GEM A New Concept in Graduate Programs Designed for today's Educators

Nova University

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GEM...

A NEW CONCEPT IN
GRADUATE PROGRAMS
DESIGNED FOR TODAY'S
EDUCATORS

NOVA
UNIVERSITY
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The Center for the Advancement of Education

NOVA UNIVERSITY
3301 COLLEGE AVENUE
FORT LAUDERDALE, FLORIDA 33314

Broward 475-7440
Dade County 940-6447 (extension 7440) or 854-1341
Duval County 1-800-432-5021/22 or 389-6682
Palm Beach County 732-6600 (extension 7440)
Florida 1-800-432-5021/22 (extension 7440)

The Center for the Advancement of Education (CAE) at Nova University is dedicated to the training and continuing support of teachers, administrators and others working in education and related helping professions. Graduate students enrolled in Center programs pursue certification, Master's and Educational Specialist degrees in various areas of study, an Ed.D. degree in Early Childhood and a Ph.D. in Applied Developmental Psychology. These practitioners serve as the bridge between a knowledge base and practice in the professions.

Self-development of the participant and assistance in ways to implement the training opportunities the Center provides are equally important elements of our mission. The Center understands the need for learning which responds to specific needs of educators in particular locations. We believe that as a national University, we have a responsibility to educators throughout the nation as well as to those in our home state of Florida. We endeavor to have all our students make direct contact with national leaders in education.

Center for the Advancement of Education
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
Graduate Education Modules

There are five Modules in each graduate degree program offered by CAE. These are 1) MAJOR MODULE I, 2) MAJOR MODULE II, 3) CORE MODULE I (CORE-I), 4) CORE MODULE II (CORE-II), and 5) the PRACTICUM MODULE. Graphically these five modules appear as:

6 Credits
CORE-I
8 Weeks

6 Credits
CORE-II
8 Weeks

9 Credits
MAJOR-II
14 Weeks

6 Credits
Practicum
(probemsolving project)

9 Credits
MAJOR-I
14 Weeks

You are required to complete a sequence of five Modules for the graduate degree. The requirements for the CORE and Practicum modules are different for Master’s and Educational Specialist degree students.

You may select from 21 majors. Some require you to take both Major Module I and Major Module II in your major area. Other majors require only the Major Module I to be in the degree major; in these cases you take the Major Module I in your major area and any other 9-credit Module you choose as your Major Module II.

Each 9-credit Module is normally scheduled to meet for 14 full days spread over a 14 to 16 week period of time. Six-credit Core Modules are scheduled to meet all day for eight weekly meetings. Saturday classes are scheduled to meet from 8:30 a.m. to 3:45 p.m. with lunch from 11:45 a.m. to 1:00 p.m. Schedules vary in spring and summer cycles.
The majors currently being offered are:

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>MAJOR MODULE I</th>
<th>MAJOR MODULE II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Administration of Children's Programs</td>
<td>ACP</td>
<td>EC²</td>
</tr>
<tr>
<td>2) Administration and Supervision (K-12)</td>
<td>A &amp; S-I</td>
<td>A &amp; S-II</td>
</tr>
<tr>
<td>3) Adult Education</td>
<td>Adult Ed.</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>4) Bilingual Education</td>
<td>BLE/TESOL-I</td>
<td>BLE-II</td>
</tr>
<tr>
<td>5) Computer Education¹</td>
<td>CE</td>
<td>Related Module³</td>
</tr>
<tr>
<td>6) Curriculum Design</td>
<td>Curriculum/LR-II</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>7) Early Childhood Education</td>
<td>EC</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>8) Early Intervention Programs¹</td>
<td>EIP</td>
<td>EC²</td>
</tr>
<tr>
<td>9) Elementary Education</td>
<td>Elem. Ed.</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>10) Emotionally Handicapped</td>
<td>EH</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>11) English Education</td>
<td>ENG</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>12) Gifted Child Education</td>
<td>Gifted</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>13) Health Education</td>
<td>Health</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>14) Learning Resources¹</td>
<td>LR-I</td>
<td>LR-II/Curriculum</td>
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<td>15) Math Education</td>
<td>MAT</td>
<td>Any Major Module</td>
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<tr>
<td>16) Physical Education</td>
<td>PED</td>
<td>Any Major Module</td>
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<tr>
<td>17) Reading</td>
<td>Read-I</td>
<td>Read-II</td>
</tr>
<tr>
<td>18) Science Education</td>
<td>SCI</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>19) Social Studies Education</td>
<td>SST</td>
<td>Any Major Module</td>
</tr>
<tr>
<td>20) Specific Learning Disabilities</td>
<td>SLD-I</td>
<td>SLD-II</td>
</tr>
<tr>
<td>21) Teaching English to Speakers of Other Languages</td>
<td>BLE/TESOL-I</td>
<td>TESOL-II</td>
</tr>
</tbody>
</table>

¹Offered on the Ft. Lauderdale Campus only.
²Other Major Modules may be taken with approval from a Student Affairs advisor.
³A Computer Education elective module is offered in cooperation with the Nova Microcomputer Laboratory. Tuition for this elective module is $240 per 3-credit course.
The Graduate Education Module Plan (GEM)

Center faculty members have developed a program format and organization of course content which allow full-time practitioners to pursue graduate degrees focusing sharply on the improvement of practice in education. You can earn academic credit in concentrated time blocks convenient to you as a working professional, and can apply what you learn in the development of more effective ways to meet immediate and long-term objectives.

The central feature of CAE’s programs for graduate students is the Graduate Education Module Plan. The GEM Plan is the teaching of several courses within a single, integrated, learning Module extending over a multi-week period. Three courses in reading (9 semester hours of credit), for example, related in content and offered during fourteen, all-day Saturday sessions, constitute a Major Module in that area. A team of faculty members collaborates in the development and implementation of instructional plans under the supervision of the central CAE staff. Subject matter is presented according to natural combinations of concepts and their applications and in light of essential prerequisites within each major field*. Students receive transcript credit for the three separate courses that make up the Module. A full degree program is fashioned by sequencing Modules in major and complementary fields, taking account of necessary certification requirements and student interests and career aspirations. The 36-semester-hour Master’s and Educational Specialist programs can be completed within 12-month periods.

More specifically, the program leading to certification and a major in Reading consists of two 9-semester-hour Modules within the field of Reading; two 6-semester-hour Modules constituting Core Module experiences required of all students; and a 6-semester-hour Practicum, a problem-solving field-based project. In the Math specialization area, on the other hand, the work of the major is accomplished in a single, 9-semester-hour Major Module plus the Practicum in field, allowing for an elective Major Module in addition to the Core Modules.

*CAE currently offers 21 majors listed in this bulletin.
In most programs, six semester hours of graduate credit from accredited institutions may be transferred.* Individuals may enroll as special students for extension of certificate.

Major features of the GEM Plan are the following:

- The integration of large blocks of subject matter and the application of knowledge to the improvement of practice throughout these extended learning experiences enhance meaningful continuity of learning as well as smooth progression from preliminary ideas to more advanced concepts in each Module area.
- Faculty teams lead from their strengths in dealing with the essential basic learnings in each field of study, eliminating the repetition of content sometimes encountered in a course-by-course format.
- Students and faculty members become well acquainted, enjoy opportunities to collaborate in meeting the needs of particular groups and individuals within broad Module expectations, and have in the Module design considerable flexibility in scheduling tasks over extended periods of time.
- Interruptions in learning continuity because of administrative routines in starting and concluding courses are reduced; counseling needs are well accommodated as large blocks of requirements are met within the Modules; tuition is predictable over long time spans allowing for more effective financial planning by students.
- While students can complete the program within a calendar year, they have up to four years to complete degree requirements.

*In order to meet state certification requirements, some A&S students may be allowed to transfer only three semester hours of credit.
A Walk Through the GEM Plan

**STEP ONE:** You have just picked up a copy of the GEM brochure. Yes, you are interested. Now what do you do?

**STEP TWO:** It is time to select a course of study. Let us say that you are a high school English teacher. After looking over the list of possible GEM majors, you make up your mind. You'll stay with English — pursuing a Master of Science degree with a major in English Education.

**STEP THREE:** You send in the registration form on the back of the GEM brochure, along with your tuition and fees, and enroll in your first GEM module, *Major Module I*, English. You are delighted to find out that the *Major Module I*, which requires fourteen weeks of classes, is the equivalent of three graduate courses in the discipline of English. (It's hard work, but definitely worth it.)

**STEP FOUR:** Toward the end of the *Major Module*, a Practicum Orientation Workshop is offered and you decide to attend. You check with your Site Coordinator for the dates and select the evening most convenient to you. You are instructed in the fine points of practicum proposal writing and assisted in identifying a problem within your work setting which can serve as the focus of this problem-solving project.

**STEP FIVE:** Fantastic! Four months of work and you have completed your first *Major Module*. Not bad at all — two B's and an A. You are ready to move from special student to degree candidacy status. At this point, the staff at Nova has evaluated your written work, your letters of recommendation and your transcripts and has recommended you for candidacy for the degree of Master of Science or Educational Specialist. Congratulations.

**STEP SIX:** You may begin the practicum at any time after attending the Practicum Orientation Workshop and earning degree candidacy. Since the project must be implemented for a minimum of 10-20 weeks (which, for most people, excludes the summer months), you decide to begin work on your practicum proposal immediately so that you can work on implementing your project while you continue to take classes.
STEP SEVEN: With *Major Module I* safely on your transcript, you are now ready to begin the *Core Module I*. Eight weeks later, you receive another 6-semester hours of credit for *Core I*. At the same time, you submit your proposal for your field-based Practicum. Your on-site reviewer for the Practicum agrees that you have devised an excellent plan for a 6-credit project, "Using Microcomputers with Title I English Students."

STEP EIGHT: No rest for the weary! It's time for *Major Module II* — which is an elective Module. You look over your choices and decide to take the *Gifted Child Education Module*.

Things work out well — your Practicum implementation is completed on schedule and you finish preparing your final report shortly after the completion of *Major Module II*. Although you are a little disappointed about having to do a minor rewrite, you go back to the drawing board, and resubmit your report. The time was well spent. Your final report is accepted. You have earned an A for the practicum component.

STEP NINE: The end is in sight! *CORE Module II* follows right on the heels of *Major Module II*. Fortunately, your grades are consistently high and you receive two A's in *CORE II* giving you your final six credits. Just as you planned, you completed your degree program within 12 months.

STEP TEN: Up to the platform to receive your degree to the strains of "Pomp and Circumstance"! It was a busy year — but what a meaningful way to earn a Master's degree!

Some comments about your program:
- You began with *Major Module I* in English. Since there are four Module start-up times during the year, you could also have begun with *Core I, Core II,* or *Major Module II*.
- You completed your program within 12 months. However, if you had encountered professional or personal complications, you could have decided not to attend one or more of the cycles and, thus, have extended your program over a longer period of time. The time limit for completion of your program is four years after your initial registration.
And So You Still Have Some Questions...

What are the GEM components of the CAE Master's and Educational Specialist programs?

As listed above, 6 major fields (A & S, Reading, SLD, Learning Resources, TESOL and Bilingual Education) require 2 Major Modules of 9 semester hours each, plus the 2 Core Modules of 6 semester hours each, and the Practicum for 6 credits. Requirements for all other majors are the same except that you must select the second Major Module from a field other than your major.

What is a Core Module? What is a Major Module?

The Core Modules (two 6-credit experiences) consist of topics of significance to all educators, such as legal issues, curriculum problems, and aspects of special education. The Core Module is designed to contribute to certification and extension of certificate needs; the format allows students from a variety of disciplines to study and interact together.

The Major Modules focus on the essential content of the various major fields — those basic understandings at the center of each discipline.

In both Core and Major Modules, teams of faculty members plan for, and work with, groups of students. The required Core Modules extend through nine sessions; each Major Module extends through 14 sessions. Schedules vary during spring and summer cycles.

What is the Practicum?

This is a problem-solving project in which you design and implement solutions to educational problems identified in your work setting. The products of your Practicum are demonstrated improvements in the problem situation and a written report describing and analyzing what happened. You must attend a Practicum Orientation Workshop before registering for the Practicum. All students will complete a six-credit-hour Practicum.

How long will it take me to complete a degree program?

A student signing up for consecutive modules completes a degree program within a calendar year. Since professional and personal schedules differ, you may take up to 4 years to complete the program.

Will my needs get individual attention?

Your needs are given high priority. The department of student affairs at the CAE welcomes calls from you between the hours of 8:30 a.m. and 5:00 p.m., Monday through Friday, Broward 475-7440, Dade 940-6447, Palm Beach 732-6600, Florida WATS 1-800-432-5021/22. Miami and Jacksonville students may call the above.
toll free numbers or call their site coordinator at Miami: 854-1341 and Jacksonville: 389-6682. You may also confer with counselors by appointment in Ft. Lauderdale or at class sites by arrangement with site coordinators.

**How do I transfer credits?**

You may transfer up to 6 semester hours of “A” or “B” quality graduate credit from another accredited institution with the approval of a GEM counselor when we have received an official transcript. Some A&S majors may transfer three credits only because of state certification requirements. These credits must have been earned within the past ten years.

**How does the grading work?**

You receive three letter grades for each 9-credit Module, two grades for a 6-credit Core Module, and one for the Practicum Module. The criteria for grading are presented during the first session of each Module by the instructional team.

**May I take a part of a Module?**

Because each Module is an integrated learning experience, you are advised to enroll in a total Module. Under special circumstances and with approval of a CAE counselor, you may sign up and pay for 6 out of 9 semester hours of a Module; you should plan to participate in all the Module experiences.

**Is it possible to register as a special student if all I need is additional certification or extension of certificate?**

You have the option under the GEM plan of enrolling in one or more Modules for as few as 6 semester hours of credit. The CAE counselors maintain close contact with the State Certification Department and will help you plan for certification requirements. Six-credit Core Modules are specifically designed to yield extension of certificate credit in specified areas.

**How do I find out about financial aid?**

Call the Financial Aid Office, 305-475-7408, to learn about state and federal loan programs and Veterans’ benefits. You may use the Florida WATS 1-800-432-5021/22 (extension 7408).

**Do I have to pay for an entire Module at once?**

No. You may make a single payment for the entire Module at least one week before the first class session and receive a 10% discount. You may, however, make an initial payment of $195.00 in advance and other payments at specified times during the Module.
Does the modular approach increase the workload?
No. A team of instructors plans an instructional sequence which assures a thorough coverage of the learning objectives within a Module. This process decreases repetition of course content and assignments, and provides an integrated learning experience. Workloads vary for Modules just as they do for individual courses.

When can I begin my program?
You can initiate your program at the beginning of any Module. The GEM year is divided into four cycles: Fall, Winter, Spring and Summer.

Can I take Modules at more than one site?
Yes, but not simultaneously.

What is Guided Study?
Guided Study is a fully-programmed, independent study approach to selected topics in graduate education. It involves a combination of 1) telephone conferences with a team of regular Nova instructors on the Main Campus, 2) on-site meetings for proctored exams and interaction, and 3) completion of extensive reading, research and writing assignments. Regular letter grades are calculated on the basis of individual assignments, activities, and the mid-term/final exams. Normally, the Guided Study approach is utilized only in situations where there are not sufficient students for a live version of the module to be offered. Students are limited to one nine-credit module in their total degree program through the Guided Study approach.

What will my transcript look like after I finish a Major Module?
Since each Major Module consists of nine credits of graduate work, it is equivalent to three 3-credit graduate courses. Therefore, your transcript will show three separate courses with a separate grade in each course. As an example, the transcript for these three Major Modules would look something like this:

For a student having completed the Major Module-I in Reading:
- RED 554 ASSESSMENT IN READING B
- RED 570 THE READING PROCESS A
- RED 500 METHODS AND MATERIALS FOR REMEDIAL READING B

The transcript for the student completing the first Major Module in Administration and Supervision might appear as:
- AS 500 EDUCATIONAL RESOURCE DEVELOPMENT (Budget) B
- CU 510 SURVEY OF EDUCATIONAL INNOVATIONS A
- CU 545 EDUCATIONAL THEORY INTO PRACTICE A
A major in Elementary Education would show courses like these after the first Major Module in Elementary Education:

- ELE 541  CREATIVITY IN THE ELEMENTARY CLASSROOM
- ELE 542  MATERIALS IN THE TEACHING OF ELEMENTARY ARITHMETIC AND SCIENCE
- ELE 730  READING IN THE ELEMENTARY CLASSROOM

Note that the above courses are given only as examples; the actual courses in each module may differ from the examples shown.
Summary of GEM Offerings Showing Courses Contained in Each Module

The following is a list of the courses included in each module offered by the Center for the Advancement of Education. This listing is accurate as of November, 1981.

**Core Modules**

**Master of Science:**

M.S. CORE I
- CU 500 Modern Curriculum Design
- CU 530 Measurement and Evaluation of Educational Systems

M.S. CORE II
- EP 560 Survey of Exceptionalities
- AS 516 School Law

**Educational Specialist:**

Ed.S. CORE I
- EDU 547 Teaching: Principles and Practices
- EDU 580 Educational Measurement

Ed.S. CORE II
- AS 580 Administration of Exceptional Student Education
- AS 616 Applications of School Law

**Health and Learning Resource Modules**

HEALTH and LEARNING RESOURCES majors are available at selected sites. Completion of the Learning Resource major leads to Florida State Certification as a Media Specialist. Both of these majors require completion of the following CORE modules. Other majors may take these CORE modules in place of an M.S. or Ed.S. CORE Module with permission of a Counselor.

**M.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

M.S./Ed.S. CORE II—HEALTH/LEARNING RESOURCES
CU 514 Utilization of Multi-Sensory Materials
CU 519 Design of Mediated Learning Materials

LEARNING RESOURCES is offered in the CLUSTER format. Clusters of students form in a given locality and progress through the program components as a group. The fees reflect the unique features and requirements of this major course of study.

Two payment plans are available to you: 1. The installment plan in which you make 3 payments of $915., $810., and $810. spread over the time you need to complete your degree. 2. Pre-payment in full which amounts to $2,335.

BILINGUAL EDUCATION/TESOL CORE MODULES — All BLE/TESOL students will take the usual Core Module I 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 EDUCATION/TESOL
BLE 546 Applied Curriculum Design in BLE/TESOL
BLE 547 Testing and Evaluation in BLE/TESOL

Major Modules

1) ADMINISTRATION OF CHILDREN'S PROGRAMS
AS 520 Professional Seminar in Administration and Supervision of Educational Systems
AS 550 Supervision of School Personnel
AS 500 Educational Resource Development

2) ADMINISTRATION AND SUPERVISION—I
AS 500 Educational Resource Development (Budget)
CU 510 Survey of Educational Innovations
CU 545 Educational Theory Into Practice
3) ADMINISTRATION AND SUPERVISION—II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 509</td>
<td>Clinical Supervision of Teachers</td>
</tr>
<tr>
<td>AS 550</td>
<td>Supervision of School Personnel</td>
</tr>
<tr>
<td>AS 520</td>
<td>Professional Seminar in Administration &amp; Supervision of Educational Systems</td>
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4) ADULT EDUCATION
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS 610</td>
<td>Organization and Administration of Adult and Community Education</td>
</tr>
<tr>
<td>AS 630</td>
<td>Methods and Materials of Instruction for Disadvantaged Adults</td>
</tr>
<tr>
<td>AS 640</td>
<td>Community School Administration</td>
</tr>
</tbody>
</table>

5) COMPUTER EDUCATION*
Three to Six Courses Are Combined
Based Upon Specific Student Needs

6) CURRICULUM DESIGN/LEARNING RESOURCES—II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CU 643</td>
<td>Preparation of Learning Materials</td>
</tr>
<tr>
<td>LT 511</td>
<td>Production of Instructional Television Programs</td>
</tr>
<tr>
<td>LT 513</td>
<td>Production of Instructional Motion Pictures</td>
</tr>
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7) EARLY CHILDHOOD EDUCATION
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EC 5281</td>
<td>Individualized Instruction in Early Childhood I (Theory)</td>
</tr>
<tr>
<td>EC 5282</td>
<td>Individualized Instruction in Early Childhood II (Practice)</td>
</tr>
<tr>
<td>HB 501</td>
<td>Child Development</td>
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8) EARLY INTERVENTION PROGRAMS
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EC 552</td>
<td>Assessment in Early Childhood</td>
</tr>
<tr>
<td>EC 557</td>
<td>Early Intervention Programs</td>
</tr>
<tr>
<td>EC 558</td>
<td>Observation and Assessment of Young Children</td>
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</tbody>
</table>

9) ELEMENTARY EDUCATION
<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ELE 541</td>
<td>Creativity in Elementary School Curriculum</td>
</tr>
<tr>
<td>ELE 542</td>
<td>Materials in the Teaching of Elementary Arithmetic and Science</td>
</tr>
<tr>
<td>ELE 730</td>
<td>Reading in the Elementary School</td>
</tr>
</tbody>
</table>

10) EMOTIONALLY HANDICAPPED
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EP 532</td>
<td>Precision Teaching and Behavior Modification for the Emotionally Disturbed &amp; Socially Maladjusted Child</td>
</tr>
<tr>
<td>EP 530</td>
<td>Workshop in Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child</td>
</tr>
</tbody>
</table>

*Contact CAE for a brochure on Computer Education.
EP 529  Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child

11) ENGLISH EDUCATION
ENG 620  Developmental Writing
ENG 630  English Workshop
ENG 640  Rhetoric: Fundamentals of Speech Communication

12) GIFTED CHILD EDUCATION
EDU 550  Introduction to the Nature and Needs of the Gifted Child
EDU 551  Educational Procedures for the Gifted Child
EDU 555  Seminar for the Guidance of Gifted Children

13) HEALTH—I
HE 565  Human Sexuality in Health Education
HE 570  Gerontology and the Health Educator
HE 575  Drug Abuse in Health Education

14) HEALTH—II
HE 526  Stress Management
HE 545  Fitness Education
HE 580  Behavioral/Medicine and Counseling

15) HEALTH—III
HE 502  Implications of Environmental Health
HE 505  Consumer Health Education
HE 510  Social Support Systems

16) 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

17) LEARNING RESOURCES—I
CU 516  Operation of Media Centers
CU 517  Bibliographic Methods for Learning Materials
CU 518  Selection and Evaluation of Learning Materials

18) MATH EDUCATION
MAT 610  Symbolic Logic
MAT 620  Number Theory
MAT 630  Probability Theory

19) 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

20) READING—I
RED 500  Methods and Materials of Corrective or Remedial Reading
RED 554  Assessment in Reading
RED 570  The Reading Process

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

22) SCIENCE EDUCATION
SCI 610  Current Issues in Energy and Ecology
SCI 620  Biology and the Human Affairs
SCI 630  Scientific and Social Perspectives in the Physical Sciences

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

24) SPECIFIC LEARNING DISABILITIES—I
EDU 558  Classroom Management of the Learning Disabled Child
EP 571  Foundations of Learning Disabilities
EP 573  Programming in Learning Disabilities

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

26) BILINGUAL EDUCATION/TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES—I
BLE 500  Foundations of Bilingual Education
BLE 545  Classroom Principles in BLE & TESOL
BLE 567  Applied Linguistics: Contrastive Analysis

27) BILINGUAL EDUCATION—II
BLE 542  Curriculum Development in Bilingual Education
BLE 543  Methods of Teaching Bilingual Education
28) TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES—II

TSL 510 ESOL Curriculum Development in Bilingual Programs
TSL 562 Cultural and Cross Cultural Studies
TSL 569 Methodology of TESOL

GEM Module Descriptions

CORE I — Teaching Improvement (M.S. & Ed.S.) Using a systematic curriculum design model and an individual learning styles assessment, participants will develop and/or critique teaching competencies and utilize educational measurement techniques to plan how to evaluate teaching in the individual classroom and/or the larger school system. (CU 500 and CU 530 for the M.S.) (EDU 547 and EDU 580 for Ed.S.)

CORE II—Responsibilities of Education (M.S. & Ed.S.) Using Public Law 94-192 as a common reference point. participants will explore various aspects of school law and they will determine their responsibility, as teachers and as administrators, for exceptional students. (EP 560 and AS 516 for the M.S.) (AS 580 and AS 616 for the Ed.S.)

ADMINISTRATION OF CHILDREN’S PROGRAMS — Management Skills This module is designed to provide current and potential administrators with the skills required to run small scale independent programs or projects in the non-profit or independent school sector as well as the skills required for the administration of K-6 public schools. There is an emphasis on program planning, grantsmanship, budgeting, and program development in addition to leadership and supervisory skills. (AS 500, AS 520, AS 550)

ADMINISTRATION AND SUPERVISION I — Support Systems How do budget concerns interact with attempts to implement educational theory in the form of educational innovations? Participants will attempt to answer this question, among others, as they learn how to develop and administer a school budget, to support or reject various educational innovations, and how to administer efforts to convert educational theory into practical applications. (AS 500, CU 510, CU 545)

ADMINISTRATION AND SUPERVISION II — Practices Using Cogan's supportive model of supervision, potential administrators will practice supervision skills for use with teachers and other school personnel as well as the supervision of total educational systems. These modules are designed to lead toward A&S certification in grades K-12 when the rest of the degree is completed. (AS 509, AS 520, AS 550)

ADULT EDUCATION — Administration of Adult Education Designed to add Adult Education to the certificate of those certified in Administration and Supervision. this module provides opportunities for participants to plan educational programs for all types of adult students. Skills needed for the administration and operation of Adult and Community Education programs are discussed and materials of instruction designed for use with adults. (AS 610, AS 630, AS 640)

BILINGUAL EDUCATION/TESOL I — Foundations and Applications of BILE/TESOL In this module, students majoring in TESOL join to explore areas of common concern. The philosophical, historical, and sociological foundations of bilingual education will be examined as background to a study of classroom principles involved in organizing and conducting bilingual and ESOL classes. There will be a focus on the language teaching and learning aspects of bilingual and ESOL classes, and on the way in which applied linguistics, and contrastive analysis, in particular, can assist the bilingual or ESOL teacher. (BLE 500, BLE 545, BLE 567)

BILINGUAL EDUCATION I — Methods, Curriculum Development, and Cultural Aspects In this module, students will develop skills to enable them to function effectively as bilingual/bicultural teachers. Participants will explore the development and evaluation of curricula for bilingual education programs in light of cultural and methodological considerations, including various approaches to teaching subject matter through the targets and native languages and to teaching aspects of the two cultures. (BLE 542, BLE 543, BLE 563)
TESOL II — Methods, Curriculum Development, and Cultural Aspects  This module focuses on linguistics, psychological, and cultural factors involved in learning English as an additional language. ESOL curriculum development is explored in terms of the cultural aspects of language teaching and learning, and the methods of teaching and testing ESOL. (TSL 510, TSL 562, TSL 569)

COMPUTER EDUCATION — Microcomputers in Education  The staff of the Microcomputer Laboratory will select a set of three microcomputer courses which best meets the needs of the individual student. These courses will constitute a module in which may be either a major or elective module. A complete description of the many courses is available in a computer education brochure.

CURRICULUM DESIGN/LEARNING RESOURCES II — Preparation of Instructional Materials  Using graphics, TV and film design techniques to prepare instructional materials in their major subject disciplines, participants explore various techniques, develop materials and validate the applicability of these materials to help students accomplish specific content objectives. (CU 643, LT 511, LT 513)

EARLY CHILDHOOD — The Young Child  While leading to certification, this module blends research theory and practice with hands-on experiences for the teacher of young children. After they examine various early childhood model programs, participants use knowledge of child development to observe and participate in an early child setting. (EC 5281, EC 5282, HB 501)

EARLY INTERVENTION PROGRAM — Assessment Techniques and Implementation  This module provides teachers and administrators with information and skills in the selection and implementation of screening and readiness testing programs for preschool, kindergarten, and primary age children. (EC 552, EC 557, EC 558)

ELEMENTARY EDUCATION — The Elementary Child  This module involves participants in activities which integrate their basic curriculum concepts and components with creative approaches to teaching the elementary child. (ELE 541, ELE 542, ELE 730)

EMOTIONALLY HANDICAPPED — Helping the Emotionally Handicapped Child  Using various techniques, such as behavior modification, participants will acquire skill in the design of materials, teaching and coping strategies and classroom management for the emotionally handicapped child. (EP 532, EP 530, EP 529)

ENGLISH — Improving the Content Background of English Teachers  Certified English teachers will increase their content knowledge in the areas of speech communication, developmental writing, grammar, and other areas of English content. Participants may select specific areas of their discipline in which they will develop a unit of instruction in English content. (ENG 620, ENG 630, ENG 640)

GIFTED CHILD EDUCATION — Working With the Gifted  Following an exploration of the nature and needs of the gifted child, effective techniques for the teaching and guidance of the gifted will be developed and practiced. (EDU 550, ED 551, EDU 555)

HEALTH I — Contemporary Health Problems  In examining ways to better teach the main concepts of human sexuality, gerontology and drug abuse, participants will explore techniques for ways to share this information with health professionals and other staff members. (HE 565, HE 570, HE 575)

HEALTH II — Preventative Education  An in-depth study of techniques for teaching preventative health care. Participants explore various methods of health counseling. The issues of stress management, relaxation techniques, and fitness education will be addressed. These tools will assist the health professionals in patient education programs. (HE 526, HE 580, HE 545)

HEALTH III — Social Implications of Health Education  Concentrating on sociological issues encountered in the health education field, students will examine the implications of environmental health and social support systems. Participants will become familiar with health education as it relates to community resources. An additional component of this module involves an examination of health issues as they affect the consumer. (HE 502, HE 510, HE 505)

HEALTH IV — Community Health Education  This module provides an in-depth look at the task of marketing health care systems and the various methods used to evaluate health programs. (HE 530, HE 540, HE 555)

LEARNING RESOURCES I — The Media Center  Students planning to become media specialists and audio-visual personnel in industry or education learn to organize, plan and operate an effective Media Center. They also learn basic principles of cataloging and bibliographic methods and the complex process of selection and evaluation of mediated materials. (CU 516, CU 517, CU 518)
Improving the Content Background of Math Teachers
Certified math teachers will increase their content knowledge in special topics in mathematics, including set and number systems and the logic of mathematics. Participants will select specific areas of their discipline in which they will develop a unit of instruction in math content. (MAT 610, MAT 620, MAT 630)

Reading I — Reading Diagnosis and Remediation
After becoming familiar with various models and theories of reading, participants will explore the purpose and use of various techniques for the diagnosis and remediation of reading disabilities. In addition, participants will acquire skill in the remediation of these reading disabilities. (RED 500, RED 554, RED 570)

Reading II — Reading Theory Into Practice
Development of an individualized reading curriculum with an emphasis on literature for children and adolescents is a major emphasis in this module. Where possible, participants are put into direct contact with young readers to give them an opportunity to practice the techniques of diagnosis, remediation, and other aspects of the teaching of reading. Completion of these modules in reading and the remainder of the graduate degree is designed to lead to state certification in reading. (RED 750, RED 5271, RED 5272)

Science — Improving the Content Background of Science Teachers
Instructors certified in the area of science will improve their content knowledge in the chemical, biological, and physical processes involved in science and society in the eighties. Concepts in the physical and biological sciences to do with energy and ecology will be explored by all participants. Each participant may select specific areas of their discipline in which he will develop a unit of instruction in science content. (SCI 610, SCI 620, SCI 630)

Social Studies — Improving the Content Background of Social Studies Teachers
Teachers in social studies will participate in an intense study of three topics in social studies: 1) Political Thought and Analysis, 2) Behavioral Science and 3) Contemporary Social Problems/Issues. Participants may demonstrate their skills in adapting the content of various social studies topics into effective units of instruction. (SST 610, SST 620, SST 630)

Specific Learning Disabilities I — Foundations of SLD
In this module, participants will investigate the theoretical basis of learning for children with specific learning disabilities. They will acquire the skill to individualize programs for the learning disabled child. This module is designed to give certification of SLD for those who are already certified in another area of exceptional child education; it will also move non-certified teachers toward the total number of credits required for new certification in the SLD area of exceptional child education. (EDU 558, EP 571, EP 573)

Specific Learning Disabilities II — Theories and Assessment
Beginning with an examination of learning theories related to specific learning disabilities, including brain-based research, participants in this module will become familiar with the techniques and instruments commonly used for the educational assessment of exceptional children. Investigations will then concentrate upon the nature of speech and language development and disorders with an emphasis on remediation and compensation. This module is designed to enable teachers without certification in the exceptional child area to satisfy two of the specific course requirements for SLD certification in Florida. This module also provides nine credits in the exceptional child area for certificate renewal. (EP 556, EC 580, CU 665)

Physical Education — Improving the Content Background of Physical Education Teachers
Certified teachers in the area of physical education will increase their content knowledge in the adaptation of physical education for the physically handicapped, for the development of skill in demonstrating and instructing lifelong sports and in the knowledge of legal responsibilities in physical education programs to help avoid inappropriate liability. Participants may select specific areas of their discipline in which they will develop a unit of instruction in physical education content. (PED 710, PED 730, PED 750)

Health, Learning Resources, Bilingual and TESOL Core Module Descriptions

M.S. Core I HEALTH — Foundations of Health Education
Health educators from business, industry and education will join together to explore the foundation of health education, including strategies for intervention. Participants will develop the skills needed for grant and proposal writing, budgeting, report writing and the development and maintenance of health education resources and program evaluation. (HE 500, HE 535)
M.S. CORE I LEARNING RESOURCES — Modern Technology for School Media Centers Following a review of the techniques for the successful operation of a media center, including the analysis, retrieval and dissemination of information, participants will examine the role that modern technology can play in the improvement of these services. Emphasis will be placed on acquiring facility in the use of micro-computers so that participants will be able to improve the effectiveness and/or efficiency of the school media center. This module is designed to provide credit toward the total required for those seeking certification in the media specialist area. (LT 521, LT 522)

ED.S CORE I LEARNING RESOURCES — Improvement of Media Centers Concentrating on common problems encountered in the operation of school media centers and in bibliographic control, participants will seek ways to use modern technology to help solve some of these problems. Each participant will be expected to design a system which will help alleviate a specific problem in at least one area of the operation of a school media center. This module is designed to provide credit toward the total required for certification in the media specialist area. (LT 621, LT 622)

M.S./Ed.S. CORE II HEALTH/LEARNING RESOURCES — Designing Learning Materials Students pursuing the master’s or the educational specialist degree in Health Education or Learning Resources will design instructional units for use in their own specific disciplines and teaching situations. They will also learn the effective utilization of media and mediated materials. Credit earned in this module will count toward the total required for media specialist certification. (CU 514, CU 519)

M.S./Ed.S. CORE II — Bilingual Education/TESOL In this joint core module, BLE and TESOL majors prepare curriculum materials for use in their particular area of teaching interest. This includes the selection and design of appropriate evaluation techniques and actual testing materials. (BLE 546, BLE 547)
General Information

Application Requirements
For the Master's degree program...
  A Bachelor's degree from an accredited institution.
For the Educational Specialist degree program...
  A Master's degree from an accredited institution.
For special-student status (non-degree seeking)...
  A Bachelor's degree from an accredited institution.

Admission to Candidacy
After completion of a Major Module or two Core Modules with a 3.0 or higher grade point average, you become eligible for admission as a candidate for the Master's or Educational Specialist degree. During the first Module, you must submit three letters of recommendation from colleagues in education who know your work, an official transcript from your previous degree-granting institution, and a copy of your teaching certificate, if appropriate, to complete the admissions process. (CAE does not offer programs yielding initial teacher certification.) The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade point average was earned on the initial Module, and notifies you of admission to degree candidacy.

Transfer of Credit
Thirty-six credits of graduate work must be completed for the M.S. or Ed.S. degrees. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of “A” or “B”) may be allowed upon approval of the Candidacy Committee. These credits must have been earned within the past ten years.
Student Costs

Application Fee .................................................. $15
... one-time fee for new students.

Tuition ................................................................. $65/credit

Major Module (9 credits) ......................................... $585
... if full amount is paid in one payment at least one week prior to the first class session, a 10% discount will be granted ($585 - $58.50 = $526.50). Payment and registration must be received by Nova University or by the Site Coordinator prior to one week before first class session; otherwise a $10 late fee will be charged. No discount will be granted for registrations received later than one week before the first class session.

... for those wishing to make three payments, an initial payment of $195 must be received prior to one week before the first class session, otherwise a $10 late fee will be charged. The second payment of $195 must be received no later than the fifth class session, and the third payment of $195 must be received no later than the ninth class session. A $10 late fee will be charged if a second or third payment is received after the fifth and ninth class sessions respectively. The 2nd and 3rd payments may be given to the Site Coordinator on the fifth and ninth Saturdays or mailed to Nova in time to be received on the prior Fridays.

Core Module (6 credits) ........................................ $390
... if full amount is paid in one payment at least one week prior to the first class session, a 10% discount will be granted ($390 - $39 = $351). Payment and registration must be received by Nova University or by the Site Coordinator prior to one week before first class session; otherwise a $10 late fee will be charged. No discount will be granted for registrations received later than one week before the first class session.

... for those wishing to make two payments, an initial payment of $195 must be received prior to one week before the first class session; otherwise a $10 late fee will be charged. The second payment of $195 must be received no later than the fifth class session. A $10 late fee will be charged if a second payment is received after the fifth class session. This second payment may be given to the Site Coordinator on the fifth Saturday or mailed to Nova in time to be received on the prior Friday.

... there is no discount for students who are advised to take 3 credits of a 6-credit module.
Practicum Module ......................................................... $390

... the full amount of $390 or at least an initial payment of $195 is required prior to commencement of the practicum process. The second $195 payment must be received four weeks later; otherwise a $10 late fee will be charged. No discount is granted on practicum payments.

Graduation Fee ........................................................ $15

... an additional fee will be charged by the Registrar’s Office of Nova for cap and gown and for commencement announcements for those desiring to attend commencement exercises in the summer in Ft. Lauderdale.

... it is the student’s responsibility to request a degree application form from the Records Department at least two months prior to the projected date of graduation.

Guided Study Fee ........................................................ $60

... the fee which covers the cost of textbooks, services and loan materials is collected at the time of registration. It reflects the unique features and requirements of this alternative course of study.

LEARNING MATERIALS

... students are expected to purchase textbooks and other materials as required.

Tuition Refund Policy Any student wishing to withdraw from the Program must notify the Director of CAE in writing. No part of the application fee will be refunded. Refunds for 6- and 9-credit modules are based on the following:

100% refund if the withdrawal is prior to the first session.*
75% refund if the withdrawal is prior to the third session.
50% refund if the withdrawal is prior to the fifth session.
No refund after the fifth session.

(Fees subject to change without notice.)

*The same refund procedures are used during weeks 6 through 10 and 11 through 14 for the modules. If participant received the discount for prepayment, the entire discount is forfeited in the refund.
Grading

Since CAE students are expected to produce quality, graduate level work, you must maintain a grade-point average of at least a 3.0 (B average) for retention in the program. Incomplete grades must be made up within four months of the ending date of the module.

Attendance Policy

Due to the intensive nature of the Modules, you are expected to attend all class sessions. When unavoidable absences can be foreseen, you should confer with the instructional team leader in advance about make-up work possibilities.

Registration

Registration forms and tuition must be RECEIVED at CAE or by the site coordinator at least one week prior to the first class of the module; otherwise a $10.00 late fee will be charged.

Financial Aid

Information on financial aid (FISL) and Veterans' benefits may be obtained from the Nova University Financial Aid Office — (305) 475-7408. You may also use the Florida WATS 1-800-432-5021/22 (extension 7408).
Did We Do An Effective Job Of Explaining The Gem Plan To You?

If you are not sure of the answers to any of the questions below, you will find the correct answers at the bottom of the page. For additional information, call our counselors at the following toll-free numbers:

Broward County 475-7440
Dade County 940-6447 (extension 7440) or 854-1341
Duval County 1-800-432-5021/22 or 389-6682
Palm Beach County 732-6600 (extension 7440)
Florida 1-800-432-5021/22 (extension 7440)

1) What is a Module?
   a. A 3-credit course.
   b. One-half of the Master's degree program.
   c. An integrated set of experiences of either 6 or 9 credits.

2) What are the parts of a Master's and Educational Specialist degree?
   a. Two Major Modules, two Core Modules and a Practicum Module.
   b. Thirteen unrelated courses.
   c. Six competency-based examinations.

3) How long does it take to complete an M.S. or Ed.S. degree?
   a. Seven years.
   b. Approximately one year.
   c. More than one year, if you decide to extend your program.

4) Must I pay for the entire Module at one time?
   a. No. For a Major Module you can pay one-third of the tuition one week prior to the Module and two additional payments during the 14-16 weeks.
   b. Yes.

5) Prospective students will find the GEMs will meet their needs for:
   a. Degree programs in 21 major fields of study.
   b. Renewal of certificate credit.
   c. Certification beyond present holdings.
   d. All of the above.

The answers: 1, c; 2, a; 3, b and c; 4, a; 5, d.
Founded in 1964, Nova University is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, non-degree, continuing education programs are offered. The University School, a private demonstration school, serves children from pre-school through seniors in high school. The Family Center offers a broad array of programs to support the needs of the family.

Since its beginning, the University has been distinguished by its innovative outlook, its unique programs which provide non-traditional choices in educational programs, and its important research which is aimed at solutions to problems of immediate concern to mankind.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution with campuses in Manhattan and Old Westbury, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, giving maximal benefit to the students of each and to society in general.

With students studying in Florida, in 22 states and Washington, D.C., and in foreign countries, Nova University is a national — indeed, an international — university.

*Nova University is accredited by the Southern Association of Colleges and Schools. Nova University admits students of any race, color, and national or ethnic origin.*
CLASS LOCATIONS & SITE COORDINATORS

Bradenton
Moody Elementary School
5425 38th Avenue West
Bradenton, Florida
Ms. Ruth Hamilton

Daytona Beach
Daytona Beach Community College
Welsh Boulevard
Daytona Beach, Florida
Dr. John Gaynor

West Palm Beach
Forest Hill High School
6901 Parker Avenue
West Palm Beach, Florida
Dr. Michael Robbins

Ft. Myers
J. Colin English Elementary School
120 Pine Island Road
Ft. Myers, Florida
Dr. Carrie Robinson

Miami
Coral Park High School
8865 S.W. 16th St.
Miami, Florida
Dr. John McKinney

Orlando
Robert E. Lee Junior High School
1201 Maury Road
Orlando, Florida
Dr. Jean Ralph

Tampa
Tampa Bay Vocational Technical Center
6410 Orient Road
Tampa, Florida
Ms. Liz Argott

Ft. Lauderdale
Nova University
3301 College Avenue
Ft. Lauderdale (Davie), Florida
Mr. Deo Nellis

Jacksonville
Jones College
5353 Arlington Expressway
(Foot of Matthews Bridge)
Jacksonville, Florida
Ms. Jo Ann Thompson

FOR INFORMATION CALL FROM

Broward County 475-7440
Dade County 940-6447 (extension 7440) or 854-1341
Duval County 1-800-432-5021/22 or 389-6682
Palm Beach County 732-6600 (extension 7440)
Florida 1-800-432-5021/22 (extension 7440)
INITIAL REGISTRATION FORM

Return this form to: Center for the Advancement of Education
Nova University
3301 College Avenue
Ft. Lauderdale, FL 33314

Name ___________________________ Social Security # __________

Address __________________________
__________________________
Street City State Zip

Telephone Number _____________________

Program Goals: M.S. ______ Ed.S. ______ Special Student ______

Major: __________________________

I am registering for the following Modules:

<table>
<thead>
<tr>
<th>Class Site</th>
<th>Dates</th>
<th>Module Name</th>
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An initial payment of $195 (and a one-time $15 application fee for new students) must accompany this form. This payment must be received in the CAE office or by the site coordinator one week prior to the first session of the Module; otherwise a $10 late fee will be charged.

A Core Module (6 credits) requires a second tuition payment ($195) during the fourth week of the Module.

The Major Module (9 credits) requires a second payment ($195) during the fifth session and a third payment ($195) during the ninth session. The $10 late fee will not be charged if each payment is received by the designated date.

A student who pays the entire tuition for the Core Module or the Major Module at least one week prior to the first session receives a ten percent discount.

☐ I do not wish to register at this time, but would appreciate additional information regarding the ________ degree major.

My colleagues may want to receive information on the GEM Plan. Their names and addresses:

__________________________

__________________________

__________________________

__________________________