florida Comm. College</td>
<td>Downtown Campus</td>
<td>(904) 724-9519</td>
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<td>Dr. Marlene Kovaly</td>
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<tr>
<td>LAS VEGAS, NEVADA</td>
<td>Bishop Gorman High Sch.</td>
<td>1801 Maryland Parkway</td>
<td>(702) 648-1971</td>
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<tr>
<td>MELBOURNE</td>
<td>Brevard Comm. College</td>
<td>3865 N. Wickham Rd.</td>
<td>(407) 636-3896</td>
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<td>MIAMI</td>
<td>Riviera Jr. High Sch.</td>
<td>10301 S.W. 48th St.</td>
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<td>Dr. John McKinney</td>
<td>(305) 944-0519</td>
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<td>ORLANDO</td>
<td>Mid-Florida Technical Institute</td>
<td>2900 West Oak Ridge Rd.</td>
<td>(407) 273-7330</td>
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<td>Dr. Jan Davis-Dike</td>
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<tr>
<td>PHOENIX, ARIZONA</td>
<td>Nova University Office</td>
<td>8601 N. Black Canyon Hwy., #117</td>
<td>(602) 995-5999</td>
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<td>Dr. Deo Nellis</td>
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<tr>
<td>TALLAHASSEE</td>
<td>School for Applied Individualized Learning (SAIL)</td>
<td>725 N. Macomb</td>
<td>(904) 877-5714</td>
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<td>TAMPA</td>
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<td>WEST PALM BEACH</td>
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GEM PROGRAMS
Academic Schedule 1989-90

FALL CYCLE MODULES-1989

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

WINTER CYCLE MODULES-1990

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

SPRING CYCLE MODULES-1990

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

SINGLE COURSE-1990

Wednesday, June 20 4:00-10:00 P.M.
Friday, June 22 4:00-10:00 P.M.
Monday, June 25 4:00-10:00 P.M.
Wednesday, June 27 4:00-10:00 P.M.
Friday, June 29 4:00-10:00 P.M.
**SUMMER CYCLE MODULES-1990**

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

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<th>MONDAY</th>
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**Open House and Registration Session Dates**

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

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<td>SUMMER</td>
<td>June 16, 1990</td>
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GEM Programs Overview

The GEM (Graduate Education Module) Programs, an array of 20 major programs in continuing teacher education and school administration preparation, provide opportunities for full-time professionals to earn master's and educational specialist degrees and satisfy state requirements for renewal and addition of certification coverages and endorsements. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

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

Degree Requirements

Master of Science (20 majors):

1. Satisfaction of initial admission procedures and requirements.

2. Full admission to degree candidacy through successful completion of the COMMON MODULE.

3. Successful completion of 39 semester hours of credit (minus any accepted transfer of credit), with a grade-point average of 3.0 ("B") or higher.

4. Satisfaction of all financial obligations to the University.

5. Educational Leadership majors only: a passing score on the GEM comprehensive examination in educational leadership.

Educational Specialist (20 majors):

1. Satisfaction of requirements #1-4 listed above for the master of science degree.
2. A passing score on a GEM comprehensive examination in the major field of study.

3. Special requirements associated with the practicum internship module, as stipulated in the Practicum Internship Handbook.

4. Presentations at two local practicum orientation workshops, under the direction of site staff, sharing the process, procedures, results, and final practicum documentation with participating students.

Program Components

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

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

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

This nine-credit experience is the first module taken by all degree-seeking students in all GEM Programs. It is offered at each GEM site four times per year, during the Fall, Winter, Spring and Summer Cycles, provided that at least 15 students are enrolled.

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

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

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

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

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

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

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

7. It serves as an excellent introduction to the unique philosophy of the GEM Programs—to tightly blend the academic and professional work of the student to achieve significantly rejuvenated and improved practice as teachers or administrators.

8. It serves also to introduce the unique GEM team-teaching model for instructional delivery of all
modules, the bringing together of two or three highly qualified and successful local, expert practitioner/professors who:

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

**Major and Elective Modules**

Students granted full admission to degree candidacy, as a result of their academic work and demonstration of communication skills proficiency in the COMMON MODULE, are eligible to enroll in second and then third modules as they are scheduled in subsequent cycles.

These nine-credit learning experiences may be MAJOR or ELECTIVE MODULES, depending on the student's particular program. In many cases these will both be MAJOR MODULES, to accommodate the number of courses required to add a state certification coverage or endorsement. In most cases where additional certification coverage is not being pursued, e.g., Elementary Education, Physical Education, Social Studies, Science, one of the two is a MAJOR MODULE and the other an ELECTIVE MODULE. An ELECTIVE, any available module selected by the student, can be taken before a MAJOR MODULE. In some cases the second and third modules can be taken through the DIRECTED STUDY system.

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

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

**The Single Course**

The SINGLE COURSE serves a variety of purposes, as applicable to particular programs. It can serve as a certification course requirement, certification renewal course, or an elective course.

The three-credit SINGLE COURSE can be taken in the regular classroom mode, intensively scheduled June 20–29, 1990 (see Academic Schedule) or through the DIRECTED STUDY system at any
All SINGLE COURSES are taught by individual instructors, qualified and functioning as described above in the COMMON MODULE section.

The Practicum Internship Module

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

The PRACTICUM INTERNSHIP involves the student in a closely collaborative effort with:

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

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

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

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

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

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

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

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

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

2. Abstracts of outstanding practicum documents are published in a Nova University research series, Outstanding Educational Improvement Projects, currently in its fourth publication, and distributed to a wide national readership.

3. At local and regional GEM site Practicum Fairs, outstanding practicum projects are presented and exhibited by students, their advisors and mentors for large audiences within the local education communities.

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

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

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

Special Students

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

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

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

The GEM Majors and Course Requirements

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

All students begin their programs with the COMMON MODULE.

All students take the PRACTICUM INTERNSHIP MODULE, including either the EDL 650 course or, if applicable, a certification course.
All students take the CSE 550 SINGLE COURSE unless, for certification purposes, another course is required.

An ELECTIVE MODULE, indicated for some majors, is any available module selected by the student.

In programs including MAJOR and ELECTIVE MODULES, these may be taken in either order.

In programs including two MAJOR MODULES, these may be taken in either order, except for Computer Science Education, in which CSE I must be taken first.

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

**CODES**

CM: COMMON MODULE

PIM: PRACTICUM INTERNSHIP MODULE

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<td>EP 560</td>
<td>PIM</td>
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<td>Disabilities</td>
<td>CM</td>
<td>TESOL I TESOL II</td>
<td>CSE 550</td>
<td>PIM</td>
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</tbody>
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* For COMPUTER SCIENCE EDUCATION:
  * In CM, substitute CSE 600, Teaching Computer Literacy, for CUR 501/2/3/4/5.
  * In PIM, substitute CSE 680 Teaching Basic Programming for EDL 650.

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

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

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

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

COMPUTER APPLICATIONS (CAP) II
CSE 605 Applications of Electronic Publishing
CSE 610 Communicating with Computers
CSE 615 Emerging Technologies

COMPUTER SCIENCE EDUCATION (CSE) I
CSE 505 Computer Applications
CSE 510 Advanced Applications of Technology
CSE 700 Introduction to Structured Programming

COMPUTER SCIENCE EDUCATION (CSE) II
CSE 710 Programming in Pascal
CSE 712 Advanced Programming in Pascal
CSE 715 Data Structures

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

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) I
EP 5270 Assessing the Needs of Preschool Handicapped Children
EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) II
EP 5280 Working with the Community and Families of Young Handicapped Children
EP 5285 The Team Approach in Programs for Young Handicapped Children
EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children

EDUCATIONAL LEADERSHIP (EL) I
EDL 505 Educational Budgeting and Finance
EDL 510 School Leadership
EDL 515 Communication Skills and Appraisal of Educational Leadership

EDUCATIONAL LEADERSHIP (EL) II
EDL 520 School Law for Administrators
EDL 525 Personnel Selection and Development
EDL 530 Organizational Management of Schools
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EM 500</td>
<td>Philosophy of School Library Media Programs</td>
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<td>EM 505</td>
<td>Design and Production of Educational Media</td>
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<td>EM 510</td>
<td>Media for Children</td>
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<td>EM 525</td>
<td>Library Media Collection Development</td>
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<td>EM 530</td>
<td>Management of School Library Media Programs</td>
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<td>EM 535</td>
<td>Media for Young Adults</td>
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<td>EM 520</td>
<td>Instructional Role of the Media Specialist</td>
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<td>EM 540</td>
<td>Organization of Library Media Collections</td>
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<tr>
<td>EM 545</td>
<td>Production of Instructional Video Programs</td>
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<tr>
<td>ELE 541</td>
<td>Creativity in Elementary School Curriculum</td>
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<td>ELE 542</td>
<td>Materials in the Teaching of Elementary Arithmetic and Science</td>
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<td>ELE 730</td>
<td>Reading in the Elementary School</td>
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<tr>
<td>EP 529</td>
<td>Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<tr>
<td>EP 530</td>
<td>Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<tr>
<td>EP 532</td>
<td>Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child</td>
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<td>ENG 620</td>
<td>Developmental Writing</td>
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<td>ENG 630</td>
<td>English Workshop</td>
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<td>ENG 640</td>
<td>Rhetoric: Fundamentals of Speech Communication</td>
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<tr>
<td>EDU 550</td>
<td>Introduction to the Nature and Needs of the Gifted Child</td>
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<td>EDU 551</td>
<td>Educational Procedures for the Gifted Child</td>
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<tr>
<td>EDU 555</td>
<td>Seminar for the Guidance of Gifted Children</td>
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<tr>
<td>HE 565</td>
<td>Human Sexuality in Health Education</td>
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<td>HE 570</td>
<td>Gerontology and the Health Educator</td>
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<td>HE 575</td>
<td>Drug Abuse in Health Education</td>
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<td>HE 526</td>
<td>Stress Management</td>
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<td>HE 545</td>
<td>Fitness Education</td>
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<td>HE 580</td>
<td>Health Counseling</td>
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<tr>
<td>MAT 645</td>
<td>Topology and Non-Euclidean Geometry</td>
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<tr>
<td>MAT 650</td>
<td>Advanced Euclidean Geometry</td>
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<tr>
<td>MAT 655</td>
<td>Symbolic Logic and Set Theory</td>
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<tr>
<td>MAT 755</td>
<td>Linear Algebra</td>
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<tr>
<td>MAT 760</td>
<td>Abstract Algebra</td>
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<tr>
<td>MAT 765</td>
<td>Number Theory</td>
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</table>
MENTAL RETARDATION (MR)
EP 501 Biological, Psychological, and Sociological Foundations of Mental Retardation
EP 509 Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
EP 510 Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

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

PRACTICUM INTERNSHIP MODULE (PIM)
EDL 650 Critical Thinking and Technology
(Various Prefixes) Practicum Internship

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

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

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

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

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

SPECIFIC LEARNING DISABILITIES (SLD) II
EP 556 Educational Assessment for Exceptional Children
EC 580 Speech and Language Development
CU 665 Theories of Learning and Effective Teaching

TESOL (TSL) I
BLE 500 Foundations of Bilingual Education
BLE 547 Testing and Evaluation in BLE/TESOL
BLE 567 Applied Linguistics: Contrastive Analysis

TESOL (TSL) II
TSL 515 Curriculum Development in Bilingual Programs
TSL 562 Cultural and Cross-Cultural Studies
TSL 569 Methodology of Teaching English to Speakers of Other Languages
Transfer of Credits

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

The student's major program allows for transfer of credit.

The credits were earned at a regionally accredited, graduate institution, within a five-year period preceding the student's request for transfer.

The courses were not used toward a prior degree.

The grades assigned the courses were either "A" or "B".

An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.

A Request for Transfer of Credit form has been completed by the student and is on file. (These forms are available at all GEM sites.)

Final approval of transfer of credits has been given by the appropriate student advisor.

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

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

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

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

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

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

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

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

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

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

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

Due to the necessity to retain the professional services of the PRACTICUM INTERNSHIP ADVISOR and the
PRACTICUM INTERNSHIP MENTOR, a maintenance fee of $200 per year will be assessed in all cases where the FINAL PRACTICUM INTERNSHIP DOCUMENT has not been received at CAE on or before the date marking 16 months from the date of initial registration for the PRACTICUM INTERNSHIP MODULE. The maintenance fee is assessed, if applicable, each succeeding year from the first assessment, up to the four year statute of limitations for completion of GEM Programs.

NOTE: Payment of PRACTICUM INTERNSHIP MODULE MAINTENANCE FEES does not extend the repayment of student loans. Lending institutions may seek initial repayment of these loans even though the PRACTICUM INTERNSHIP MODULE has not been completed.

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

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

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

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

Lab Fees

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

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

Educational Leadership Appraisal fee (in EL I module).........................................................$105

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

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

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

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

- An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20, must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800/432-5020 ext. 7413. All others 305/475-7413.