Graduate Catalog and Student Handbook 2023-2024

Nova Southeastern University

NSU Florida

2023–2024 Graduate Catalog and Student Handbook
Abraham S. Fischler College of Education and School of Criminal Justice

Catalog and Student Handbook 2023–2024

Department of Education
Department of Human Services
School of Criminal Justice

FCE&SCJ Catalog and Student Handbook 2023–2024

Table of Contents

Abraham S. Fischler
College of Education and School of Criminal Justice

Catalog and Student Handbook
2023–2024

Effective July 1, 2023

The Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) *Catalog and Student Handbook* are presented in one document. Policies and programs set forth in this catalog and student handbook are effective from July 1, 2023, through June 30, 2024 or until superseded. Regulations and requirements, including fees, are necessarily subject to change without notice any time at the discretion of the Nova Southeastern University (NSU) administration. FCE&SCJ reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination policy applies to NSU's education activities and programs including, admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

At Nova Southeastern University, we strive to foster an inclusive campus environment where belonging matters and where self-expression is encouraged. NSU is implementing a preferred name and pronouns policy that will allow students and employees to identify themselves within the NSU community with preferred names that differ from their legal names and/or with preferred pronouns. Additionally, students and employees will now be able to designate preferred names as well as their legal names and their preferred pronouns in the various technological mediums.

To find out all the details regarding the official policy, FAQs, and general instructions and tips on changing preferred names and pronouns, visit *Preferred Name and Pronouns | Nova Southeastern University.*

Flexibility in Policies

University policies are intended to describe some of the expectations of members of the university community, as well as outline the university's community policies and programs. They are intended to be used as a guideline and do not create an express or implied contract, which cannot be changed or modified. Circumstances not specifically addressed in university policies will be handled on a case-by-case basis by the appropriate official selected by the university. As the need may arise, the university reserves the right to, in its sole discretion, modify, revise, supplement, rescind, suspend, terminate, or change its policies, procedures, programs, activities, and services, in whole or in part, to the fullest extent permitted by law.

Accreditations and Approvals

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctoral, and professional degrees. Nova Southeastern University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Nova Southeastern University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org*).*

Council for the Accreditation of Educator Preparation (CAEP) Accreditation

The Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) is accredited by the *Council for the Accreditation of Educator Preparation* (CAEP). This accreditation covers the following initial teacher preparation programs: Bachelor of Science in Elementary Education - ESOL/Reading Endorsements and Bachelor of Science in Exceptional Student Education - ESOL Endorsement. This accreditation also covers the following advanced programs: M.S. in Reading Education, M.S. in Educational Leadership, and Ed.S. in Educational Leadership.

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St. NW, Suite 400
Washington, DC 20036

State Approved Educator Preparation Programs

A state approved program is a course of study designed to meet all the state's educational requirements to qualify for a professional certificate or license. Before beginning any Nova Southeastern University education degree program, applicants should contact the specific state department of education to verify requirements and current information regarding educator certification/licensure.

The following degree programs are approved for certification/licensure.

Florida Department of Education approved programs:
M.S. and Ed.S. in Educational Leadership
M.S. in Reading Education

Nevada Department of Education approved programs:
Ed.S. in Educational Leadership

Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific coursework in subject areas.

NSU makes every effort to monitor and maintain appropriate state approvals and make the most informed decisions regarding state authorization compliance for its students. All applicants receive a program-specific licensure disclosure in an email or letter prior to admission to the program. Students that have any questions should contact their advisor or the Office of Student Services for assistance.

Educator Certification/Licensure

The requirements for educator certification/licensure differ from state to state. Some states do not grant initial certification/licensure unless transcripts are endorsed as having met that state's approved program requirements. In Florida, candidates graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE), or the Florida Educational Leadership Exam (FELE), are eligible for a professional certificate or endorsement. Actual certification or endorsement is awarded by the Florida Department of Education. In Nevada, candidates graduating from a state-approved program and who have passed all portions of the Praxis testing requirements, are eligible for licensure or endorsement. Actual teacher licensure or endorsement certification is awarded by the Nevada Department of Education.

A state department of education reserves the right to change requirements leading to certification/licensure at any time. Consequently, NSU reserves the right to change requirements in a state-approved program, with or without prior notice, to reflect new state mandates. Since Nova Southeastern University programs may not meet a state's certification and/or licensure requirements, **before beginning any program, applicants should contact the specific state department of education for requirements and current information regarding educator certification/licensure.**

The addresses of the state departments of education for which FCE&SCJ has approved programs are as follows:

Florida DOE Bureau of Educator Certification
Turlington Building, Suite 201
325 West Gaines Street
Tallahassee, FL 32399-0400
http://www.fldoe.org/edcert *EdCert@fldoe.org*

Nevada DOE Office of Educator Licensure

LAS VEGAS OFFICE
2080 E. Flamingo Rd, Suite 210 Las Vegas, **NV** 89119
Phone: 702.486.6458 Fax: 702.486.6450
Counties Served: Clark, Lincoln, & Nye Counties

CARSON CITY OFFICE
700 E. Fifth Street Carson City, **NV** 89701
Phone: 775.687.9115
Counties Served: All remaining **Nevada** Counties

National Council for State Authorization Reciprocity Agreements

Nova Southeastern University is approved to participate in the *National Council for State Authorization Reciprocity Agreements (NC-SARA)*. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Although NC-SARA facilitates state authorization for certain types of distance education activities, the reciprocity agreement has no effect on state professional licensure requirements. To learn more about NC-SARA, please visit: *nc-sara.org*.

Distance Education Student Complaint Process

Nova Southeastern University provides several means through which a student may address complaints and grievances. Distance education students who (a) are enrolled in a Florida institution that operates under NC-SARA and (b) have completed the internal institutional grievance process and applicable state grievance process, may appeal non-instructional complaints. For additional information on the distance education complaint process, please visit: *https://www.nova.edu/academics/distance-education.html#DistanceEducationStudentComplaintProcess2.*

FCE&SCJ Professional Memberships

Abraham S. Fischler College of Education and School of Criminal Justice holds memberships in the following organizations:

Council of Academic Deans from Research Educational Institutions (CADREI)
Council for the Accreditation of Educator Preparation (CAEP)
Florida Association of Colleges for Teacher Education (FACTE)
Florida Association of Professors of Educational Leadership (FAPEL)

Approved Programs Competencies and Standards

All approved program course syllabi are aligned with state and national standards, competencies, and skills that include the following:

National
Council for the Accreditation of Educator Preparation (CAEP) Standards (formerly National Council for Accreditation of Teacher Education [NCATE])
Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers (2013)

Florida
Florida Teacher Standards for ESOL (English for Speakers of Other Languages) Endorsement (ESOL)

Florida Competencies and Skills

Florida Educator Accomplished Practices

Florida Reading Endorsement Competencies

Florida Standards

Florida Educational Leadership Standards

Nevada
Nevada Academic Content Standards

Specialized Professional Association (SPA) Standards by Content Area
- *Educational Leadership (Florida and Nevada) (NELP)*
- *Reading (ILA)*

President's Message

Welcome to Nova Southeastern University and the Shark nation! During your time at NSU, you will receive a quality education that will prepare you for a rewarding future in your career, your community, and your life. You will learn from the expertise of our diverse faculty and be challenged in new ways. Over time, you will grow academically and personally as you work with professors and your peers. You will push past any limits you have set for yourself as you learn the skills that will allow you to dominate your chosen profession.

Life at NSU extends well beyond the classroom, so I encourage you to explore your interests with our on-campus clubs, organizations, athletics, and internship opportunities. Your course at NSU is yours to chart, and I am confident that you will make the best choices and have enriching experiences.

I urge you to keep your aim beyond your reach as you pursue your goals, guided by integrity above all. Your journey at NSU doesn't end when you graduate, as you will always be connected to the Shark alumni family of 210,000+ strong globally—and growing!
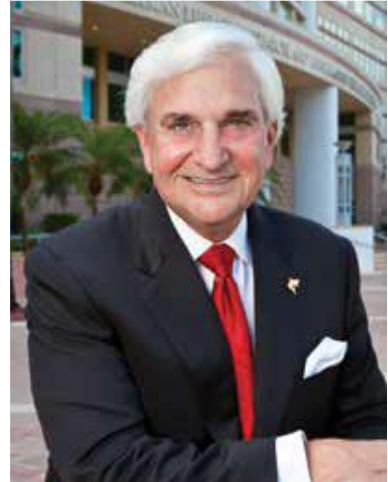
Go Sharks, and FINS UP!

Sincerely,

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University

Vision 2025 Statement

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

NSU Mission Statement

The mission of NSU—a selective, doctoral-research university—is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students, faculty, and staff.

NSU Core Values

- Integrity
- Academic Excellence
- Community
- Diversity
- Innovation
- Opportunity
- Scholarship/Research
- Student Centered

The Vision 2025 Statement, Mission Statement, and Core Values were adopted by the NSU Board of Trustees on March 29, 2021.

NSU Board of Trustees

Dean's Message

Welcome to NSU's Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ)! By pursuing your goal of higher education, you have taken another important step towards personal fulfillment, career advancement, and global citizenship. At FCE&SCJ we are committed to creating academic programs that serve the needs of our students and the community in which we live. Throughout the course of your studies, we hope you will gain insights that will foster your personal, academic, and professional development.

We are proud of the high-quality instruction and service our college provides to assist you on your educational journey. Our goal is to help you succeed, and we know that by working together, you will achieve your dreams. The end result will be the acquisition of new knowledge, talents, and skills. You are now a member of the Abraham S. Fischler College of Education and School of Criminal Justice, better known as the Fischler Family. With each step you take, count on us to help you along the way.

Kimberly Durham, Psy.D.
Dean,
Abraham S. Fischler College of Education and School of Criminal Justice

FCE&SCJ Mission Statement

The Abraham S. Fischler College of Education and School of Criminal Justice comprises a global professional learning community dedicated to teaching, service, and scholarship with integrity. The College is committed to offering technologically advanced, student-centered educational experiences in Education, Human Services, and Criminal Justice. As a result, students can lead change in diverse communities, with an emphasis on fostering equity, cultural awareness, and social responsibility.

FCE&SCJ Compact Between Faculty and Students

The Compact between Faculty and Students of the Abraham S. Fischler College of Education and School of Criminal Justice is a declaration of a continuous commitment to supporting a vibrant community for all educators and students. Respect is one of the fundamental principles that serve to anchor this community. It is also the driving force for growing and enriching a productive, engaging, and successful community of learners. The purpose of this Compact is to provide behavioral guidelines that will foster, clarify, and energize Fischler's commitment to its educational mission.

Commitments of Faculty
We pledge our utmost efforts to ensure that we will:
1. Promote students' intellectual and professional growth.
2. Respond to student inquiries in a timely manner.
3. Provide substantive feedback to posts and assignments in a timely manner.
4. Provide support to students and be willing to work with students when obstacles arise in their academic and/or personal lives.
5. Be receptive to student feedback.
6. Endeavor to make learning an engaging and interactive experience in all delivery models.

Commitments of Students
We pledge our utmost efforts to ensure that we will:
1. Take responsibility for being an active participant in the learning process.
2. Submit original and quality work in a timely manner.
3. Respond to faculty in a respectful and timely manner.
4. Exhibit professional behavior.
5. Be considerate of times when faculty may be less available.

FCE&SCJ Administration

Kimberly Durham, Psy.D., *Dean/Professor*

Abner Alexis, Jr., M.B.A., M.H.A., *Director of Finance*

Marcelo Castro, Ph.D., *Associate Dean/Chair/Professor*

Tammy Kushner, Psy.D., *Executive Associate Dean/Associate Professor*

Jamie Manburg, Ed.D., *Associate Dean, External Affairs and Partnerships/Assistant Professor*

Dana Mills, Ph.D., *Associate Dean, Strategic Planning and Research/Assistant Professor*

Roxanne Molina, Ph.D., *Assistant Dean of Student Services/Associate Professor*

Kenneth Rockensies, Ed.D., *Associate Dean for Academic Affairs/Associate Professor*

Jessica Rodriguez, M.P.A., *Director of Special Projects*

Carmen Session, Ed.D., *Associate Dean/Chair/Assistant Professor*

FCE&SCJ Programs

Bachelor of Science (B.S.) with majors in:
- Child Development
- Criminal Justice
- Education
  with a concentration in:
    - Computer Science Education
    - Teaching and Learning
- Elementary Education—ESOL/Reading Endorsements (Florida DOE Approved)
- Exceptional Student Education—ESOL Endorsement (Florida DOE Approved)
- Human Services Administration
- Secondary Biology Education (Florida DOE Approved)
- Secondary English Education—ESOL/Reading Endorsements (Florida DOE Approved)
- Secondary Math Education (Florida DOE Approved)
- Secondary Social Studies Education (Florida DOE Approved)

Master of Human Services (M.H.S.) with a major in:
- Child Protection

Master of Science (M.S.) with majors in:
- College Student Affairs
- Criminal Justice
- Developmental Disabilities
- Education
  with concentrations in:
    - Computer Science Education
    - Curriculum, Instruction, and Technology
    - Elementary Education
    - Exceptional Student Education
    - Mathematics Education
    - Reading Education (Florida DOE Approved)
    - Science Education
    - Spanish Language Education
    - Teaching English to Speakers of Other Languages (TESOL)
- Educational Leadership (Florida DOE Approved)
- Leadership

Graduate Certificate in College Student Personnel Administration

Graduate Certificate in Military Science and Leadership (ROTC)

Educational Specialist (Ed.S.) with a major in:

- Education

  with concentrations in:
    - Curriculum, Instruction, Management, and Administration
    - Educational Leadership (Florida, Nevada, and Puerto Rico DOE Approved)
    - Mathematics Education

Doctor of Education (Ed.D.) with a major in:

- Education

  with concentrations in:
    - Curriculum and Teaching
    - Educational Leadership
    - Health Care Education (Puerto Rico Only)
    - Higher Education Leadership
    - Human Services Administration
    - Instructional Technology and Distance Education
    - Organizational Leadership
    - Reading
    - Special Education
    - Sports Leadership

Doctor of Philosophy (Ph.D.) with a major in:

- Criminal Justice

Student Information

2023–2024 Academic Calendar

FALL 2023 (202420)

	Dates	Registration Opens	Registration Closes	Drop/Add Period
Full Session	August 21 – December 10, 2023	April 10, 2023	August 20, 2023	August 21 – 27, 2023
1st Session	August 21 – October 15, 2023	April 10, 2023	August 20, 2023	August 21 – 27, 2023
2nd Session	October 16 – December 10, 2023	April 10, 2023	October 15, 2023	October 16 – 22, 2023
Dates Below are Specific to the 4-week Courses in the M.S. in Educational Leadership Only				
1st Session – Weeks 1-4	August 21 – September 17, 2023	April 10, 2023	August 20, 2023	August 21 – 27, 2023
1st Session – Weeks 5-8	September 18 – October 15, 2023	April 10, 2023	August 20, 2023	August 21 – 27, 2023
2nd Session – Weeks 1-4	October 16 – November 12, 2023	April 10, 2023	October 15, 2023	October 16 – 22, 2023
2nd Session – Weeks 5-8	November 13 – December 10, 2023	April 10, 2023	October 15, 2023	October 16 – 22, 2023

Winter 2024 (202430)

	Dates	Registration Opens	Registration Closes	Drop/Add Period
Full Session	January 3 – April 28, 2024	October 23, 2023	January 2, 2024	January 3 – 9, 2024
1st Session	January 3 – February 25, 2024	October 23, 2023	January 2, 2024	January 3 – 9, 2024
Spring Break: February 26 – March 3, 2024				
2nd Session	March 4 – April 28, 2024	October 23, 2023	March 3, 2024	March 4 – 10, 2024
Dates Below are Specific to the 4-week Courses in the M.S. in Educational Leadership Only				
1st Session – Weeks 1-4	January 3 – January 28, 2024	October 23, 2023	January 2, 2024	January 3 – 9, 2024
1st Session – Weeks 5-8	January 29 – February 25, 2024	October 23, 2023	January 2, 2024	January 3 – 9, 2024
2nd Session – Weeks 1-4	March 4 – March 31, 2024	October 23, 2023	March 3, 2024	March 4 – 10, 2024
2nd Session – Weeks 5-8	April 1 – April 28, 2024	October 23, 2023	March 3, 2024	March 4 – 10, 2024

Summer 2024 (202450)

	Dates	Registration Opens	Registration Closes	Drop/Add Period
Full Session	May 6 – August 11, 2024	April 1, 2024	May 5, 2024	May 6 – 12, 2024
1st Session	May 6 – June 23, 2024	April 1, 2024	May 5, 2024	May 6 – 12, 2024
2nd Session	June 24 – August 11, 2024	April 1, 2024	June 23, 2024	June 24 – 30, 2024
Dates Below are Specific to the 4-week Courses in the M.S. in Educational Leadership Only				
1st Session – Weeks 1-4	May 6 – June 2, 2024	April 1, 2024	May 5, 2024	May 6 – 12, 2024
2nd Session – Weeks 1-4	June 24 – July 21, 2024	April 1, 2024	June 23, 2024	June 24 – 30, 2024

Tuition Refund Schedule

<table>
<tr><td colspan="4">Tuition Refund Schedule
Fall 2023
August 21, 2023 – December 10, 2023</td></tr>
<tr><td></td><td>Full Term/Semester
[August 21 – December 10]</td><td>Session 1
[August 21 – October 15]</td><td>Session 2
[October 16 – December 10]</td></tr>
<tr><td>100% (Drop/Add)</td><td>August 21 – 27, 2023</td><td>August 21 – 27, 2023</td><td>October 16 – 22, 2023</td></tr>
<tr><td>50%</td><td>Ends September 3, 2023</td><td>Ends September 3, 2023</td><td>Ends October 29, 2023</td></tr>
<tr><td>25%</td><td>Ends September 10, 2023</td><td>Ends September 10, 2023</td><td>Ends November 5, 2023</td></tr>
<tr><td>Withdrawal Deadline</td><td>November 19, 2023
No Refunds after
<i>September 10, 2023</i></td><td>September 24, 2023
No Refunds after
September 10, 2023</td><td>November 19, 2023
No Refunds after
November 5, 2023</td></tr>
</table>

Refund Schedule Below is Specific to the M.S. in Educational Leadership only and applicable to students accepted prior to Fall 2023.
Many of the required courses in this program are offered in a 4-week part of term. Students are required to register for a minimum of two 4-week courses in the first or second session (i.e., every 4 weeks) or for the full semester. Due to financial aid guidelines and co-requisite courses, if a student needs to drop the first course in each 8-week period the student will be required to drop both courses. The drop/add period for this program adheres to the 8-week (Session 1 or Session 2) tuition schedule.

	1st Session [August 21 – October 15]	**2nd Session [October 16 – December 10]**
100% (Drop/Add)	August 21 – 27, 2023	October 16 – 22, 2023
50%	Ends September 3, 2023	Ends October 29, 2023
25%	Ends September 10, 2023	Ends November 5, 2023

No Refunds or Withdrawal During the 4th Week of the Course

<table>
<tr><td colspan="4">Tuition Refund Schedule
Winter 2024
January 3, 2024 – April 28, 2024</td></tr>
<tr><td></td><td>Full Term/Semester
[January 3 – April 28]</td><td>Session 1
[January 3 – February 25]</td><td>Session 2
[March 4 – April 28]</td></tr>
<tr><td>100% (Drop/Add)</td><td>January 3 – 9, 2024</td><td>January 3 – 9, 2024</td><td>March 4 – 10, 2024</td></tr>
<tr><td>50%</td><td>Ends January 16, 2024</td><td>Ends January 16, 2024</td><td>Ends March 17, 2024</td></tr>
<tr><td>25%</td><td>Ends January 23, 2024</td><td>Ends January 23, 2024</td><td>Ends March 24, 2024</td></tr>
<tr><td>Withdrawal Deadline</td><td>April 7, 2024
No Refunds after
January 23, 2024</td><td>February 4, 2024
No Refunds after
January 23, 2024</td><td>April 7, 2024
No Refunds after
March 24, 2024</td></tr>
</table>

Refund Schedule Below is Specific to the M.S. in Educational Leadership only and applicable to students accepted prior to Fall 2023.
Many of the required courses in this program are offered in a 4-week part of term. Students are required to register for a minimum of two 4-week courses in the first or second session (i.e., every 4 weeks) or for the full semester. Due to financial aid guidelines and co-requisite courses, if a student needs to drop the first course in each 8-week period the student will be required to drop both courses. The drop/add period for this program adheres to the 8-week (Session 1 or Session 2) tuition schedule.

	1st Session [January 3 – February 25]	**2nd Session [March 4 – April 28]**
100% (Drop/Add)	January 3 – 9, 2024	March 4 – 10, 2024
50%	Ends January 16, 2024	Ends March 17, 2024
25%	Ends January 23, 2024	Ends March 24, 2024

No Refunds or Withdrawal During the 4th Week of the Course

Tuition Refund Schedule Summer 2024 May 6, 2024 – August 11, 2024			
	Full Term/Semester **[May 6 – August 11]**	**Session 1** **[May 6 – June 23]**	**Session 2** **[June 24 – August 11]**
100% (Drop/Add)	May 6 – 12, 2024	May 6 – 12, 2024	June 24 – June 30, 2024
50%	Ends May 19, 2024	Ends May 19, 2024	Ends July 7, 2024
25%	Ends May 26, 2024	Ends May 26, 2024	Ends July 14, 2024
Withdrawal Deadline	July 21, 2024 No Refunds after May 26, 2024	June 2, 2024 No Refunds after May 26, 2024	July 21, 2024 No Refunds after July 14, 2024

Refund Schedule Below is Specific to the M.S. in Educational Leadership only and applicable to students accepted prior to Fall 2023. *Many of the required courses in this program are offered in a 4-week part of term. Students are required to register for a minimum of two 4-week courses in the first or second session (i.e., every 4 weeks) or for the full semester. Due to financial aid guidelines and co-requisite courses, if a student needs to drop the first course in each 8-week period the student will be required to drop both courses. The drop/add period for this program adheres to the 8-week (Session 1 or Session 2) tuition schedule.*		
	1st Session [May 6 – June 2]	**2nd Session [June 24 – July 21]**
100% (Drop/Add)	May 6 – 12, 2024	June 24 – June 30, 2024
50%	Ends May 19, 2024	Ends July 7, 2024
25%	Ends May 26, 2024	Ends July 14, 2024
No Refunds or Withdrawal During the 4th Week of the Course		

NSU Holiday Calendar August 2023–August 2024

NSU administrative and academic offices/departments are closed on NSU observed holidays.

Holiday	**NSU Observed Date**
Labor Day	Monday, September 4, 2023
Thanksgiving Day	Thursday, November 23, 2023
Day after Thanksgiving Day	Friday, November 24, 2023
Winter Closure	Subject to University President's discretion and approval
Martin Luther King Day	Monday, January 15, 2024
Memorial Day	Monday, May 27, 2024
Independence Day	Thursday, July 4, 2024

Admission Requirements

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/graduate/admissions.html*.

1. All prospective students must submit a completed application with a $50.00 non-refundable fee. A $50.00 application fee is required for each application submitted to Nova Southeastern University.
2. Final, official transcripts from **all** previously attended post-secondary institutions are required. Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*
   - For NSU to consider an electronic transcript official, it must be received from a reputable third-party delivery agent. NSU accepts electronic transcripts from the following providers: SCRIP-SAFE®, Parchment, National Student Clearinghouse. Transcripts emailed by individuals will not be accepted as official. Third-party delivery agents may email official electronic transcripts to: *electronictranscript@nova.edu*.
   - Photocopies and facsimiles will not be accepted as final, official transcripts.
   - Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list

all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.

3. Applicants may be provisionally admitted based on a preliminary review of unofficial transcripts and/or program-specific admission requirements. However, full admission to any degree program requires the submission of all final, official documents required for admission within 45 calendar days from the official start date of the session/term. Only fully admitted students are eligible for financial aid. Once provisional acceptance is granted, a student who does not attain full admittance within 45 calendar days from the official start date of the session/term will not be permitted to continue his/her studies. Registration will be prohibited, and other services may be suspended.

Nondegree-Seeking Students – Admission Requirements
A nondegree-seeking student is one who wishes to enroll in a course for professional development at the Fischler College of Education and School of Criminal Justice and does not intend to pursue a degree at the time of application. Nondegree-seeking applicants must submit the following documentation in order to register for graduate classes:
1. A completed admission application with a $50 nonrefundable fee.
2. An official transcript from a regionally accredited institution indicating a conferred bachelor's or master's degree.
3. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, **or** Graduate Record Examination (GRE®) Test Scores of 300 (combined Verbal and Quantitative scales only) **or** the Miller Analogies Test (MAT) with a scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)

Nondegree-seeking students are limited to enrolling in a maximum of 12 semester credit hours. Enrollment in a graduate course(s) does not guarantee full-acceptance into a degree-seeking program. A nondegree-seeking student may be required to submit a new admission application for a degree-seeking program and must meet all of the requirements for admission into the intended program of study.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For the program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Master's, Educational Specialist, and Doctoral degree programs at:
1. *https://education.nova.edu/masters/index.html*
2. *https://education.nova.edu/educational-specialist/index.html*
3. *https://education.nova.edu/doctoral/index.html*

NSU cannot provide verification of an individual's ability to meet licensure requirements unrelated to its educational programming. The Professional Licensure Disclosures do not provide any guarantee that any particular State licensure entity will approve or deny your application.

Master of Science in Education, Master of Science in Educational Leadership, and Master of Science in Leadership – Admission Requirements
The following are specific admissions requirements for entry into the Master of Science in Education, Master of Science in Educational Leadership, and Master of Science in Leadership programs.
1. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
2. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, **or** Graduate Record Examination (GRE®) test scores of 300 (combined Verbal and Quantitative scales only) **or** the Miller Analogies Test (MAT) with a scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)
3. For the Florida DOE approved programs in Educational Leadership and Reading, please refer to the individual programs in the next section for additional admission requirements.

Master of Science in Criminal Justice, Master of Human Services in Child Protection, Master of Science in Developmental Disabilities, Master of Science in College Student Affairs, and Graduate Certificate in College Student Personnel Administration – Admission Requirements
Please refer to the program of interest for additional admission requirements.

Educational Specialist – Admission Requirements
The following are specific admission requirements for entry into the Ed.S. program. Please refer to the program of interest for additional admission requirements.
1. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum cumulative grade point average (CGPA) of 3.0, and official final transcripts from all institutions of higher education attended, such as: community colleges, bachelor's programs, and any graduate programs.

Doctor of Education – Admission Requirements

The following are specific admission requirements for entry into the Doctor of Education program. Please refer to the program of interest for additional admission requirements.

1. An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 3.0, and official final transcripts from all institutions of higher education attended, such as: community colleges, bachelor's programs, and any post-graduate programs.
2. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program.
3. Graduate Record Examination (GRE®) test scores are not required for admission to the Doctor of Education program. However, applicants are encouraged to submit GRE scores to strengthen their admission application. While there are no minimum or cut-off scores required, GRE test scores provide additional evidence pertaining to the applicant's quantitative and verbal skills and will be considered within the applicant's entire admissions packet. In order for GRE scores to be considered in the admissions process, the examination must have been taken within the past five (5) years.

Doctor of Philosophy in Criminal Justice – Admission Requirements

Please refer to the program of interest for requirements.

Admission Application Deadlines

Applications for admission are received online and on a rolling basis for all graduate programs throughout the calendar year except for the M.S. in College Student Affairs and the Ph.D. in Criminal Justice program, which only accepts fall applications and has an application deadline of May 31.

All documents and supplemental information, (e.g., test scores, transcripts, etc.) must be mailed to:

Nova Southeastern University
Enrollment Processing Services
Attn: Abraham S. Fischler College of Education and School of Criminal Justice
3300 S. University Drive, PO Box 299000
Fort Lauderdale, FL 33328-2004

NOTE: All documents submitted in support of the admission application become property of the university and will not be returned to the applicant/student.

Non-Native English Speakers

Applicants who have indicated a language other than English as their primary language on the application form will need to demonstrate English Language proficiency by one of the following methods below. Test results must be sent directly from the testing agency to the Admissions department (see above address). Proof of English language competency can also be in the form of successful completion of a degree at a regionally accredited United States institution of higher education.

1. Test of English as a Foreign Language (TOEFL): Score of 213 on the computer-based test, 550 on the paper-based test, or 79 on the Internet-based test.
2. International English Language Testing System (IELTS): Score of 6.0 or higher on the test module.
3. Pearson Test of English-Academic (PTE-Academic): Overall score of 54 or higher.
4. ITEP Academic (International Test of English Proficiency): Overall score of 3.9 or higher.
5. Passing Level 9 from TALK International.
6. MAT score of 400 or GRE scores of 300 (combined Verbal and Quantitative scales only).
7. Duolingo score of 105 or higher.

Transcript Evaluation

Applicants who have earned a degree at an institution outside of the United States must submit an independent academic evaluation from a National Association of Credential Evaluation Services (NACES) member company. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale by one of the NACES approved agencies.

Favorable evaluations will be accepted from one of the evaluating agencies approved by the NACES. A current list of members can be viewed by visiting the NACES Web site at: *http://www.naces.org.*

International Applicants

International applicants are required to obtain an F-1 student visa to study on campus at NSU. International candidates who intend to study in the United States are required to obtain an I-20 form from NSU and must be full-time, degree-seeking students, and must attend classes in the South Florida area or at any one of NSU's Regional Campuses in the State of Florida. International candidates may not qualify for an I-20 and a subsequent student F-1 visa due to the online instructional delivery format of all FCE&SCJ programs currently available. Candidates should contact an

academic advisor or an assistant/associate director of recruitment to discuss their options prior to beginning the application process. For further information about student visas, contact the Office of International Affairs at 954-262-7240.

Concurrent Enrollment
FCE&SCJ offers concurrent enrollment into additional graduate programs for recertification and/or professional development purposes. Current FCE&SCJ students interested in concurrent enrollment must complete the appropriate admission application for the intended program of interest, along with the concurrent enrollment form. Students interested in concurrent enrollment should discuss the enrollment process with an Academic Advisor prior to registering for classes. Students interested in enrolling in another NSU college program (other than FCE&SCJ) are not required to complete a concurrent enrollment form.

Change in Concentration or Major

Students who decide to change their concentration or major must contact an academic advisor to request such a change. Transfer of credits may not be applicable to all programs of study. Admissions requirements, degree requirements, tuition, and policies may differ based on the program admission criteria. Students should contact the Academic Advising Department to discuss the possible impact of the change prior to registering for courses outside the current program of study.

Graduation

Degree Completion Requirements
To graduate from any program of study, students must complete all required program coursework, capstone experiences, and testing requirements for the given program of study. Students must submit a *Degree Application* for conferral. **Each degree program has different requirements, and it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment.** Students may view outstanding degree requirements by running an online degree audit via Degree Works in SharkLink (see Degree Works in the Student Handbook section in the back of this document for more information). Academic advisors are available to explain all degree completion requirements.

Degree Conferral
Nova Southeastern University will recommend the candidate to the Board of Trustees for the degree *only* upon completion of all program requirements for the degree. Degrees are awarded on the last day of the month in which the degree application is approved. All financial obligations with the university must be cleared before the diploma and final degree transcripts will be released.

For all students seeking a degree, a degree application must be filed with the university at least 30 days before the date anticipated for degree conferral. All degree requirements must be completed at least 30 days prior to the date of expected degree conferral.

For doctoral students, submission of the copy of the completed dissertation to the Department Program Office *does not* constitute a degree application for the doctoral degree. A doctoral degree cannot be processed for conferral until after the last day of the last semester.

Exit Survey
Once approved for degree conferral, students may receive a request to complete an FCE&SCJ Exit Survey. A link to the survey will be provided.

Important Note: Once a degree is conferred, the degree cannot be retroactively changed to another degree plan for any reason. Before choosing a degree program, applicants are strongly encouraged to contact their state licensing authority or certification board for specific requirements for the state where they intend to work.

Diplomas
The diploma indicates the degree the student has earned (e.g., Master of Science), the major (if different from the degree), and the date of conferral. The diploma does not indicate the minor or concentration. The academic transcript (the official record of coursework at NSU), indicates the degree earned, major field of study, concentration, or minor (if any), date of degree conferral, and date of academic completion. After degrees have been conferred and all financial obligations to the university have been met, diplomas and transcripts are printed and sent to students by U.S. Postal Service.

Commencement
The FCE&SCJ graduate commencement ceremonies are held annually. Students are not required to attend

commencement to have their degrees conferred. Please refer to Commencement Participation in the *Student Handbook* section of this catalog for further information regarding participation eligibility for FCE&SCJ's Commencement Ceremony: Master's Degree, Educational Specialist Degree, and Doctoral Degree.

Transfer of Credit

Transferring Credit from Other Institutions
A student who wishes to have a course taken at another regionally accredited institution reviewed for transfer credit must submit a copy of the course syllabus to his or her admissions counselor/advisor. The information will be reviewed to determine if the transfer course outcomes meet the required outcomes of the NSU course. The student will be notified by the college whether transfer of credit has been approved. If transfer credit is approved, the transfer credit will be posted to the student's academic record. If transfer credit has been denied, the student may submit additional substantial information to the college in order to appeal the decision.

A maximum of six (6) semester hours of graduate credit may be considered if:
- The requirements for the student's concentration allow for transfer of credit.
- The credits were earned within the preceding five (5) years from the first semester/term of enrollment in the FCE&SCJ program.
- The credits were earned at a regionally accredited graduate institution.
- The course(s) requested for transfer is/are at an equivalent degree level unless expressly stated within the requirements of the specific degree program.
- The content of the course(s) requested for transfer is equivalent to the course content to which the credit will be applied.
- The grade earned for each course was a B or better. A grade of P (Pass) or other such grade cannot be accepted as equivalent to a B or better unless it can be officially verified as such.
- An official transcript containing the courses under consideration for transfer has been received by the FCE&SCJ Office of Advising.
- A request for Transfer of Credit form has been completed by the student and sent to the FCE&SCJ Office of Advising. The transfer of credit form is available on the FCE&SCJ website, at *http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer_of_credit_request.pdf*.

A course description from the catalog of the institution where credit was earned and/or a course syllabus may be required for review.

Requirements for Transfer Courses from NSU Graduate Certificates
Master's degree programs may accept up to one third of the required total coursework of graduate credit earned from NSU for a graduate certificate in field. Please see the below requirements:
- The student received a grade of 3.0 or better on a 4.0 scale.
- The course was taken at NSU.
- The graduate certificate is in the field of the master's degree.
- The date of completion of the graduate certificate was no longer than 5 years from the start of the master's program.

No transfer of credit will be accepted for the following program components/requirements:

M.S. and Ed.S. Programs
- Any certificate program
- Supervised Teaching Internship or Teaching Externship
- Core Courses—CUR 526, EDU 708, CIMA 700, and CIMA 720
- Capstone—Administrative/Educational Leadership Internship, Applied Field Experience, Applied Professional Experience, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum

Ed.D. Programs
- Applied Dissertation Benchmarks
- Strategic Research Project
- Summer Institute

NOTE: Credit that has been applied to a previously awarded degree or certificate, at NSU or another regionally accredited institution, will not be accepted for transfer of credit. Credit for experiential learning will not be accepted.

Prior to enrolling in any course at another institution for the purpose of transferring credit, students currently enrolled in an FCE&SCJ program should first request an evaluation from the department chair to verify that the credits will be acceptable.

Credits accepted for transfer by FCE&SCJ will not be factored into the student's overall grade point average. Instead, credits accepted for transfer will be applied solely to meet program/degree requirements.

Internal Coursework Credit from NSU
Internal transfer of NSU credits is limited to only those courses that have not been applied towards an earned degree.
- Degree-applicable credit from NSU can be applied to a current eligible degree or a current eligible certificate as long as the credit has not already been applied to an awarded degree or an awarded certificate.
- An exception to the above is credit earned within a university approved dual degree program.
- The quality points will not be calculated in the grade point average (GPA).

Miscellaneous
Students pursuing state certification should consult with an academic advisor regarding current requirements that may affect transfer of credit. This should be done prior to course transfer, as state policies and guidelines are frequently subject to changes and revisions.
Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

2023–2024 Tuition and Fees

University Student Services Fees must be paid in addition to tuition each term. The Student Services Fee is $600 per semester for students enrolled in four or more credits, not to exceed $1,800 per year. Students enrolled in three credit hours or less will pay $300 per semester.

University Fees
NSU fees are annually approved by the Board of Trustees—in the spring—for the upcoming academic year. Rates are subject to change without notice. The below fees are assessed for all NSU students. Additional fees, such as acceptance, access, late registration, and lab fees, may be assessed by the student's college and/or program.

Application Fee..$ 50

Student Services Fee (per semester)
- 1–3 credit hours..$ 300
- 4 or more credit hours...$ 600
- Annual Fee..$1,800

Late Payment Fee (Assessed for any account with an outstanding
   balance at 30 days into the semester) ....$ 100

Student Health Insurance Fee (12-month coverage period)
- Coverage August 1, 2023–July 31, 2024...................$2,270

Official Transcript Fee
- Electronic Transcript (only available through Parchment) ....$ 17
- Printed Transcript—Mailed by U.S. Postal Service....................$ 19.50 ($22 when mailed internationally)
- Printed Transcript—Picked up at the One-Stop Shop…………..$ 17
- Internal NSU Transcript (for admission to an NSU Program) .... Free of Charge

Tuition and fees are subject to change without notice.

NSU Student Health Insurance Fee
All NSU students are required to maintain health insurance. Therefore, students will automatically be enrolled in the NSU Student Health Insurance Plan, and their student accounts will be charged when they register for classes. Students who already have comparable health insurance may waive out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for their program. For detailed information, including waiver deadlines, access to the online waiver, NSU Student Health Insurance Plan features, costs, and more, students should visit the Bursar's website at *https://www.nova.edu/bursar/health-insurance/index.html*. The annual fee for the 2023—2024 academic year is $2,270. Fees are assessed per semester.

Coverage Periods and Charges	Fall: August 1, 2023–December 31, 2023 ($949) Winter: January 1, 2024–July 31, 2024 ($1,321) Total Annual Charge: $2,270 (August 1, 2023–July 31, 2024)
Waiver Deadlines	Fall 2023: September 1, 2023 Winter 2024: February 1, 2024

NSU eBills

The middle of each month, email notifications are sent to students' NSU email that NSU eBills are available for review online. However, students should not wait for their billing statement to pay their tuition and fees to avoid late charges. Students can access their student account and make payments anytime online by logging into their SharkLink account at *https://sharklink.nova.edu*. NSU eBill also allows students to authorize other individuals (e.g., parent, spouse) to view their bill, make payments, or set-up payment plans.

Following is a list of tuition rates effective July 1, 2023. Tuition rates are posted per credit hour unless otherwise noted. Students enrolled in Applied Dissertation Services pay per semester.

Tuition and Fee Schedule

Master's Degrees (per credit hour)
Master of Human Services (M.H.S.) in Child Protection............................ $ 886
Master of Science (M.S.) in College Student Affairs................................ $ 886
Master of Science (M.S.) in Criminal Justice …………………................... $ 886
Master of Science (M.S.) in Developmental Disabilities ……................... $ 886
Master of Science (M.S.) in Education... $1,164
Master of Science (M.S.) in Leadership $1,004

Graduate Certificate in College Student Personnel Administration
    (per credit hour) .... $ 886

Educational Specialist degree (per credit hour)
Educational Specialist (Ed.S.) $1,164

Doctorate Degrees (per credit hour)
Doctor of Education (Ed.D.) $1,550
Doctor of Philosophy (Ph.D.) in Criminal Justice..................................... $1,277

Applied Dissertation Continuing Services (per semester)
ADS 8090.. $ 155
ADS 8091.. $3,721

International Dissertation Continuing Services (per semester)
IDS 8092... $ 309
IDS 8093... $ 721

Tuition Refund Policy

A student who successfully cancels his/her registration before the end of the first week of class (i.e., the drop/add period) is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first week will receive a prorated tuition refund. The prorated tuition refund will be based on the date of receipt of a completed Student Transaction Form (STF) available online at: *https://www.nova.edu/registrar/forms1.html*. For exact dates, refer to the Tuition Refund Schedule above. Student fees are nonrefundable after the end of the first week of class.

Students may receive a full refund of tuition payments:
- For not meeting minimum admission requirements
- For a cancelled course or workshop
- For an involuntary call to active military duty
- For documented death of the student or a member of his or her immediate family (parent, spouse, child, or sibling)
- For severe illness of the student (as confirmed in writing by a physician and approved by the institution) that precludes completion of the term
- For extenuating circumstances approved by the president or his designee

NOTE: Requests for a full refund in consideration of any of the above circumstances must be submitted and received in the FCE&SCJ Office of Advising* no later than 20 calendar days after the end of the semester for which the registration was accepted and processed; documentation will be required.

*See *Student Withdrawal from a Course* and *Cancellation of Registration* in this catalog for contact information on submitting requests.

Indebtedness to the University

By registering for courses at Nova Southeastern University, the student accepts financial responsibility for payment of all institutional costs including, but not limited to, tuition, fees, housing, health insurance, and meal plan (if applicable), and any additional costs when those charges become due. Payment is due in full at the time of registration. NSU *e*Bills are sent the middle of each month to the student's NSU email address. However, to avoid late charges, students should not wait for their billing statement to pay their tuition and fees. A student will not be able to register for future semesters until all outstanding balances from previous semesters have been paid in full. If a student has a balance 30 days after the start of the semester, a hold and a $100 late fee will be placed on the student's account. This hold stops all student services, including, but not limited to, access to the NSU RecPlex, academic credentials, grades, and future registrations. It will remain on the student's account until the balance has been paid in full. Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. Students with delinquent accounts will be liable for any costs associated with the collection of unpaid charges, including attorney fees and court costs. All registration agreements shall be construed in accordance with Florida law, and any lawsuit to collect unpaid fees shall be brought in the appropriate court sitting in Broward County, Florida, regardless of the student's domicile.

Force Majeure

NSU's duties and obligations to the student shall be suspended or modified immediately, without notice, during all periods that the university determines it is closed or ceases or modifies or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, physical or structural dangers, or any other event beyond the university's control. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities, and related services, activities, and events) will be postponed, canceled, or modified until such time as the school, in its sole discretion, may safely reopen or resume normal operations. Under no circumstances, except as otherwise required by federal or state statute, will NSU be obligated to refund, reduce, or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event necessitated by acts of God, university or academic or health and safety decisions, and/or any situations outside of the university's control. This includes, but is not limited to, any suspensions to or changes from in-person, on-campus education, services, and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

Any decisions by the university to provide a refund or credit, in whole or in part, of any fee or other charge, in the event of a campus closure, suspension, or other change to the delivery format of education, activities, housing, dining, and/or services shall be in the university's discretion and shall not create an expectancy that any individual is legally entitled to such refund or credit or that it will be provided in any other instance.

DEPARTMENTS, PROGRAMS, AND ACADEMIC DEGREES

Department of Education

PROGRAMS OF STUDY

Master of Science (M.S.) in Education
Computer Science Education
Curriculum, Instruction and Technology
Elementary Education
Exceptional Student Education
Mathematics Education
Reading Education (Florida DOE Approved)
Reading Education
Science Education
Spanish Language Education
Teaching English to Speakers of Other Languages (TESOL)

Master of Science (M.S.) in Educational Leadership
Educational Leadership (Florida DOE Approved)
Educational Leadership

Master of Science (M.S.) in Leadership

Graduate Certificate in Military Science and Leadership (ROTC)

Educational Specialist (Ed.S.)
Curriculum, Instruction, Management, and Administration
Educational Leadership (Florida, Nevada, and Puerto Rico DOE Approved)
Mathematics Education

Doctor of Education (Ed.D.)
Curriculum and Teaching
Educational Leadership
Healthcare Education (Puerto Rico Only)
Higher Education Leadership
Instructional Technology and Distance Education
Organizational Leadership
Reading
Special Education
Sports Leadership

BILINGUAL PROGRAMS

Programs in Puerto Rico
Programs in Latin America
Programs in Miami/Kendall

Department of Education

Master of Science (M.S.)

The **Master of Science in Education, with its 10 concentrations,** meets the needs of educators and school administrators who want to deepen their knowledge of a subject area, and who seek careers in education-related fields. Guided by current research, our graduate programs serve teachers and others working in a variety of educational contexts and a range of academic fields. Degree programs provide opportunities to connect theory to practice through engaging instructional practices and have diverse offerings for those interested in advancing their knowledge and careers. As leaders in their fields, faculty members in the Department of Education are recognized for their scholarly work, research-oriented activities, and student-centered approach. They embrace the spirit of NSU's core values of excellence in teaching, appreciation for diversity, student-centeredness, and service to the community.

The **Master of Science in Educational Leadership** from NSU's Fischler College of Education and School of Criminal Justice equips students to make effective change in their schools. The educational landscape is constantly evolving, creating a need for innovative, transformative leaders who promote equity for all learners and are capable of creating collaborative learning environments. An MS in Educational Leadership provides students with the competitive edge required to become a competent and confident decision-maker inside and outside of the classroom. Courses are taught by experts in the field, with some NSU faculty currently serving in districts as Principals and Superintendents. In addition, active building and district leaders teach field experiences and internship courses from partner districts across the state and the nation, which gives students the opportunity to build relationships and develop a powerful professional network.

The **Master of Science in Leadership (MSL) with two concentrations (Organizational Leadership and Business Organization)** provides advanced graduate studies to prepare leaders, researchers, and policy makers in local, state, national, and global organizations as well as training organizations, government, business, industry, and military. The Master of Science in Leadership program provides the edge necessary to shape and motivate individuals to reach corporate, public sector, non-profit or higher education goals. Students are taught how to guide others through engaging communication, insightful training, and responsive support, thus improving individual and organizational effectiveness. MS in Leadership graduates have built rewarding careers as HR managers and directors, sales managers, healthcare administrators, and management consultants.

Educational Specialist (Ed.S.)

NSU's Fischler College of Education and School of Criminal Justice offers the Educational Specialist (Ed.S.) degree in three concentration areas. This program is tailored for students interested in increasing their knowledge in their current teaching area or simply looking to take their education and career to the next level. The Ed.S. program prepares students to become true leaders in their chosen fields.

Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) contains ten concentrations and is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Master of Science in Education

The Master of Science (M.S.) in Education degree offers professional and aspiring teachers and administrators a challenging and rewarding educational experience. Students with bachelor's degrees in other fields can also find concentration and certification/licensure options to enter the teaching profession by enrolling in a state approved program. The M.S. degree focuses on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to move program delivery forward, enabling students to obtain their degrees in new and exciting ways, and from virtually any location.

The M.S. degree offers students with a bachelor's and/or graduate degree various opportunities to meet their educational, career, and professional goals. All concentrations within the degree share a common instructional system and mission, but each is designed to meet different needs. The program's goals are to prepare educators to meet the challenges of the profession and to reinforce the importance of the role of an educator in rapidly changing political, economic, and social environments.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For the program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** for the master's degree programs at: *https://education.nova.edu/masters/index.html*

Program Learning Outcomes

Graduates of the M.S. in Education with concentrations in Elementary Education, Exceptional Student Education, Mathematics Education, Reading Education (State Approved – Florida), Reading Education, Science Education, Spanish Language Education, and Teaching English to Speakers of Other Languages (TESOL) will demonstrate mastery of the following learning outcomes. Graduates will be able to:
1. Advocate for changes to educational policies to ensure equity for all learners.
2. Share strategies for integrating technology into educational practices with colleagues.
3. Evaluate curricular practices at the school level to ensure alignment with state or national/international standards.
4. Analyze assessment data to inform decision making regarding planning and instruction.
5. Evaluate research to identify evidence-based strategies to address a specific educational need.

Graduates of the M.S. in Education with a concentration in Curriculum, Instruction, and Technology will demonstrate mastery of the following learning outcomes. Graduates will be able to:
1. Design, develop, and utilize appropriate instructional planning approaches and instructional technologies for learning in a variety of settings, with an emphasis on distance education.
2. Analyze and critique theory, research, and literature related to instruction, educational technology, and education and training, with an emphasis on distance teaching and learning.
3. Utilize various educational technologies for learning in organizations, colleges, universities, and schools.
4. Provide leadership in organizations, colleges, universities, and schools related to instruction/training, with an emphasis on educational technologies and distance education.

Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the master's programs. Additional practicum or field experiences may be required for programs that lead to certification. These requirements are specified in the individual programs of study that are outlined in the Department of Education sections of this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 25364 or link to the website at *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*.

Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's responsibility. Any background clearance secured outside of the local public school district must be approved by the Office of Placement Services (OPS) before it is considered to be in compliance with NSU policies. OPS will provide correct procedures to those individuals with clearance that has been deemed not in compliance. Directions for obtaining a security clearance can be found on the Office of Placement Services Web page:
http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html

Internship/Externship

The internship for teacher candidates is a 12-week experience (12-week seminar that correlates to 12 weeks of student teaching) that requires interning full-time in an area school. Teacher candidates will be placed at a school site through the Office of Placement Services in collaboration with a school district coordinator. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The internship seminar course is offered each academic year in the fall and winter terms.

The online **internship application must be submitted within the registration period and all requirements must be met fully in order to be eligible for the internship.** Candidates in teacher preparation programs should refer to the *Internship Seminar Syllabus and Handbook* for a complete explanation of policies and procedures. All other questions about the internship should be directed to the Office of Placement Services at (800) 986-3223, ext. 25364 or *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*.

Teaching Internship/Externship

Students enrolled in the Graduate Teaching Internship/Seminar may be removed from their internship under the following circumstances including but not limited to the following:

- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records or compromises confidentiality of student files or records.
- The preservice teacher fails to meet the dress code for interns.

NOTE: Additional information is available from the Office of Placement Services at: *https://education.nova.edu/students/resources/placement-support.html*. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University and the Abraham S. Fischler College of Education and School of Criminal Justice.

Testing Requirements

For Florida Department of Education state-approved programs, licensure/certification testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

For specific testing requirements, refer to the respective programs of study that are outlined in the Department of Education sections that follow in this catalog.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of this catalog to find degree completion requirements. Any specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

To complete the M.S. in Education program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA;
- if applicable, completed a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- completed all state testing requirements specified for the program concentration, if applicable, and provide an official score report;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Program Completion Timeline

Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in Education Degree Programs

Concentration: Computer Science Education
(Major Code F541)

About the Concentration
The M.S. in Education with a concentration in Computer Science Education focuses on training educators in the area of computer instruction with an emphasis on programming. This concentration provides educators with the skills to create curriculum and instruct students in the areas of technology applications, programming, networking, and data structures. Course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
NOTE: This concentration will be facilitated in cooperation with NSU's College of Computing and Engineering. For specific catalog information please go *to https://www.nova.edu/academics/course-catalog.html.*
EDU 650: Curriculum Design for Secondary Educators (3 credits)
MSIT 501: Foundations of Programming, Data Structures, and Algorithms (3 credits)
CSE 620: Trends & Instructional Strategies in Computer Science Education (3 credits)
CISC 501: Computer Organization and Architecture (3 credits)
CISC 502: Mathematics in Computing (3 credits)
EDU 660: Teaching Diverse Learners (3 credits)
CISC 503: Data Structures and Algorithms (3 credits)
MMIS 623: Ethics in Computing (3 credits)
EDU 665: Assessment and Data-Driven Decision-Making (3 credits)
CSE 699 Applied Professional Experience in Computer Science Education (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Curriculum, Instruction, and Technology
(Major Code F676)

About the Concentration
The M.S. in Education with a concentration in Curriculum, Instruction, and Technology is designed for trainers, educators, and instructional leaders who seek site leadership roles in curriculum planning and development with an emphasis on the use of technology to effect change. Upon completion of the program, participants should have gained experience in using educational research, learning theories, and instructional technology. Integration of technology into instructional activities, curriculum planning and implementation, and instructional technology leadership are the program focus.

Program of Study
(Coursework in suggested order of completion)
CIT 522: Internet for Educators (3 credits)
CIT 502: Research in Education: Process and Application (3 credits)
CIT 520: Introduction to Media and Instruction (3 credits)
CIT 524: Introduction to Web Authoring (3 credits)
CIT 500: Theories of Learning (3 credits)
CIT 501: Curriculum and Instruction (3 credits)
CIT 508: Instructional Design for Trainers and Teachers (3 credits)
CIT 503: Assessment of Learning (3 credits)
CIT 622: Technology and the School Curriculum (3 credits)
CIT 630: Web 2.0 Tool: Applications for Teaching and Learning (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Elementary Education
(Major Code F511)

About the Concentration
The M.S. in Education with a concentration in Elementary Education focuses on training educators in the area of K-Grade 6 instruction. This concentration provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, and the arts. The course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)

CUR 526: Educational Research for Practitioners (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
ELE 503: Reading in the Elementary Classroom (3 credits)
ELE 504: Methods of Teaching Reading in the Elementary School (3 credits)
RED 554: Assessment in Reading (3 credits)
ELE 601: Teaching Language Arts in the Elementary School (3 credits)
ELE 502: Methods of Teaching Mathematics in the Elementary School (3 credits)
ELE 602: Teaching of Science in the Elementary School (3 credits)
ELE 505: Teaching Visual Arts and Music in the Elementary School (2 credits)
ELE 506: Teaching Physical Education and Health Education in the Elementary School (2 credits)
ELE 603: Teaching Elementary Social Studies in a Multicultural Society (3 credits)
TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits)
TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ELE 699: Applied Professional Experience in Elementary Education (3 credits)

Total Credits Required for Degree Completion 40

Concentration: Exceptional Student Education
Non-certification (Major Code F515)

The FCE&SCJ programs in Exceptional Student Education (ESE)/Special Education prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The M.S. program with a concentration in ESE addresses the academic and professional needs of individuals who are certified teachers or related services professionals and others who seek to engage in advanced, specialized study in the field of ESE. The courses focus on students with disabilities from prekindergarten or kindergarten through twelfth grade and their families.

Non-certification Program: Customized Study in ESE
This M.S. program is open to 1) certified teachers who seek to attain the M.S. in ESE and/or add categorical concentration(s), 2) individuals from related services who seek to attain the M.S. in ESE, and 3) other individuals interested in gaining knowledge about strategies and practices to work with students with special needs. With the assistance of an ESE faculty advisor, students will design a customized program of study. This permits students to concentrate on a disability-specific area or areas of study or to study a combination of courses that best meets their individual career and/or personal objectives and needs. Many courses require field experience in educational settings.

The customized M.S. in ESE requires completion of 36 credit hours. There are three required courses and nine courses that may be selected from any of the ESE, CBD, or EP courses (see course listings provided). Students will collaborate with an ESE faculty member to develop their customized program of study. The final, signed plan of study represents a contract between FCE&SCJ and the student. The plan can be revised, if needed, in collaboration with the ESE faculty advisor.

Program of Study
(Coursework in suggested order of completion)
Core Courses
CUR 526: Educational Research for Practitioners (3 credits)
CBD 501: Special Education Law (3 credits)
ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)

Select 9 Courses from the following (27 credits)
CBD 503: Classroom Management (3 credits)
CBD 505: Working with Families of Exceptional Learners (3 credits)
CBD 516: Teaching Mathematics to Exceptional Learners (3 credits)
CBD 517: Teaching Reading to Exceptional Learners (3 credits)
CBD 510: Characteristics and Needs of Students with Developmental Disabilities (3 credits)
CBD 513: Methods for Teaching Students with Developmental Disabilities (3 credits)
CBD 512: Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 credits)
CBD 515: Methods for Teaching Students with Emotional and Behavioral Disorders (3 credits)
CBD 511: Characteristics and Needs of Students with Learning Disabilities (3 credits)
CBD 514: Methods for Teaching Students with Learning Disabilities (3 credits)
EP 650: Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)
EP 655: Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)
EP 660: Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 665: Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 credits)
EP 5265: Nature and Needs of Young Children with Disabilities (3 credits)
EP 5270: Assessing the Needs of Young Children with Disabilities (3 credits)

EP 5275: Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits)
EP 5280: Working with Families of Young Children with Disabilities and the Community (3 credits)
ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
ESE 620: Behavior Management of Exceptional Students (3 credits)
ESE 640: Transition Skills and Services for Exceptional Students (3 credits)
ESE 650: Instructional Strategies for Exceptional Students (3 credits)
ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 670: Inclusive Education for Exceptional Students (3 credits)
ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 36

Concentration: Mathematics Education
Option A – K-12 Mathematics Education (Major Code F955)
Option B – Postsecondary Mathematics Education (Major Code F955)

About the Concentration
The M.S. in Education with a concentration in Mathematics Education focuses on preparing educators in the areas of middle, secondary, and postsecondary mathematics. This concentration provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. The course content is research-based and infuses best practices in education.

Option A – K-12 Mathematics Education Program of Study (F955)
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
MAT 504: Algebra in the Secondary School (3 credits)
MAT 506: Strategies for Teaching Calculus (3 credits)
MAT 507: Linear and Abstract Algebra for Teachers (3 credits)
MAT 508: Conquering the Teaching of Calculus (3 credits)
MAT 509: Learning and Teaching Geometry in the K-12 Classrooms (3 credits)
MAT 511: Teaching Probability and Statistics in the K-12 Classroom (3 credits)
MAT 513: Problem Solving Strategies in Mathematics Classroom (3 credits)
MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)
MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)
MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)
MAT 697: Applied Professional Experience in Mathematics Education (3 credits)

Total Credits Required for Degree Completion 36

Option B – Postsecondary Mathematics Education Program of Study (F955)
Courses in the following track are content intensive and designed to prepare students for teaching at the post-secondary level. Given that courses are transferable at the discretion of the receiving institution, it is highly recommended that students contact the institutions where they are planning to teach prior to enrolling in these courses. Students interested in pursuing this track must contact their advisor and receive approval from faculty in the mathematics program before registering for courses.
Core Courses:
CUR 526: Educational Research for Practitioners (3 credits)
MAT 513: Problem Solving Strategies in Mathematics Classroom (3 credits)
MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)
MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)
MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)
MAT 697: Applied Professional Experience in Mathematics Education (3 credits)
Postsecondary courses:
MAT 514: Topics in Applied Algebra and Geometry (3 credits)
MAT 515: Probability and Statistics (3 credits)
MAT 516: Elements of Differential Calculus (3 credits)
MAT 517: Elements of Integral Calculus (3 credits)
MAT 518: Linear Algebra (3 credits)
MAT 519: Abstract Algebra (3 credits)

Total Credits Required for Degree Completion 36

Concentration: Reading Education
Certification: State Approved – Florida (Major Code A513)

About the Concentration
The M.S. in Education with a concentration in Reading Education is a state approved program in Florida for add-on certification for teachers. It focuses on the areas of literacy and language arts. This concentration provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in reading. The course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Additional Admission Requirements
1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - General Knowledge Test (GKT) passing score, **or**
   - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study
CUR 526: Educational Research for Practitioners (3 credits) *OR* TSOL 510: Classroom TESOL, Theory and Strategies
      for Teachers (3 credits)*
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading (3 credits)
RED 552: Diagnosing Reading Difficulties of Diverse Learners (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)
RED 567: Teaching Reading in the Secondary School (3 credits)
RED 582: Reading Assessments for Classroom and School Improvements (3 credits)
RED 585: Reading in the Content Area (3 credits)
RED 586: Reading Supervision and Curriculum Development: Theory and Practice (3 credits)
RED 577: Reading Assessments (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

*NOTE: Candidates without an ESOL endorsement must take TSOL 510.

Total Credits Required for Degree Completion 36

Additional Graduation Requirements
Students with a Temporary Teaching Certificate must provide:
Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
    a. Professional Education Test (PEd)
    b. General Knowledge Test (GKT)
    c. Subject Area Exam (SAE) in Reading K-12
    d. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:
Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
- Subject Area Exam (SAE) in Reading K-12

Concentration: Reading Education
(Major Code F513)

About the Concentration
The M.S. in Education with a concentration in Reading Education focuses on preparing educators in the areas of literacy and language arts. This concentration provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in the area of reading. The course content is research-based and infuses scientifically based evidence of best practices in the science of reading.

Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading (3 credits)
RED 552: Diagnosing Reading Difficulties of Diverse Learners (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)

RED 567: Teaching Reading in the Secondary School (3 credits)
RED 582: Reading Assessments for Classroom and School Improvements (3 credits)
RED 585: Reading in the Content Area (3 credits)
RED 586: Reading Supervision and Curriculum Development: Theory and Practice (3 credits)
RED 577: Reading Assessments (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits

Total Credits Required for Degree Completion 36

Concentration: Science Education
(Major Code F656)

About the Concentration
The M.S. in Education with a concentration in Science Education focuses on preparing educators regarding Next Generation Science Standards as specified by the National Science Teachers Association. This concentration provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. The course content is research-based and infuses best practices in education and strategies for teaching science.

Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
EDU 503: Classroom Management and Organization (3 credits)
SCI 523: Methods of Teaching Secondary School Science (3 credits)
SCI 600: Foundations of Physical Science for Teachers (3 credits)
SCI 601: Inquiry-Based Space Science (3 credits)
SCI 602: Teaching Comprehensive Ocean Science (3 credits)
SCI 603: Teaching Inquiry-Based Life Science (3 credits)
SCI 604: Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
SCI 605: Interdisciplinary Earth Science for Teachers (3 credits)
Elective: (Select a FCE&SCJ graduate level Master's course) (3 credits)
Elective: (Select a FCE&SCJ graduate level Master's course) (3 credits)
SCI 699: Applied Professional Experience in Science Education (3 credits)

Total Credits Required for Degree Completion 36

Concentration: Spanish Language Education
(Major Code F520)

About the Concentration
The M.S. in Education with a concentration in Spanish Language Education is designed for individuals who, although already proficient in Spanish, would like to further develop their proficiency in the four skills (listening, speaking, reading, and writing) as they study innovative teaching methodologies, culture, literature, and linguistics. An effort has been made to include skills appropriate for teaching at all levels of proficiency for both heritage speakers and those learning Spanish as a foreign language. The course content is research-based and infuses best practices in education. The Spanish Language Education program is conducted completely in Spanish, thus an advanced or close to advanced level of Spanish language proficiency is needed in order to be successful.

Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
LANG 530: Advanced Spanish Grammar and Composition I (3 credits)
LANG 531: Advanced Spanish Grammar and Composition II (3 credits)
LANG 545: Peoples and Cultures of Spain (3 credits)
LANG 550: Spanish Linguistics for Teachers (3 credits)
LANG 551: Teaching Spanish to Heritage Speakers (3 credits)
LANG 556: Peoples and Cultures in Early Latin America (3 credits)
LANG 561: Representative Spanish Authors II (3 credits)
LANG 576: Readings in Content Area Spanish (3 credits)
LANG 581: Foreign Language Methods (3 credits)
LANG 560: Representative Spanish Authors (3 credits) *OR* LANG 575: Spanish Children's Literature (3 credits)
LANG 699: Applied Professional Experience in Spanish Language Education (3 credits)

Total Credits Required for Degree Completion 36

Concentration: Teaching English to Speakers of Other Languages (TESOL)
(Major Code F660)

About the Concentration

The M.S. in Education with a concentration in teaching English to speakers of other languages (TESOL) helps prepare practicing teachers in literacy development for non-native English speakers.

This program melds theoretical instruction with hands-on experiences, arming students with research-based methods and best practices for teaching English in both domestic and international settings. Students in this program select from a broad range of courses to develop a customized program of study that best aligns with their professional goals.

Courses are offered on a rotating basis. Students will work closely with their advisor and department faculty to plan a program of study that best fits their needs.

Program of Study
(Coursework in suggested order of completion)

Required Courses 18 credits
TSOL 575: Critical Issues in TESOL (3 credits)
TEFL 580: Second Language Acquisition and Learning (3 credits)
TSOL 567: Applied Linguistics (3 credits)
TEFL 530: Technology in TEFL (3 credits)
TSOL 547: Testing and Evaluation in TESOL (3 credits)
TSOL 699: Applied Professional Experience in TESOL (3 credits)

Select 18 Credits from the following:
ESE 610: Speech and Language Development and Disabilities (3 credits)
TSOL 500: Foundations of Bilingual Education (3 credits)
TSOL 562: Cultural and Cross-Cultural Studies (3 credits)
TSOL 569: Methodology of TESOL (3 credits)
TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other
           Languages (3 credits)
TEFL 525: Teaching English to Children (3 credits)
TEFL 535: Teaching English to Adolescents and Adults (3 credits)
TEFL 563: International English: Historical Development and Usage (3 credits)
TEFL 575: Structure of English (3 credits)
TSOL 515: Curriculum Development for TESOL (3 credits)

Total Credits Required for Degree Completion 36

Master of Science in Educational Leadership

The MS in Educational Leadership is available to educators who wish to obtain a graduate degree and enter the field of educational leadership. The program uses an individualized learning pathways model and is offered in two concentration options: (1) Florida state-approved or (2) non-certification. Aspiring assistant principals, principals, teacher leaders, district leaders in public, charter, or private settings, and leaders of not-for-profit organizations will be prepared to lead an organization in transformational ways, promote equity, close the achievement gap and lead schools that collaborate to build a democratic and socially just society. The course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

In the MS in Educational Leadership program, students engage in a Problem-Based Learning (PBL) experience that builds across the field experiences and internship courses. The focus of the PBL is to develop students' capacity to propose an assessment-based solution to an educational challenge. As a culminating experience, students present their final projects to their peers, faculty, and district leaders during a week-long summer symposium. Florida Educational Leadership Examination (FELE) test preparation is also infused throughout the program via core coursework and in the culminating seminar course.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For licensure and certification information, please visit the **Professional Licensure Disclosure** webpage for the M.S. in Educational Leadership at: *https://education.nova.edu/masters/educational-leadership.html#ProfessionalLicensureDisclosure4*

Program Learning Outcomes

At the completion of the degree, students will be able to:
1. Employ educational leadership strategies to foster transformation in schools and promote equity for all learners.
2. Create a collaborative school environment to prioritize learning, value diversity, and ensure safety and well-being.
3. Evaluate curriculum and instructional practices to ensure alignment with standards and improve student achievement.
4. Evaluate research-based interventions to address educational needs.
5. Analyze assessment data using technology tools to inform strategic planning and make educational decisions.
6. Utilize an effective decision-making process to manage a school organization, promote and advocate for social justice, and ensure adherence to ethical and legal policies.
7. Communicate effectively orally and in writing with students, families, teachers and the community to professionally share ideas and engage all stakeholders.

Field Experiences and Internships

The field experiences and administrative internships are completed concurrently with the coursework in this program, to allow for ongoing real-world application of knowledge and theory. The purpose of the internship is to provide an opportunity to perform the duties of a school or district administrator. Under the guidance of an experienced cooperating administrator and a faculty supervisor, the intern will observe, interview, and work with the assigned administrator for a minimum of 300 contact hours. In addition, students will maintain leadership portfolios where they will show evidence of their growth in the knowledge and skills needed to succeed in the roles of educational leaders. Responsibilities assigned and tasks performed are to be aligned with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. For additional information on field experiences and/or internship, please contact the Office of Placement Services at 800-986-3223, ext. 25364.

NOTE: The online internship application must be submitted and approved prior to the start of the semester/term in order to be eligible for the internship. **All field experience and internship students are expected to adhere to the *NSU Student Code of Conduct*.**

Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's responsibility. Any background clearance secured outside of the local public school district must be approved by the Office of Placement Services (OPS) before it is considered to be in compliance with NSU policies. OPS will provide correct procedures to those individuals with

clearance that has been deemed not in compliance. Directions for obtaining a security clearance can be found on the Office of Placement Services Web page: *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html.*

Testing Requirements

For students in the Florida state-approved concentration, testing requirements must be satisfied prior to the conferral of the student's degree. Specifically, students must submit passing scores on all sections of the Florida Educational Leadership Examination (FELE) as a requirement for graduation. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of this catalog to find degree completion requirements. Any specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

To complete the M.S. in Educational Leadership program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- if applicable, completed a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- completed all state testing requirements specified for the program concentration, if applicable, and provide an official score report;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Program Completion Timeline

Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in Educational Leadership Degree Programs

Educational Leadership
Certification: State Approved – Florida (Major Code A534)

About the Concentration
The M.S. in Educational Leadership is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This concentration provides educators with leadership skills through individualized pathways and practical application, and provides broad knowledge of social, political, and economic forces at work in society that affect education. The course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Additional Admission Requirements
1. Current Professional Educator's Certificate.
2. Supervisor Recommendation Form from the applicant's school or district demonstrating the applicant's leadership potential and skills.
3. Submit two most recent performance evaluations or equivalent with obtained earnings of an "effective" or higher rating.
4. Cumulative GPA of 3.0.

Program of Study
(Coursework in suggested order of completion)

Core Courses:
EDLR 505: Leadership for Equitable Schools (3 credits)
EDLR 515: Leaders of Curriculum, Learning, & Diversity (3 credits)
EDLR 525: Assessment & Strategic Decision Making (3 credits)
EDLR 535: Policy, Ethics and Law in Equitable Schools (3 credits)
EDLR 545: Administrative Processes and Finance (3 credits)
EDLR 600: Seminar in Educational Leadership (3 credits)
EDLR 610: Educational Leadership Symposium (3 credits)

Residency/Internship:
EDLR 575: Applied Professional Experiences in Educational Leadership (3 credits)
EDLR 580: Educational Leadership Internship I (3 credits)
EDLR 585: Educational Leadership Internship II (3 credits) *

*Enrollment in EDLR 585 requires approval by an academic advisor.

Total Credits Required for Degree Completion 30

Additional Graduation Requirements
1. Passing scores on all sections of the Florida Educational Leadership Examination (FELE).
2. Successful completion of the administrative internship, including the portfolio.
3. ESOL: All candidates must provide evidence that this requirement has been satisfied. (Candidates who have not met their ESOL/ELL requirement of sixty (60) hours of ESOL district in-service points must show evidence of three (3) credit hours in a Florida DOE approved survey type ESOL course prior to program completion.

Educational Leadership
Non-certification: (Major Code F534)

About the Concentration

The M.S. in Educational Leadership (non-certification) focuses on preparing educators as managers and administrators. Through individualized pathways, the non-certification program provides educators with skills in leadership, management and supervision, and budgeting as related to curriculum and instruction. The course content is research-based and infuses best practices in education.

Program of Study

(Coursework in suggested order of completion)

Core Courses:
EDLR 505: Leadership for Equitable Schools (3 credits)
EDLR 515: Leaders of Curriculum, Learning, & Diversity (3 credits)
EDLR 525: Assessment & Strategic Decision Making (3 credits)
EDLR 535: Policy, Ethics and Law in Equitable Schools (3 credits)
EDLR 545: Administrative Processes and Finance (3 credits)

Select 15 credits of elective courses from the list below or any other eligible Masters-level course within the College:
EDU 502: Psychological Foundations in Education (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
TSOL 569: Methodology of TESOL(3 credits)
EDLR 575: Applied Professional Experiences in Educational Leadership (3 credits)
EDLR 580: Educational Leadership Internship I (3 credits)
EDLR 585: Educational Leadership Internship II (3 credits) *
EDLR 596: Administrative Residency (3 credits)
EDLR 600: Seminar in Educational Leadership (3 credits)
EDLR 610: Educational Leadership Symposium (3 credits)

*Enrollment in EDLR 575, 580, and 585 requires approval by an academic advisor and lead faculty.

Total Credits Required for Degree Completion 30

Master of Science in Leadership

The Master of Science in Leadership (MSL) at FCE&SCJ offers two concentrations **(Organizational Leadership and Business Organization)** and is designed for advisors, coordinators, trainers, supervisors, administrators, and directors in private schools, colleges and universities, human services and non-profit organizations, and the military. The MSL fosters the development of leadership skills to organize, motivate, and lead others to achieve organizational and team goals. This program focuses on developing practitioners who can translate leadership perspectives and applications into their respective fields of endeavor.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the M.S. in Leadership at:

https://education.nova.edu/masters/leadership.html#ProfessionalLicensureDisclosure4

Program Learning Outcomes

At the completion of the degree, students will be able to:

- Lead effectively using knowledge of theories, frameworks, strategies and important issues in organizational leadership.
- Solve organizational leadership problems by applying solutions based on leadership knowledge.
- Analyze research effectively for the purpose of decision-making in organizations.
- Communicate effectively in both oral and written contexts in an organization.
- Apply the use of technology to access research and other relevant information.

Graduation Requirements

Please refer to Graduation Requirements in the *Student Information* section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

To complete the MSL program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Program Completion Timeline

Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in Leadership Degree Program

Leadership
(Major Code F987)

The Master of Science in Leadership (MSL) is designed to develop practitioners who can effectively apply leadership skills and knowledge in their organizations and effect positive changes. Practitioners from the fields of private and public education, human services, the military, consulting, and non-profits are the primary audiences for this degree. The curriculum facilitates the transition from theory to practice and fosters the development of leadership skills to plan, organize, motivate, and lead others to achieve organizational and team goals. Major curriculum topics include leadership development, organizational systems, strategic leadership, learning communities, global leadership, and trends and issues. MSL is delivered primarily online. Classes can be delivered in a blended model with traditional face-to-face classroom instruction offered at sites complemented with an online component.

Program of Study
(Coursework in suggested order of completion)

Core Courses (16 credits)
MSL 680: Leadership Theory and Practice (3 credits)
MSL 681: Leading Change (3 credits)
MSL 682: Ethical Leadership (3 credits)
MSL 689: The Business of Leadership: Special Topics (4 credits)
MSL 690: International Leadership Perspectives (3 credits)

Concentration (15 credits)
Select one of the following concentrations and complete the 5 courses listed within one specific concentration to fulfill the minimum concentration requirements.

Concentration 1: Organizational Leadership (15 credits) (Concentration Code F992)
MSL 683: Research for Leaders in Education and Human Services (3 credits)
MSL 684: Organizational Systems (3 credits)
MSL 685: Leading Learning Communities (3 credits)
MSL 686: Strategic Leadership in Education and Human Services (3 credits)
MSL 687: Current Organizational Issues and Trends in Educational and Human Services (3 credits)

Concentration 2: Business Organizations (15 credits) (Concentration Code B117)
NOTE: This concentration will be facilitated in cooperation with NSU's H. Wayne Huizenga College of Business and Entrepreneurship. For specific catalog information please go to: *https://www.nova.edu/academics/course-catalog.html.*
HRM 5310: Managing Human Resources (3 credits)
MGT 5105: Managing Organizational Behavior in a Dynamic and Complex World (3 credits)
MGT 5380: Building and Leading Teams (3 credits)
MGT 5631: Leading People and Organizations (3 credits)
MGT 5686: Leading Creativity and Innovation (3 credits)

Total Credits Required for Degree Completion 31

Graduate Certificate in Military Science and Leadership (ROTC)

Military Science and Leadership (ROTC)
(Major Code U900)

Graduate Certificate in Military Science and Leadership (ROTC)
Qualified graduate students may take the Advanced Military Science Courses upon approval from the Director. The Advanced Courses provide intense training for students in simulated leadership positions and include the fundamentals of serving as an Army Officer. Students will also have numerous opportunities to lead small teams in a variety of challenging leadership situations.

Entry Requirements
Students will be required to meet at least one of the following criteria: Veteran status (prior service with honorable discharge); completion of basic training with any component of the U.S. Armed Forces; completion of Army ROTC summer basic camp. Final approval will be provided by the Professor of Military Science prior to enrolling in the Graduate Certificate in Military Science and Leadership program.

Enrollment
Enrollment in the Graduate Certificate in Military Science and Leadership (ROTC) is open to all NSU graduate students. The certificate program provides five courses consisting of 15 credits. A sixth course is available as needed to complete program requirements if the student is unable to successfully complete any of the five courses listed below.

To complete the requirements for this certificate, ROTC students must complete (15) course credits, in sequence, as follows:
Army Officer Professional Studies (Educational Core)
MSLR 5201: Training Management and the Warfighting Functions (3 credits)
MSLR 5202: Applied Leadership in Small Unit Operations (3 credits)
MSLR 5301: The Army Officer (3 credits)
MSLR 5302: Company Grade Leadership (3 credits)
MSLR 5400: United States Military History (3 credits) (Can be completed in conjunction with any of the above listed courses.)
MSLR 5900: Supervised and/or Independent Student (3 credits) * (This course is taken in place of any of the other courses with the approval from the Professor of Military Science and only in that scenario.)

*Provided as needed to complete program requirements.

Army Reserve Officer Training Corps (ROTC)
The Army Reserve Officer Training Corps (ROTC) is a graduate program that enables students to succeed in their desired career, whether civilian or military. The ROTC program provides five courses consisting of 15 credits and culminates with the graduate certificate in Military Sciences and Leadership. Students who complete all ROTC requirements will receive the certificate in Military Science and Leadership on their transcript and may be commissioned as Second Lieutenants and serve in the Active-Duty Army, Army Reserves, or the Army National Guard.

Instruction and Training
These courses introduce students to leadership skills and concepts. The curriculum involves understanding how to communicate, set goals, how and when to make decisions, enhance physical fitness, how to build and operate in a team, and engage in creative problem solving, planning and organization. The curriculum focuses on building character, providing opportunities to apply, practice and experience leadership principles. Courses consist of outdoor/indoor instruction and practical 'hands-on' training on campus and at various South Florida military training sites.

Educational Specialist

The Educational Specialist degree (Ed.S.) offers the professional educator both a challenging and rewarding educational experience. The curriculum focuses on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to impact the program, enabling students to obtain their degrees from virtually any location.

Through two concentrations offered at the Ed.S. level: Educational Leadership and Mathematics Education, current educators can add certification/licensure areas, renew current certification/licensure areas, and increase their levels of expertise within their fields. A third concentration offered at the EDS level, Curriculum, Instruction, Management, and Administration, focuses on training students as effective instructional leaders.

The Ed.S. offers individuals with a master's degree various opportunities to meet their educational, career, and professional goals. The programs share a common instructional system and mission, but they are designed to meet different needs. Overall, the goals are to prepare educators to meet the challenges of their profession and to reinforce the importance of their role in rapidly changing political, economic, and social environments.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Educational Specialist degree programs at: *https://education.nova.edu/educational-specialist/index.html*

Program Learning Outcomes

Educational Leadership and Mathematics Education -- at the completion of the degree, graduates will be able to:
1. Promote development and implementation of educational policies to ensure equity for all learners.
2. Design professional development on integrating technology into educational practices.
3. Recommend changes to curricular practices at the school, district, and/or state level to support student academic success.
4. Analyze assessment data to inform decision making in educational settings.
5. Engage in research to identify, investigate, and to provide recommendations to address educational needs.

Curriculum, Instruction, Management, and Administration - at the completion of the degree, graduates will be able to:
1. Provide leadership in organizations, colleges, universities, and schools related to instruction/training, with an emphasis on teaching/training and learning at a distance.
2. Create and critique research and literature related to the design, development, and management of teaching/training in a variety of settings with emphasis on teaching/training at a distance.
3. Lead training and teaching organizations that are making changes, including the adoption and diffusion of instructional technology and distance education.
4. Implement and evaluate instructional changes in organizations, colleges, universities, and schools, including changes involving instructional technology and distance education.

Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the educational specialist programs. Additional practicum or field experiences may be required for programs that lead to certification. These requirements are specified in the individual programs of study that are outlined in this section. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 25364 or link to the website at *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*.

Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's responsibility. Any background clearance secured outside of the local public school district must be approved by the Office of Placement Services (OPS) before it is considered to be in compliance with NSU policies. OPS will provide correct procedures to those individuals with clearance that has been deemed not in compliance. Directions for obtaining security clearance can be found on the Office of Placement Services Web page:
http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html

Educational Leadership Internship

The EDL 799 course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours which include structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern while meeting the State of Florida and the State of Nevada clinical requirements needed for certification as an Educational Leader. The internship is designed to ensure that any products or output are useful to the system in which the Intern works.

NOTE: The Candidate is responsible for identifying a PK-12 local school-based administrator who will participate in the assistance of the Candidate's course required activities. The Candidate is responsible for confirming participation with their local school-based administrator prior to enrolling for EDL 799. The online internship application must be submitted and approved prior to the start of the semester/term to be eligible for the internship. **All field experience and internship students are expected to adhere to the _[NSU Student Code of Conduct](#)_.**

Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

For specific testing requirements, refer to the respective programs of study that are outlined in the Department of Education sections that follow in this catalog.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of the catalog to find degree completion requirements. Any specific program completion requirements can be located within the concentration or contact an Academic Advisor.

To complete the Ed.S. in Education program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- completed all state testing requirements as specified for your program concentration, if applicable, and provide an official score report;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application _https://www.nova.edu/registrar/instructions.html._

Program Completion Timeline

Educational Specialist students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Educational Specialist (Ed.S.) Degree Programs

Concentration: Curriculum, Instruction, Management, and Administration
(Major Code F519)

About the Concentration
The Ed.S. with a concentration in Curriculum, Instruction, Management, and Administration focuses on training educators, consultants, and trainers as effective educational and instructional leaders. This concentration provides educators with the skills to develop and evaluate curriculum and curricular programs, with an emphasis on instructional leadership. The course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)
CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)
CIMA 705: Today's Educational Leader (3 credits)
CIMA 706: Managing Change in the Educational Environment (3 credits)
CIMA 715: Educational Diversity and Community (3 credits)
CIMA 712: Management for Curriculum and Instruction (3 credits)
CIMA 717: Curricular Product Evaluation (3 credits)
CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)
CIMA 720: Seminar in Program Synthesis (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's or Educational Specialist course) (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Educational Leadership
Certification: State Approved – Florida (Major Code A534)

About the Concentration
The Ed.S. with a concentration in Educational Leadership is a state approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This concentration provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. The course content is research based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Additional Admission Requirements
1. Current Professional Educator's Certificate.
2. Supervisor Recommendation Form from the applicant's school or district demonstrating the applicant's leadership potential and skills.
3. Submit two most recent performance evaluations or equivalent with obtained earnings of an "effective" or higher rating.

Program of Study
(Coursework in suggested order of completion)
EDU 708: Research Design in Education (3 credits)
EDL 702: Standard-Based Curriculum and Assessment (3 credits)
EDL 704: Visionary Leadership for Equitable Schools (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 735: Community Engagement and the Management of Schools (3 credits)
EDL 755: Research and Technology in Educational Leadership (3 credits)
EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)
EDL 790: Seminar in Educational Leadership (3 credits)
EDL 799: Clinical Internship for Educational Leaders (6 credits)

*Enrollment in EDL 790 and EDL 799 requires approval by an academic advisor.

Total Credits Required for Degree Completion 36

Additional Graduation Requirements
1. Passing scores on all sections of the Florida Educational Leadership Examination (FELE).
2. Successful completion of the administrative internship, including the portfolio.

3. ESOL: All candidates must provide evidence that this requirement has been satisfied. (Candidates who have not met their ESOL/ELL requirement of sixty (60) hours of ESOL district in-service points must show evidence of three (3) credit hours in a Florida State approved survey type ESOL course prior to program completion.

Concentration: Educational Leadership
Certification: State Approved – Nevada (Major Code A534)

About the Concentration
The Ed.S. with a concentration in Educational Leadership is a state approved program in Nevada for add-on licensure for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This concentration provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. The course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's educational leadership licensure requirements.

Additional Admission Requirements
1. Applicants to the Nevada state approved program in Educational Leadership must provide evidence of a temporary or professional teaching certificate/license and an employment verification letter demonstrating at least 3 years of teaching experience in accredited K-12 schools.

Program of Study
(Coursework in suggested order of completion)
EDU 708: Research Design in Education (3 credits)
EDL 702: Standard-Based Curriculum and Assessment (3 credits)
EDL 704: Visionary Leadership for Equitable Schools (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 735: Community Engagement and the Management of Schools (3 credits)
EDL 755: Research and Technology in Educational Leadership (3 credits)
EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)
EDL 745: Administration of School Improvement Process (3 credits)
EDL 799: Clinical Internship for Educational Leaders (6 credits)

*Enrollment in EDL 799 requires approval by an academic advisor.

Total Credits Required for Degree Completion 36

Additional Graduation Requirements
1. Students enrolled in the Nevada program are required to take and pass all sections of the Praxis exam: Educational Leadership: Administration and Supervision.

Concentration: Mathematics Education
(Major Code F955)

About the Concentration
The Ed.S. with a concentration in Mathematics Education focuses on training educators to develop and administer mathematics programs in K-12 schools, as well as in the areas of middle and secondary school mathematics. This concentration provides educators with skills for assessment, curriculum development, and teaching subject areas such as geometry, algebra, and calculus. The course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
EDU 708: Research Design in Education (3 credits)
EDU 719: Current Research in Human Development (3 credits)
EDU 729: Evaluation and Assessment Practices (3 credits)
MAT 704: Algebra for Teachers (3 credits)
MAT 705: Advanced Problem-Solving Strategies for Teachers (3 credits)
MAT 680: The K-12 Mathematics Curriculum: Teaching, Learning, Assessment and Diversity (3 credits)
MAT 701: Creative Geometry for the Classroom (3 credits)
EDU 702: Curriculum Trends and Innovation (3 credits)
EDU 714: Families, Schools, and Communities: Current Perspectives in a Diverse Society (3 credits)
MAT 700: Incorporating Calculus Ideas in the Classroom (3 credits)
MAT 702: Probability and Statistics for the Educational Specialist (3 credits)
APR 750: Educational Field-Based Project (3 credits)

Total Credits Required for Degree Completion 36

Doctor of Education

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Doctor of Education degree programs at: *https://education.nova.edu/doctoral/index.html*

Program Learning Outcomes

At the completion of the degree, students will be able to:
1. Solve problems using evidence based, content area expertise and innovative technologies.
2. Conduct research that complies with ethical principles and contributes to a specific field or profession.
3. Develop a plan to advocate for social justice in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute

Doctoral students are required to attend at least one Summer Institute as part of the required coursework. During each day of the institute, students will attend sessions where they will learn valuable skills to help them be successful in the program. There will also be sessions offered specifically to assist with the understanding and completion of the culminating capstone option (applied dissertation or strategic research project) that all students are required to complete. The sessions offer a unique blend of direct instruction and time for students to ask questions and connect with NSU faculty and engage with fellow students. The overall goal of the institute is to immerse students in a learning experience that will provide students with the information and tools needed to be a successful Ed.D. student.

For additional information, please visit the website at *http://education.nova.edu/summer/*

Culminating Capstone Options
Option A – Applied Dissertation
Option B – Strategic Research Project

Option A – Applied Dissertation

The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a dissertation committee to facilitate and supervise the process.

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at *http://education.nova.edu/applied-research/index.html* for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) final report. **One registration for each benchmark is all that is required.**

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office.

Applied Dissertation Services

Students who are within the first three years of enrollment will receive dissertation services as long as they are enrolled in doctoral coursework. Students who complete all of their coursework and have registered for all of their dissertation benchmark courses (prospectus, proposal development, proposal, and applied dissertation) within the first three years

will be required to register for ADS 8090 - Applied Dissertation Services I in order to receive dissertation services from their committee.

Beginning with the fourth year (37th month/10th semester) following initial enrollment, and irrespective of remaining coursework, doctoral students are required to register for ADS 8091 - Applied Dissertation Services II, up to the point of degree completion, in order to receive dissertation services from their committee.

Students who are in their fourth year or beyond and are enrolled in a dissertation benchmark course do not need to register for ADS 8091 during the semester in which they are enrolled in the dissertation benchmark course. (Note: Students should first register for their dissertation benchmark courses: prospectus, proposal development, proposal, and final report prior to registering for ADS 8091 - Applied Dissertation Services II).

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8090 and ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit towards degree completion. Doctoral students registered for ADS 8090 or ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project
The Strategic Research Project (SRP) is a fast-paced capstone, which focuses on the development of a problem via a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) consisting of 40 factors of student-driven data within the student's primary organization. It will be essential for students to have a direct connection with an organization to complete the SRP. After completing a SWOT Analysis and internal and external evaluation matrices, students will be able to determine a topic and statement of the problem. The students will focus more on (a) developing in-depth analysis of current scholarly literature, which must be synthesized; (b) researching models, theories, and frameworks of the problem; (c) researching and determining advantages and disadvantages of solutions; (d) evaluating strategies via the quantitative strategic planning matrix; (e) developing an action plan within a real-world setting; and (f) delivering an oral presentation to defend the student's conclusions. The SRP does not include data collection or the implementation of an intervention with the need for an institutional review board. However, students do create their own data via matrices, weighted scores, and ratings via a Likert scale.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters.

The SRP is graded on a Pass/Fail (P/F) basis. Each course (ESRP 9000 and ESRP 9001) may be retaken one (1) time only (i.e., limit of two [2] attempts per course); students may not register for either course more than twice.

Please note: Students interested in obtaining the BCBA doctoral designation, or BCBA-D, must complete a behavior analytic dissertation, as opposed to the SRP, as required by the Behavior Analyst Certification Board (BACB).

Graduation Requirements
Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the Doctor of Education program a student must have:
- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Doctoral Program Completion Timeline
Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (31 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 55 credits. Course requirements for each of the concentration areas are listed by the academic department.

Summer Institute (1 credit)
FSC 8000: Summer Institute (Required) (1 credit)
FSC 8005: Summer Institute – Returning Students (1 credit)*

*NOTE: Credit earned from FSC 8005 does not count toward the minimum credit hour requirement for the Ed.D. degree.

Concentration Area Courses (24 credits)
Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

Required Core Courses (6 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits)

Required Research Courses (6 credits)
RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)
RES 8200: Research Methods II (3 credits)

Research Track for those completing the Applied Dissertation (6 credits)
Students will take either the Quantitative Research Track or the Qualitative Research Track (choose one). Students will be guided into the appropriate track during RES 8200: Research Methods II and/or in discussions with their dissertation chair.

Quantitative Research Track
RES 8911: Quantitative Research Design (3 credits)
RES 8921: Quantitative Data Analysis (3 credits)
Or
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Research Track for those completing the Strategic Research Project (6 credits)
RES 8910: Quantitative and Qualitative Research Methods (3 credits)
RES 8924: Data Visualization for Strategic Planning (3 credits)

Elective Courses
Electives allow students to individualize their doctoral studies. Elective courses can be additional courses within the student's chosen concentration, from another concentration or additional research electives. For further information refer to the individual program plan.

Applied Dissertation (12 credits) – Option A
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
Or
Strategic Research Project (12 credits) – Option B
ESRP 9000: Strategic Research Project I (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)

Extended Dissertation Services*
ADS 8090: Applied Dissertation Services 1 (1 credit)
(Registration from completion of all coursework through 36th month)
Or
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

*NOTE: Credits earned from ADS 8090 or ADS 8091 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for ADS 8090 or ADS 8091 to be eligible for continuing services through Research and Dissertation Support.

Total Credits for Completion 55

Doctor of Education (Ed.D.) Degree Programs

Concentration Area: Curriculum and Teaching
(Major Code F871 – Concentration Code F540)

The concentration in Curriculum and Teaching was developed to prepare leaders serving in various roles in public and private institutions who can skillfully provide direction in curriculum and teaching, and its development, implementation, and evaluation. Emphasis is placed on developing the individual's expertise in teaching and learning to enhance organizational leadership and management of instructional programs in schools and other organizations. The program views the study of curriculum through both theoretical and practical lenses. This program focuses on preparing professionals to draw on theory and research in addressing problems in a variety of settings, while developing the knowledge and skills needed to make key decisions regarding curriculum and teaching, with potential impact on policy development in a rapidly changing field.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Curriculum and Teaching will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and presentations, and field-based experiences.

Graduates will be able to:
1. Construct and apply knowledge of various curricular models (e.g., standards-based models), in the design, development, implementation, and evaluation of curriculum.
2. Demonstrate the effective use of technology in the design, implementation, and assessment of curriculum and teaching, taking into consideration issues of equity, communication, and related social issues.
3. Draw on historical, philosophical, political, sociological, and psychological scholarly sources to inform curricular and instructional decision-making processes.
4. Generate solutions to complex problems of practice that address issues of equity, ethics, and social justice in the development and design of curriculum and instruction.
5. Research, analyze, and discuss curriculum and instructional processes using multiple perspectives, paradigms, and theories (e.g., critical, hermeneutic, empirical/analytical, etc.).
6. Demonstrate critical, creative, and reflective thinking in professional environments, emphasizing the generation, transformation, and use of professional knowledge in practice.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP*

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
IDT 7914: Curriculum, Teaching, and Technology (3 credits) **
IDT 8124: Theories of Learning (3 credits) **
CUR 8110: Principles of Curriculum and Teaching (3 credits)
CUR 8210: Curriculum Development and Design (3 credits)
CUR 8310: Curriculum Assessment and Evaluation (3 credits)
CUR 8510: Social and Political Context of Curriculum (3 credits)
CUR 9510: Curriculum: Theory and Research (3 credits)
CUR 9610: Teaching: Theory and Research (3 credits)

Total Credits for Degree Completion 55

*NOTE: Students taking the SRP will be required to complete ORGL 8750 in place of one of the elective research track courses.

****Students with a Master's Degree in Curriculum may replace IDT 7914 and IDT 8124 with any doctoral-level course.

Concentration Area: Educational Leadership
(Major Code F871 – Concentration Code F872)

The primary goal of the concentration in Educational Leadership (EDL) is to improve our K-12 schools by preparing candidates for leadership and lifelong learning in the fields of K-12 educational administration. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.

The graduates of the EDL concentration will be leaders in improving schools and other learning environments; expanding their administrative competence and modeling visionary leadership; advocating and implementing educational improvement using informed action research, effective application of change theory, collaborative decision-making and strategic planning, risk and creativity, and appropriate evaluation; and identifying and addressing contemporary and future educational issues in a changing world.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Educational Leadership will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field-based experiences.

Graduates will be able to:
1. Implement a strategic plan that outlines actions for school improvement and their implications.
2. Evaluate the human resource program in terms of human resource planning, recruitment of personnel, selection of personnel, placement and induction of personnel, staff development, evaluation of personnel, compensation of personnel, and collective bargaining (if appropriate).
3. Promote a positive culture within the school or district that includes the design of comprehensive professional growth plans for school personnel.
4. Utilize practical applications of organizational theories to manage the resources, budgeting process, physical plant or plants, organizational operations, and the resources of a school or district.
5. Develop and align the curriculum goals and objectives with instructional strategies appropriate for varied teaching and learning styles and specific student needs.
6. Collaborate with internal and external stakeholders, respond to their interests and needs, and mobilize resources.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- Any Ed.D. Program Course, *OR* EDLR 8498: Internship (Building Level), *OR* EDLR 8499: Internship (District Level)

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)
ORGL 8750: Strategic Planning (3 credits)
EDLR 8420: Policy, Power, and Politics in Educational Leadership (3 credits)
EDLR 8425: School-Based Inquiry and Transformation (3 credits)
EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)
EDLR 8435: Current Topics in Educational Leadership (3 credits)
EDLR 8460: The Principal and School Leadership (3 credits) *OR* EDLR 8461: The Superintendent and District
          Leadership (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Higher Education Leadership
(Major Code F871 – Concentration Code F874)

The primary goal of the concentration in Higher Education Leadership (HEL) is to prepare students for leadership and lifelong learning in the field of higher education. The doctoral program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge of key leadership skills such as applied research, problem-solving, systems thinking, social intelligence, professional development, and higher order cognitive skills.

The graduates of the Higher Education Leadership concentration will be expected to serve as leaders in improving the academic and administrative performance of colleges and universities by modeling visionary leadership, using action research to drive continuous improvement, creating a collaborative decision-making culture, carrying out environmental scans, conducting program evaluations, and identifying and addressing educational challenges of the global economy.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Higher Education Leadership will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field-based experiences. Graduates will be able to:
1. Examine the institution's internal and external forces to proactively plan change.
2. Employ the skills and strategies needed to lead higher education institutions in the 21st century.
3. Develop an understanding of and vision for the academic mission of higher educational institutions that affirms and values diversity.
4. Respond to the needs of the institution's stakeholders while addressing real-world problems.
5. Manage the human, financial, and technological resources and data to make informed, ethical and legal decisions.
6. Analyze the factors that influence the delivery of higher education in a global marketplace.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
HEL 8300: The Faces of 21st Century Higher Education Institutions (3 credits)
HEL 8310: Student Affairs in Higher Education (3 credits)
HEL 8320: Planning, Budgeting, and Financing of Institutional Resources (3 credits)
HEL 8330: Governance, Ethics, and the Law of Higher Education (3 credits)
HEL 8340: Leading the Academic Mission of Today's Colleges & Universities (3 credits)
HEL 8350: Politics and External Relations of Higher Education (3 credits)
HEL 8360: Comparative Higher Education (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Instructional Technology and Distance Education
(Major Code F871 – Concentration Code F877)

The primary goal of the concentration in Instructional Technology and Distance Education (ITDE) is to prepare students who desire to lead education and training organizations in improving teaching and learning through the scientifically valid application of instructional technology. The curriculum provides experiences in distance education, instructional media, instructional technology, instructional design, and research-based instructional decision making.

The doctoral program in Instructional Technology and Distance Education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. Each student completes an applied dissertation. The dissertation contributes theory-based and practical knowledge to the field of instructional technology and distance education. The program is designed to be a model of best practices for distance education.

The concentration in ITDE has at its foundation a domestic approach to the use of instructional technology and development of distance education. Definitions, theories, and research are based on the approach and science of instructional technology and distance education as they are generally practiced in the USA.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Instructional Technology and Distance Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, and completion of class assignments and class presentations.

Graduates will be able to:
1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (3 credits)*
Required Research Courses (6 credits)
Elective Research Courses (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (27 credits)

Concentration Required Courses (18 credits)
IDT 7000: Research in Instructional Design and Technology (3 credits)
IDT 7005: Instructional Media (3 credits)
IDT 7007: Principles of Distance Education (3 credits)
IDT 8001: Instructional Design (3 credits)
IDT 8006: System Analysis and Design (3 credits)
IDT 8008: Principles of Instructional Technology (3 credits)

Concentration Elective Courses (9 credits) *Select 3 courses:*
IDT 7123: Digital Media for Instructional Technology and Distance Education (3 credits)
IDT 8012: Management and Evaluation of ITDE Programs (3 credits)
IDT 8119: Contemporary Topics in ITDE (3 credits)
IDT 8120: Perspectives in ITDE (3 credits)
IDT 8121: Advanced Instructional Design (3 credits)
IDT 8122: Professional Practice in ITDE (3 credits)
IDT 8123: Advanced Applications of ITDE (3 credits)
IDT 8124: Theories of Learning (3 credits)
ORGL 8750: Strategic Planning (3 credits) OPTIONAL for SRP students (but NOT MANDATORY)

***EDD 8200 is not required for ITDE students but can be substituted as an ITDE elective.**

Total Credits for Degree Completion 55

Concentration Area: Organizational Leadership
(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in an increasingly diverse world in the context of a changing economy, growing globalism, and rapidly developing technology. The OL concentration has been designed to meet the needs of practitioners by linking theory to best practices. The curriculum presents students with strategic opportunities to develop professionally and to apply their knowledge and skills to lead organizations effectively into the future.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Organizational Leadership will demonstrate proficiency in the following learning outcomes as evidenced by their participation in class, application of problem-based learning, completion of class assignments and presentations, and/or field experiences.
1. Demonstrate understanding of leadership styles and their application in diverse organizational settings.
2. Apply problem-solving skills to diverse organizational issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- Any Ed.D. Program Course

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
ORGL 8730: Virtual and Global Leadership (3 credits)
EDD 8472: Human Resource Development (3 credits)
ORGL 8750: Strategic Planning (3 credits)
ORGL 8760: Change Management (3 credits)
ORGL 8770: Critical Thinking for Decision Making (3 credits)
ORGL 8780: Emerging Theories of Organizational Leadership (3 credits)
ORGL 8790: Diversity Dynamics (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Reading
(Major Code F871 – Concentration Code F513)

The Doctor of Education with a concentration in Reading is designed to prepare students for leadership and lifelong learning in the field of literacy education. This program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge and practice of the foundations of reading development, current trends and issues in literacy education and assessment, curriculum design and instructional practices related to literacy, and the characteristics of diverse readers in a multimodal world. Graduates of the Ed.D. with a concentration in Reading will be prepared to be literacy leaders, researchers, and advocates for all students.

Concentration Learning Outcomes
Graduates of the program will engage in research-based projects, academic writing, and professional interactions with the goal of transitioning from practitioner to scholar, applying the latest research in the field of literacy education.

Learning outcomes in the Reading concentration were developed along these domains:
1. Foundational knowledge in reading
2. Current trends and research in literacy
3. Curriculum design and instructional practice
4. Characteristics of readers
5. Global views of literacy
6. Leadership and advocacy in literacy

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
RED 9001: Issues and Trends in Literacy Education (3 credits)
RED 9002: Theories of Reading (3 credits)
RED 9004: Teaching Reading in Diverse Classrooms (3 credits)
RED 9005: Literacy Across the Curriculum (3 credits)
RED 9006: Reading Assessment and Intervention: PK-3 (3 credits) *OR* ORGL 8750 Strategic Planning (required for students completing the SRP) (3 credits)*
RED 9007: Reading Assessment and Intervention for Adolescents and Adults (3 credits) *OR* ORGL 8750 Strategic Planning (required for students completing the SRP) (3 credits)*
RED 9009: Literature for Children and Young Adults: Critical Analysis (3 credits)
RED 9010: Advanced Seminar in Foundations of Reading Education (3 credits)

Total Credits for Degree Completion 55

*NOTE: Students completing the SRP track will choose RED 9006 or RED 9007 depending on their reading specialization area and must also take ORGL 8750. Students completing the Dissertation track will complete both RED 9006 and RED 9007.

Concentration Area: Special Education
(Major Code F871 – Concentration Code F879)

The FCE&SCJ programs in Exceptional Student Education/Special Education prepare professionals to assume positions as educators, administrators, consultants, and disability service providers. The Doctor of Education (Ed.D.) program, with a concentration in Special Education, addresses the academic and professional needs of both school-based and agency-based personnel who currently hold or aspire to attain positions of leadership in organizations that serve individuals with disabilities and their families. The program also provides critical knowledge for those who are seeking college/university faculty positions. The program includes advanced coursework, seminars, research activities, and applied field experiences that provide the knowledge and skills necessary to effectively perform leadership positions in academic settings, direct service agencies, advocacy and policy organizations, and research institutes.

Courses emphasize the application of critical and reflective thinking skills in both theoretical and practical learning settings and opportunities. Course content is fluid, timely, and responsive to regulatory changes in the field to ensure the delivery of a current, relevant, and culturally competent program of study.

In collaboration with their academic advisor and/or a full-time special education faculty member, each student is offered the opportunity to develop a customized program of study that: (a) recognizes and respects prior learning and work experiences, and (b) enables each student to direct their studies toward specific personal and/or professional career goals and objectives.

Each program of study requires the inclusion of core doctoral courses and research/dissertation courses (24 credits). For the remaining 30 credits, students must complete a minimum of 27 hours in the field of special education; courses may be selected from the general special education options, autism course options, and/or options within the Applied Behavior Analysis (ABA) sequence. The remaining 3 credits may be taken in special education/disability services, autism, or ABA **or** students may opt to add courses from other disciplines (e.g., Organizational Leadership). Note: Students who wish to pursue BCBA certification must take all of the ABA courses (no electives) (see note below for further details).

Concentration Learning Outcomes
The FCE&SCJ, in concert with the mission of NSU, has established overarching goals for doctoral programs offered within the school. There are seven broad outcomes anticipated for students who successfully complete the Ed.D. in Special Education.

Graduates will be able to:
1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies (e.g., training in self-determination, independent living, supported employment, advocacy, and associated life skills).
4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.
5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies, and/or other organizations that serve individuals with disabilities and their families.

Program of Study Options
Students may select courses from those available in the program. In addition, students may opt to concentrate on autism and/or applied behavior analysis as part of the Special Education (SPED) doctoral program of study.

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
- RES 8930: Single Subject Design in Applied Behavior Analysis (3 credits) required for Applied Behavior Analysis
Elective Courses (Select one of the following courses) (3 Credits)

- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- SPED 8405: Collaboration and Consultation (3 credits)
- SPED 8411: Issues in Special Education Administration (3 credits)

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses
Required Core Courses (3 credits)
SPED 8402: Families, the Law, and Exceptionalities (3 credits) *OR*
SPED 8405: Collaboration and Consultation (3 credits)

Students may select 6 courses from the special education or autism spectrum disorder tracks or a combination of 6 courses across two or three tracks. Students seeking Board Certified Behavior Analyst (BCBA) certification must take all 6 courses of the ABA track in addition to RES 8930. Those interested in obtaining the doctoral BCBA designation or BCBA-D must complete a behavior analytic dissertation.

Special Education (18 credits)
SPED 8401: Special Education Law and Policy (3 credits)
SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
SPED 8404: Organization and Administration of Special Education Programs (3 credits)
SPED 8406: Transition, Career Development and Independent Living (3 credits)
SPED 8409: Multicultural Issues in Special Education (3 credits)
SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral Domains (3 credits)

Autism Spectrum Disorder (18 credits)
SPED 8801: Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder
      (3 credits)
SPED 8802: Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)
SPED 8803: Advanced Topics in the Assessment of Students with Autism Spectrum Disorder (3 credits)
SPED 8804: Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)
SPED 8805: Seminar in Professional Issues in Leading Programs for Individuals with Autism Spectrum Disorder
      (3 credits)
SPED 8806: Special Topics Across the Lifespan for Individuals with Autism Spectrum Disorder (3 credits)

Applied Behavior Analysis (ABA) (18 credits)
SPED 9653: Theory and Philosophy in Behavior Analysis (3 credits)
SPED 9654: Concepts and Principles of Applied Behavior Analysis (3 credits)
SPED 9656: Assessment in Applied Behavior Analysis (3 credits)
SPED 9661: Applications of Applied Behavior Analysis (3 credits)
SPED 9666: Supervision and Management in Applied Behavior Analysis (3 credits) *OR* SPED 9667 Organizational
      Behavior Management (3 credits)
SPED 9671: Ethical and Professional Conduct in Applied Behavior Analysis (3 credits)

Certification Disclosure for the Applied Behavior Analysis Track: The Association for Behavior Analysis International (ABAI) has verified the courses listed above toward requirements for eligibility to take the Board-Certified Behavior Analyst® or Board-Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. **Association for Behavior Analysis International website**: *https://www.abainternational.org/welcome.aspx.* **Behavior Analyst Certification Board Website**: *https://www.bacb.com/.*

Students completing the Applied Behavior Analysis concentration must complete a behavior analytic applied dissertation to qualify for the doctoral BCBA designation or BCBA-D. Please review and understand the BACB's BCBA certification and BCBA-D designation requirements, including a definition of what is considered a behavior analytic dissertation, at: *https://www.bacb.com/bcba/#BCBADhttps://www.bacb.com/bcba/#BCBAD.*

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Ed.D. in Special Education at:
https://education.nova.edu/doctoral/edd/specialed.html#ProfessionalLicensureDisclosure7

U.S. Licensure of Behavior Analysts State Contacts: *https://www.bacb.com/u-s-licensure-of-behavior-analysts/.*

Total Credits for Degree Completion 55

<table>
<tr><td>Concentration Area: Sports Leadership
(Major Code F871 – Concentration Code F702)</td></tr>
</table>

The primary purpose of the concentration in Sports Leadership (SPL) is to prepare and position graduates to make a meaningful impact and fill the leadership demands in the sports industry and sports management academic field. Sport industry leaders must acquire the skills to lead in an increasingly diverse world in the context of a changing economy, growing globalism, and rapidly developing technology. The SPL concentration has been designed to meet the needs of administrators and coaches by linking theory to best practices. The curriculum presents students with strategic opportunities to develop professionally and to apply their knowledge and skills to build a collaborative, decision-making culture, and tackle sports challenges in the global economy.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Sports Leadership will demonstrate proficiency in the following learning outcomes as evidenced by their participation in class, application of problem-based learning, completion of class assignments and presentations, and/or field experiences.
1. Demonstrate understanding of leadership styles and their application in diverse sport industry settings.
2. Apply problem-solving skills to diverse sport-industry issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles

Program of Study
General Program Requirements (Page 46)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (3 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits) **
**Concentration courses are 8-week courses
SPL 8000: Leadership and Organization in Sports (3 credits)
SPL 8020: Athletic Fundraising (3 credits)
SPL 8030: Risk Management in Sports (3 credits)
SPL 8040: Athletic Compliance (3 credits)
SPL 8050: Sports Sponsorship (3 credits)
SPL 8060: Sports Communication & Social Media (3 credits)
SPL 8070: Athletic Facilities & Event Management (3 credits)

Total Credits for Degree Completion 55

Doctoral Completion Pathway

The Doctoral Completion Pathway (DCP) is designed for All-But-Dissertation (ABD) students from the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ), and students from colleges and universities other than Nova Southeastern University. The DCP is a highly structured pathway through which students who are ABD are afforded an opportunity to complete the Doctor of Education (Ed.D.) via a well-defined plan of action that is delivered entirely online.

The DCP focuses on those students previously enrolled at NSU who are ABD, and students from other colleges and universities who completed a minimum of 18 credits of coursework, all of whom left their respective programs in good academic and financial standing. Students interested in the DCP will first need to complete an entrance survey and a transcript evaluation. Students admitted from other colleges and universities will be required to complete a minimum of 27 credits in the current Doctor of Education program at NSU. Upon entry to the DCP, students may choose between two capstone options, an **Applied Dissertation** or the **Strategic Research Project (SRP)**, to satisfy degree requirements. For ABD students previously enrolled at NSU, the DCP time frame for completing the Ed.D. is two years; students from other colleges and universities will have a three-year maximum time frame because of the 27 hours (or possibly more) of coursework.

General Eligibility Requirements
- Be a Doctor of Education student or in a closely related degree field. Concentrations include:
    o Curriculum and Teaching
    o Educational Leadership
    o Higher Education Leadership
    o Human Services Administration
    o Instructional, Technology, and Distance Education
    o Organizational Leadership
    o Reading
    o Special Education
- Initial term of enrollment, no more than fourteen (14) years prior to the date of application to the DCP.
- Courses completed:
    o NSU Students – All required courses for degree completed with an earned minimum cumulative grade point average (CGPA) of 3.0 on a four (4) point scale (3.0/4.0).
    o Non-NSU Students – A substantial portion of required courses for degree completed with an earned minimum cumulative grade point average (CGPA) of 3.0 on a four (4) point scale (3.0/4.0).
- Timed out of program/dismissed for time (i.e., not dismissed for academic/other reasons).
- Not currently enrolled.
- Good academic and financial standing with NSU or prior institution.

How To Apply – NSU Students
If you meet the eligibility criteria and wish to be evaluated for admission to the DCP, follow these easy steps.
- Complete the *DCP Entrance Survey*

How to Apply – Non-NSU Students
- Complete the *DCP-ABD Prequalification Survey*
- Email the following to *fcedcp@nova.edu*
    o Unofficial Transcript
    o Curriculum Vita

NOTE: all three items must be received before the applicant can be reviewed (prequalification survey, unofficial transcript, CV).

Next Steps
After submitting the survey, prospective students will receive an email, letting them know their qualification status, and if pre-qualified, will also receive information to help them make an informed decision on the pathway (Dissertation or SRP) that best meets their needs.

Pre-qualified prospects then send their official doctoral transcript and their choice of pathway to a doctoral advisor, who will complete an Academic Review, which includes the courses/benchmarks that need to be taken, the anticipated timeline for completion, and program costs.

At the completion of the Academic Review, qualified prospects receive an invitation to apply to the program and submit the doctoral application with the $50 non-refundable application fee.

The admissions team then works with the new applicant to ensure all official college transcripts are received, upon which the applicant receives an admission status, and the doctoral advisor will process the registration.

Additional Information
Have questions or need more information? Contact us at *fcedcp@nova.edu.*

PROGRAM OF STUDY FOR PREVIOUSLY ENROLLED NSU STUDENTS WHO ARE ABD – ALL CONCENTRATIONS

Applied Dissertation or Strategic Research Project (12 credits)*
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
ADS 8091: Applied Dissertation Services II (1 credit) (5th and 6th Term, if needed)
OR
ESRP 9000: Strategic Research Project 1 (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)
ORGL 8750: Strategic Planning (3 credits) – Optional (Recommended)

*All dissertation and SRP courses must be taken at NSU after the student is re-admitted to the program. Any of these courses taken prior to the student's pause in studies must be repeated.

Total Credits for Degree Completion 54 credits

PROGRAM OF STUDY FOR NON-NSU STUDENTS – ALL CONCENTRATIONS

Required Core Courses (9 credits)
RES 8200: Research Methods II (3 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits) **OR** ORGL 8750 Strategic Planning (required for students completing the SRP) (3 credits)

Required Research Courses – Select 2 Courses (6 credits)
RES 8911: Quantitative Research Design (3 credits)
RES 8916: Qualitative Research Design (3 credits)
RES 8921: Quantitative Data Analysis (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)
RES 8910: Quantitative and Qualitative Research Methods (3 credits)
RES 8924: Data Visualization for Strategic Planning (3 credits)

Transfer of Credit Concentration Area Courses (27 credits)

Applied Dissertation or Strategic Research Project (12 credits)
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
ADS 8091: Applied Dissertation Services II (1 credit) (6th Term, if needed)
OR
ESRP 9000: Strategic Research Project 1 (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)

Total Credits for Degree Completion 54 credits

Bilingual Programs

Bilingual Programs| Nova Southeastern University

Programs in Puerto Rico

Programs in Latin America

Programs in Miami/Kendall

Programs in Puerto Rico

Some of the courses listed on the following pages have been approved by the Puerto Rico Department of Education for Title II funds reimbursement.

https://www.nova.edu/campuses/puertorico/degree-programs.html

Master of Science (M.S.) in Education
Curriculum, Instruction, and Technology
Exceptional Student Education
Mathematics Education
Teaching English to Speakers of Other Languages (TESOL)

Educational Specialist (Ed.S.)
Educational Leadership (PR DOE Approved)

Doctor of Education (Ed.D.)
Educational Leadership
Healthcare Education
Instructional Technology and Distance Education
Organizational Leadership
Special Education

Master of Science (M.S.) in Education Degree Programs

Master of Science in Education in the following concentrations.
- Curriculum, Instruction, and Technology (CIT)
- Teaching English as a Second Language (TESOL)
- Mathematics Education (MAT)
- Exceptional Student Education (Special Education-ESE)

Study Programs
NSU and FCE&SCJ offer master's degrees ranging from 30 to 42 credits in a variety of topics and concentrations.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For the program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** for the master's degree programs at: *https://education.nova.edu/masters/index.html*

Concentration: Curriculum, Instruction, and Technology
(Major Code F676)

About the Concentration
The M.S. in Education with a concentration in Curriculum, Instruction, and Technology is designed for trainers, educators, and instructional leaders who seek site leadership roles in curriculum planning and development with an emphasis on the use of technology to effect change. Upon completion of the program, participants should have gained experience in using educational research, learning theories, and instructional technology. Integration of technology into instructional activities, curriculum planning and implementation, and instructional technology leadership are the program focus. The courses offered in this master's degree meet the requirements of the Puerto Rico Department of Education for Teacher Certification as an Educational Technology Specialist and Computer Resource Teacher.

Program of Study
(Coursework in suggested order of completion)
CIT 522: Internet for Educators (3 credits)
CIT 502: Research in Education: Process and Application (3 credits)
CIT 520: Introduction to Media and Instruction (3 credits)
CIT 524: Introduction to Web Authoring (3 credits)
CIT 500: Theories of Learning (3 credits)
CIT 501: Curriculum and Instruction (3 credits)
CIT 508: Instructional Design for Trainers and Teachers (3 credits)
CIT 503: Assessment of Learning (3 credits)
CIT 622: Technology and the School Curriculum (3 credits)
CIT 630: Web 2.0 Tool: Applications for Teaching and Learning (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Exceptional Student Education
Non-certification (Major Code F515)

About the Concentration
The FCE&SCJ programs in Exceptional Student Education (ESE)/Special Education prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The M.S. program with a concentration in ESE addresses the academic and professional needs of individuals who are certified teachers or related services professionals and others who seek to engage in advanced, specialized study, in the field of ESE. The courses offered in this master's degree meet the requirements of the Puerto Rico Department of Education for K-12 Teacher Recertification in Special Education.

Program of Study
CUR 526: Educational Research for Practitioners (3 credits)
CBD 501: Special Education Law (3 credits)
ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
ESE 620: Behavior Management of Exceptional Students (3 credits)

ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)
ESE 640: Transition Skills and Services for Exceptional Students (3 credits)
ESE 650: Instructional Strategies for Exceptional Students (3 credits)
ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 670: Inclusive Education for Exceptional Students (3 credits)
ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 36

Concentration: Mathematics Education
(Major Code F955)

About the Concentration
The M.S. in Education with a concentration in Mathematics Education focuses on preparing educators in the areas of middle, secondary, and postsecondary mathematics. This concentration provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem-solving skills in students. The course content is research-based and infuses best practices in education. The courses offered in this master's degree meet the Puerto Rico Department of Education requirements for Teacher Recertification in Secondary Mathematics.

Program of Study
CUR 526: Educational Research for Practitioners (3 credits)
MAT 504: Algebra in the Secondary School (3 credits)
MAT 506: Strategies for Teaching Calculus (3 credits)
MAT 507: Linear and Abstract Algebra for Teachers (3 credits)
MAT 508: Conquering the Teaching of Calculus (3 credits)
MAT 509: Learning and Teaching Geometry in the K-12 Classrooms (3 credits)
MAT 511: Teaching Probability and Statistics in the K-12 Classroom (3 credits)
MAT 513: Problem-Solving Strategies in Mathematics Classroom (3 credits)
MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)
MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)
MAT 680: K-12 Math Curriculum: Teaching, Learning, Assessment and Diversity (3 credits)
MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)

Total Credits Required for Degree Completion 36

Concentration: Teaching English to Speakers of Other Languages (TESOL)
(Major Code F660)

About the Concentration
The M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) helps prepare practicing teachers in literacy development for non-native English speakers.
This program melds theoretical instruction with hands-on experiences, arming students with research-based methods and best practices for teaching English in both domestic and international settings. Students in this program select from a broad range of courses to develop a customized program of study that best aligns with their professional goals.

Courses are offered on a rotating basis. Students will work closely with their advisor and department faculty to plan a program of study that best fits their needs. The courses offered in this master's degree meet the Puerto Rico Department of Education requirements for K-12 TESOL Teacher Recertification.

Program of Study
TSOL 575: Critical Issues in TESOL (3 credits)
TEFL 580: Second Language Acquisition and Learning (3 credits)
TSOL 567: Applied Linguistics (3 credits)
TSOL 547: Testing and Evaluation in TESOL (3 credits)
TSOL 569: Methodology of TESOL (3 credits)
TEFL 525: Teaching English to Children (3 credits)
TEFL 575: Structure of English (3 credits)
TSOL 515: Curriculum Development for TESOL (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)
RED 570: Fundamentals of Reading: Theory and Practice (3 credits)
RED 565: Language Arts in the Secondary School (3 credits)
TSOL 525: Reading Teaching and Literacy Development in Spanish (3 credits)

Total Credits Required for Degree Completion 36

NOTE: Students interested in obtaining Bilingual Education Teacher Recertification will need to take the following additional courses:
TSOL 562: Cultural and Cross-Cultural Studies (3 credits)
TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)

Educational Specialist (Ed.S.) Degree Programs

Concentration: Educational Leadership
Certification: State Approved – Puerto Rico (Major Code A534)

About the Concentration
The Ed.S. with a concentration in Educational Leadership is a state-approved program in Puerto Rico. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This concentration provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. The course's content is research-based and infuses best practices in education while aligning directly with the Puerto Rico Department of Education's program certification requirements. The credits lead to the School Principal and Educational Facilitator Certification.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Educational Specialist degree programs at: *https://education.nova.edu/educational-specialist/index.html.*

Program of Study*
EDL 702: Standard-Based Curriculum and Assessment (3 credits)
EDL 704: Visionary Leadership for Equitable Schools (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 735: Community Engagement and the Management of Schools (3 credits)
EDL 755: Research and Technology in Educational Leadership (3 credits)
EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)
EDL 745: Administration of School Improvement Process (3 credits)
EDL 789: Clinical Internship for Educational Leaders in Puerto Rico (3 credits)

***NOTE:** This program of study meets the academic requirements of the School Principal certification as well as the requirements for the Educational Facilitator (*Facilitador Docente*) Certification, as per the Department of Education in Puerto Rico.

Total Credits Required for Degree Completion 30

Doctor of Education (Ed.D.) Degree Programs

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Professional License Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Doctor of Education degree programs at: *https://education.nova.edu/doctoral/index.html*

In Puerto Rico, the Doctor of Education is offered in the following areas of concentration:
1. Educational Leadership (EL)
2. Instructional Technology and Distance Education (ITDE)
3. Organizational Leadership (OL)
4. Special Education (SPED)
5. Healthcare Education (HCE)

Summer Institute

Doctoral students are required to attend at least one Summer Institute as part of the required coursework. During each day of the institute, students will attend sessions where they will learn valuable skills to help them be successful in the program. There will also be sessions offered specifically to assist with the understanding and completion of the culminating capstone option (applied dissertation or strategic research project) that all students are required to complete. The sessions offer a unique blend of direct instruction and time for students to ask questions and connect with NSU faculty and engage with fellow students. The overall goal of the institute is to immerse students in a learning experience that will provide students with the information and tools needed to be a successful Ed.D. student.

For additional information, please visit the website at *http://education.nova.edu/summer/*

Culminating Capstone Options
Option A – Applied Dissertation
Option B – Strategic Research Project

Option A – Applied Dissertation

The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a dissertation committee to facilitate and supervise the process.

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at *http://education.nova.edu/applied-research/index.html* for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) final report. **One registration for each benchmark is all that is required.**

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office.

Applied Dissertation Services

Students in the first three (3) years receive dissertation services as long as they are enrolled. Beginning in the fourth year (10th term) of the program, students must enroll each term in IDS 8092, Applied Dissertation Services 1 in order to receive services from their dissertation committee. Beginning in the fifth year (13th term) students must enroll each term in IDS 8093, Applied Dissertation Services 2 in order to receive services from their dissertation committee. Students who do not enroll in IDS 8092 and 8093 will not be able to receive services from their committee nor will they have access to upload their documents in ADRIANA.

In accordance with Satisfactory Academic Progress (SAP) regulations, IDS 8092 and IDS 8093 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for IDS 8092 or IDS 8093 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project
The Strategic Research Project (SRP) is a fast-paced capstone, which focuses on the development of a problem via a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) consisting of 40 factors of student-driven data within the student's primary organization. It will be essential for students to have a direct connection with an organization to complete the SRP. After completing a SWOT Analysis and internal and external evaluation matrices, students will be able to determine a topic and statement of the problem. The students will focus more on (a) developing in-depth analysis of current scholarly literature, which must be synthesized; (b) researching models, theories, and frameworks of the problem; (c) researching and determining advantages and disadvantages of solutions; (d) evaluating strategies via the quantitative strategic planning matrix; (e) developing an action plan within a real-world setting; and (f) delivering an oral presentation to defend the student's conclusions. The SRP does not include data collection or the implementation of an intervention with the need for an institutional review board. However, students do create their own data via matrices, weighted scores, and ratings via a Likert scale.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters.

The SRP is graded on a Pass/Fail (P/F) basis. Each course (ESRP 9000 and ESRP 9001) may be retaken one (1) time only (i.e., limit of two [2] attempts per course); students may not register for either course more than twice.

Graduation Requirements
Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the Doctor of Education program a student must have:
- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Doctoral Program Completion Timeline
Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (31 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 55 credits. Course requirements for each of the concentration areas are listed by the academic department.

Summer Institute (1 credit)
FSC 8000: Summer Institute (Required) (1 credit)
FSC 8005: Summer Institute – Returning Students (1 credit)*

*NOTE: Credit earned from FSC 8005 does not count toward the minimum credit hour requirement for the Ed.D. degree.

Concentration Area Courses (24 credits)
Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

Required Core Courses (6 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8200: Leadership, Communication and Technology (3 credits)
Required Research Courses (6 credits)
RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)
RES 8200: Research Methods II (3 credits)

Research Track for those completing the Applied Dissertation (6 credits)
Students will take either the Quantitative Research Track or the Qualitative Research Track (choose one). Students will be guided into the appropriate track during RES 8200: Research Methods II and/or in discussions with their dissertation chair.

Quantitative Research Track

RES 8911: Quantitative Research Design (3 credits)

RES 8921: Quantitative Data Analysis (3 credits)
Or
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Research Track for those completing the Strategic Research Project (6 credits)
RES 8910: Quantitative and Qualitative Research Methods (3 credits)
RES 8924: Data Visualization for Strategic Planning (3 credits)

Elective Courses
Electives allow students to individualize their doctoral studies. Elective courses can be additional courses within the student's chosen concentration, from another concentration, or additional research electives. For further information refer to the individual program plan and academic advisor.

Applied Dissertation (12 credits) – Option A
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
Or
Strategic Research Project (12 credits) – Option B
ESRP 9000: Strategic Research Project I (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)

Extended Dissertation Services*
IDS 8092: Applied Dissertation Services 1 (1 credit)
(Registration from completion of all coursework through the 48th month)
Or
IDS 8093: Applied Dissertation Services II (1 credit)
(Registration from 49th month to conferral)

*NOTE: Credits earned from IDS 8092 or IDS 8093 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for IDS 8092 or IDS 8093 to be eligible for continuing services through Research and Dissertation Support.

Total Credits for Completion 55

Concentration Area: Educational Leadership
(Major Code F87 – Concentration Code F872)

The primary goal of the concentration in Educational Leadership (EDL) is to improve our K-12 schools by preparing candidates for leadership and lifelong learning in the fields of K-12 educational administration. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.

The graduates of the EDL concentration will be leaders in improving schools and other learning environments; expanding their administrative competence and modeling visionary leadership; advocating and implementing educational improvement using informed action research, effective application of change theory, collaborative decision-making and strategic planning, risk and creativity, and appropriate evaluation; and identifying and addressing contemporary and future educational issues in a changing world.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Educational Leadership will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field-based experiences.

Graduates will be able to:
1. Implement a strategic plan that outlines actions for school improvement and their implications.
2. Evaluate the human resource program in terms of human resource planning, recruitment of personnel, selection of personnel, placement and induction of personnel, staff development, evaluation of personnel, compensation of personnel, and collective bargaining (if appropriate).
3. Promote a positive culture within the school or district that includes the design of comprehensive professional growth plans for school personnel.
4. Utilize practical applications of organizational theories to manage the resources, budgeting process, physical plant or plants, organizational operations, and the resources of a school or district.
5. Develop and align the curriculum goals and objectives with instructional strategies appropriate for varied teaching and learning styles and specific student needs.
6. Collaborate with internal and external stakeholders, respond to their interests and needs, and mobilize resources.

Program of Study
General Program Requirements (Page 64)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- EDLR 8490: Reflection and Vision for School Leaders *OR* EDLR 8498**: Internship (Building Level)

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)
ORGL 8750: Strategic Planning (3 credits)
EDLR 8420: Policy, Power, and Politics in Educational Leadership (3 credits)
EDLR 8425: School-Based Inquiry and Transformation (3 credits)
EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)
EDLR 8435: Current Topics in Educational Leadership (3 credits)
EDLR 8460: The Principal and School Leadership (3 credits)

**Requirement to obtain the School Director Certification of the Department of Education. The concentration has the objective of obtaining the academic requirements of the School Director and Facilitator Certification.

Total Credits for Degree Completion 55

| **Concentration Area: Healthcare Education** |
| (Major Code F871 – Concentration Code F873) |

The primary goal of the concentration in Health Care Education (HCE) is to prepare practicing educators and trainers, clinicians, and allied health professionals as facilitators, innovators, leaders, consultants, and instructional designers for the effective delivery of health information and education in academic, institutional, and public community-based settings including schools, universities, hospitals, long term and rehabilitation centers, mental health clinics, public and community organizations, and private practice. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, higher-order thinking skills, and ethical conduct.

Graduates of the Health Care Education concentration will foster quality of life, health promotion, disease prevention, and healthcare policy in collaboration with multidisciplinary healthcare practitioners, clients, their families, and community stakeholders. They will act as leaders in influencing current and future issues of social justice, health care reform, technology utilization, and professionalism in applying best practices in health care education.
Concentration Learning Outcomes

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Health Care Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentations, and/or field-based experiences.

Graduates will be able to:
1. Analyze learning needs in healthcare organizations by identifying and assessing relevant trends and issues.
2. Assess the impact of academic and educational programs on healthcare staff in dealing with clients, families, and communities.
3. Synthesize innovative educational interventions and best practices in health care education to affect behavioral, lifestyle, and compliance in defined client populations.
4. Evaluate implications for education and training caused by operational restructuring of health care organizations and client care delivery.
5. Evaluate and comply with legal aspects and regulatory requirements of health care education relating to politics, ethics, and law.
6. Analyze the development of health care policy including relevant social forces, cultural values, economics, governing of client rights, workplace rights, and safety and risks in health care environments.

Program of Study
General Program Requirements (Page 64)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)*
HCE 8020: Continuing Education for the Health Care Professions (3 credits)
HCE 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)
HCE 8022: Trends in Health Care Policy (3 credits)
HCE 8023: Ethics and Professionalism in Health Care (3 credits)
HCE 8024: Health Care Communications (3 credits)
HCE 8025: Legal Aspects of Health Care Education (3 credits)
HCE 8026: Health and Learning (3 credits)

***NOTE:** Concentration area course names are subject to change as the concentration is aligned with the National Commission for Health Education Credentialing.

Total Credits for Degree Completion 55

The primary goal of the concentration in Instructional Technology and Distance Education (ITDE) is to prepare students who desire to lead education and training organizations in improving teaching and learning through the scientifically valid application of instructional technology. The curriculum provides experiences in distance education, instructional media, instructional technology, instructional design, and research-based instructional decision-making.

The doctoral program in Instructional Technology and Distance Education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. Each student completes an applied dissertation. The dissertation contributes theory-based and practical knowledge to the field of instructional technology and distance education. The program is designed to be a model of best practices for distance education.

The concentration in ITDE has at its foundation a domestic approach to the use of instructional technology and development of distance education. Definitions, theories, and research are based on the approach and science of instructional technology and distance education as they are generally practiced in the USA.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Instructional Technology and Distance Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, and completion of class assignments and class presentations.

Graduates will be able to:
1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning.

Program of Study
General Program Requirements (Page 64)
Required Core Courses (3 credits) (This excludes EDD 8200)
Required Research Courses (6 credits)
Elective Research Courses (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (27 credits)
IDT 7000: Research in IDT (3 credits)
IDT 7005: Instructional Media (3 credits)
IDT 7007: Principles of Distance Education (3 credits)
IDT 8001: Instructional Design (3 credits)
IDT 8006: System Analysis and Design (3 credits)
IDT 8008: Principles of Instructional Technology (3 credits)

Concentration Elective Courses (9 credits) *Select 3 courses:*
EDD 8200: Leadership, Communication, and Technology (3 credits)*
ORGL 8750: Strategic Planning (3 credits)**
IDT 8012: Management and Evaluation of ITDE Programs (3 credits)
IDT 8119: Contemporary Topics in ITDE (3 credits)
IDT 8120: Perspectives in ITDE (3 credits)
IDT 8124: Theories of Learning (3 credits)

*EDD 8200 does not count as a core class for ITDE but can be used as a concentration elective course.
**ORGL 8750 is OPTIONAL for SRP students ONLY

Total Credits for Degree Completion 55

Concentration Area: Organizational Leadership
(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in an increasingly diverse world in the context of a changing economy, growing globalism, and rapidly developing technology. The OL concentration has been designed to meet the needs of practitioners by linking theory to best practices. The curriculum presents students with strategic opportunities to develop professionally and to apply their knowledge and skills to lead organizations effectively into the future.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Organizational Leadership will demonstrate proficiency in the following learning outcomes as evidenced by their participation in class, application of problem-based learning, completion of class assignments and presentations, and/or field experiences.
1. Demonstrate understanding of leadership styles and their application in diverse organizational settings.
2. Apply problem-solving skills to diverse organizational issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles.

Program of Study
General Program Requirements (Page 64)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- Any Ed.D. Program Course

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
ORGL 8730: Virtual and Global Leadership (3 credits)
EDD 8472: Human Resource Development (3 credits)
ORGL 8750: Strategic Planning (3 credits)
ORGL 8760: Change Management (3 credits)
ORGL 8770: Critical Thinking for Decision Making (3 credits)
ORGL 8780: Emerging Theories of Organizational Leadership (3 credits)
ORGL 8790: Diversity Dynamics (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Special Education
(Major Code F871 – Concentration Code F879)

The FCE&SCJ programs in Exceptional Student Education/Special Education prepare professionals to assume positions as educators, administrators, consultants, and disability service providers. The Doctor of Education (Ed.D.) program, with a concentration in Special Education, addresses the academic and professional needs of both school-based and agency-based personnel who currently hold or aspire to attain positions of leadership in organizations that serve individuals with disabilities and their families. The program also provides critical knowledge for those who are seeking college/university faculty positions. The program includes advanced coursework, seminars, research activities, and applied field experiences that provide the knowledge and skills necessary to effectively perform leadership positions in academic settings, direct service agencies, advocacy and policy organizations, and research institutes.

Courses emphasize the application of critical and reflective thinking skills in both theoretical and practical learning settings and opportunities. Therefore, course content is fluid, timely, and responsive to regulatory changes in the field to ensure the delivery of a current, relevant, and culturally competent program of study.

Concentration Learning Outcomes
The FCE&SCJ, in concert with the mission of NSU, has established overarching goals for doctoral programs offered within the school. There are seven broad outcomes anticipated for students who successfully complete the Ed.D. in Special Education.

Graduates will be able to:
1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies (e.g., training in self-determination, independent living, supported employment, advocacy, and associated life skills).
4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.
5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies, and/or other organizations that serve individuals with disabilities and their families.

Program of Study
General Program Requirements (Page 64)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
SPED 8402: Families, the Law, and Exceptionalities (3 credits)
SPED 8404: Organization and Administration of Special Education Programs (3 credits)
SPED 8405: Collaboration and Consultation (3 credits)*****
ORGL 8750: Strategic Planning (3 credits)******
SPED 8401: Special Education Law and Policy (3 credits)
SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
SPED 8406: Transition, Career Development and Independent Living (3 credits)
SPED 8409: Multicultural Issues in Special Education (3 credits)
SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral Domains (3 credits)

* For students doing the Applied Dissertation
** For students doing the SRP

Total Credits for Degree Completion 55

Programs in Latin America

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings as long as they meet the established admission requirements for that specific program of study.

https://education.nova.edu/bilingual-programs/index.html

Master of Science (M.S.) in Education
Curriculum, Instruction, and Technology

Doctor of Education (Ed.D.)
Instructional Technology and Distance Education

Master of Science (M.S.) in Education Degree Programs

Master of Science in Education in the following concentrations.
- Curriculum, Instruction, and Technology (CIT)

Professional License Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For the program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** for the master's degree programs at: *https://education.nova.edu/masters/index.html.*

Concentration: Curriculum, Instruction, and Technology
(Major Code F676)

About the Concentration
The M.S. in Education with a concentration in Curriculum, Instruction, and Technology is designed for trainers, educators, and instructional leaders who seek site leadership roles in curriculum planning and development with an emphasis on the use of technology to effect change. Upon completion of the program, participants should have gained experience in using educational research, learning theories, and instructional technology. Integration of technology into instructional activities, curriculum planning and implementation, and instructional technology leadership are the program focus.

Program of Study
(Coursework in suggested order of completion)
CIT 522: Internet for Educators (3 credits)
CIT 502: Research in Education: Process and Application (3 credits)
CIT 520: Introduction to Media and Instruction (3 credits)
CIT 524: Introduction to Web Authoring (3 credits)
CIT 500: Theories of Learning (3 credits)
CIT 501: Curriculum and Instruction (3 credits)
CIT 508: Instructional Design for Trainers and Teachers (3 credits)
CIT 503: Assessment of Learning (3 credits)
CIT 622: Technology and the School Curriculum (3 credits)
CIT 630: Web 2.0 Tool: Applications for Teaching and Learning (3 credits)
INED 691: Action Research in Professional Practice I (3 credits)
INED 692: Action Research in Professional Practice II (3 credits)
APR 681—682: Practical Seminars I-II (0 credits)

Total Credits Required for Degree Completion 36

Doctor of Education (Ed.D.) Degree Programs

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Doctor of Education degree programs at: *https://education.nova.edu/doctoral/index.html*

FCE&SCJ offers the Doctor of Education in the following areas of concentration:
- Instructional Technology and Distance Education

Summer Institute
Doctoral students are required to attend at least one Summer Institute as part of the required coursework. During each day of the institute, students will attend sessions where they will learn valuable skills to help them be successful in the program. There will also be sessions offered specifically to assist with the understanding and completion of the culminating capstone option (applied dissertation or strategic research project) that all students are required to complete. The sessions offer a unique blend of direct instruction and time for students to ask questions and connect with NSU faculty and engage with fellow students. The overall goal of the institute is to immerse students in a learning experience that will provide students with the information and tools needed to be a successful Ed.D. student.

For additional information, please visit the website at *http://education.nova.edu/summer/.*

Culminating Capstone
Applied Dissertation
The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a faculty committee to facilitate and supervise the process.

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources website at *http://education.nova.edu/applied-research/index.html* for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) applied dissertation. **One registration for each benchmark is all that is required.**

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office.

Applied Dissertation Services
Students in the first three (3) years receive dissertation services as long as they are enrolled. Beginning in the fourth year (10th term) of the program, students must enroll each term in IDS 8092, Applied Dissertation Services 1 in order to receive services from their dissertation committee. Beginning in the fifth year (13th term) students must enroll each term in IDS 8093, Applied Dissertation Services 2 in order to receive services from their dissertation committee. Students who do not enroll in IDS 8092 and 8093 will not be able to receive services from their committee nor will they have access to upload their documents in ADRIANA.

In accordance with Satisfactory Academic Progress (SAP) regulations, IDS 8092 and IDS 8093 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for IDS 8092 or IDS 8093 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Graduation Requirements
Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the Doctor of Education program a student must have:
- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Doctoral Program Completion Timeline
Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their

program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (31 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 55 credits. Course requirements for each of the concentration areas are listed by the academic department.

Summer Institute (1 credit)
FSC 8000: Summer Institute (Required) (1 credit)
FSC 8005: Summer Institute – Returning Students (1 credit)*

*NOTE: Credit earned from FSC 8005 does not count toward the minimum credit hour requirement for the Ed.D. degree.

Concentration Area Courses (24 credits)
Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

Required Research Courses (6 credits)
RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)
RES 9300: Methods of Inquiry (3 credits)

Research Track for those completing the Applied Dissertation (12 credits)
Students will take the Quantitative Research Track and the Qualitative Research Track.

Quantitative Research Track
RES 8911: Quantitative Research Design (3 credits)
RES 8921: Quantitative Data Analysis (3 credits)
AND
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Applied Dissertation (12 credits)
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)

Extended Dissertation Services
IDS 8092: International Dissertation Services 1 (1 credit)
(Registration each term during the 4th year (from 37th month to 48th month)
Or
IDS 8093: International Dissertation Services II (1 credit)*
(Registration from 49th month to conferral)

*NOTE: Credits earned from IDS 8092 or IDS 8093 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for IDS 8092 or IDS 8093 to be eligible for continuing services through Research and Dissertation Support.

Total Credits for Completion 55

Concentration Area: Instructional Technology and Distance Education
(Major Code F871 – Concentration Code F877)

The primary goal of the concentration in Instructional Technology and Distance Education (ITDE) is to prepare students who desire to lead education and training organizations in improving teaching and learning through the scientifically valid application of instructional technology. The curriculum provides experiences in distance education, instructional media, instructional technology, instructional design, and research-based instructional decision-making.

The doctoral program in Instructional Technology and Distance Education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. Each student completes an applied dissertation. The dissertation contributes theory-based and practical knowledge to the field of instructional technology and distance education. The program is designed to be a model of best practices for distance education.

The concentration in ITDE has at its foundation a domestic approach to the use of instructional technology and development of distance education. Definitions, theories, and research are based on the approach and science of instructional technology and distance education as they are generally practiced in the USA.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Instructional Technology and Distance Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, and completion of class assignments and class presentations.

Graduates will be able to:
1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Program of Study
General Program Requirements (Page 74)
Required Research Courses (6 credits)
Required Research Tracks (12 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits)
IDT 7000: Research in IDT (3 credits)
IDT 7005: Instructional Media (3 credits)
IDT 7007: Principles of Distance Education (3 credits)
IDT 8001: Instructional Design (3 credits)
IDT 8006: System Analysis and Design (3 credits)
IDT 8008: Principles of Instructional Technology (3 credits)
IDT 8012: Management and Evaluation of ITDE Programs (3 credits)

Total Credits for Degree Completion 55

Programs in Miami/Kendall

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings as long as they meet the established admission requirements for that specific program of study.

https://education.nova.edu/bilingual-programs/index.html

Master of Science (M.S.) in Education
Exceptional Student Education
Spanish Language Education

Educational Specialist (Ed.S.)
Curriculum, Instruction, Management, and Administration

Doctor of Education (Ed.D.)
Organizational Leadership

Master of Science (M.S.) in Education: Bilingual Teacher Education Program (BTEP)

The Bilingual Teacher Preparation Program (BTEP) offers a master's degree in the following two concentration areas of teaching: Spanish Education and Special Education. This program, designed for those who have a university degree from a Spanish-speaking country, offers the Hispanic professional the opportunity to acquire knowledge in the field of education. The curriculum increases the student's teaching ability and allows them to acquire the skills and knowledge to teach in one of the concentration areas.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For the program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** for the master's degree programs at: *https://education.nova.edu/masters/index.html*

Admission Process

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/graduate/admissions.html*.

1. All prospective students must submit a completed application with a $50.00 non-refundable fee. A $50.00 application fee is required for each application submitted to Nova Southeastern University.
2. Final, official transcripts from **all** previously attended post-secondary institutions are required. Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*
   - For NSU to consider an electronic transcript official, it must be received from a reputable third-party delivery agent. NSU accepts electronic transcripts from the following providers: SCRIP-SAFE®, Parchment, National Student Clearinghouse. Transcripts emailed by individuals will not be accepted as official. Third-party delivery agents may email official electronic transcripts to: *electronictranscript@nova.edu.*
   - Photocopies and facsimiles will not be accepted as final, official transcripts.
   - Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.
3. Applicants may be provisionally admitted based on a preliminary review of unofficial transcripts and/or program-specific admission requirements. However, full admission to any degree program requires the submission of all final, official documents required for admission within 45 calendar days from the official start date of the session/term. Only fully admitted students are eligible for financial aid. Once provisional acceptance is granted, a student who does not attain full admittance within 45 calendar days from the official start date of the session/term will not be permitted to continue his/her studies. Registration will be prohibited, and other services may be suspended.

BTEP-Specific Admission Requirements

The following are specific admission requirements for entry into BTEP.
1. Admissions interview.
2. English placement test to establish language proficiency at the intermediate level. The exam includes an essay in English.
3. University degree from a Spanish-speaking country.

Specific features and requirements of the BTEP program.

1. All BTEP master's degrees require four core courses in education of 3 credits each.
2. The core courses offered by the BTEP program are taught in the face-to-face or blended learning modality.
3. Students who live more than 50 miles from the Campus where the face-to-face class is taught have the option of taking the course through the BlendFlex modality.
4. Students in the BTEP program must enroll in courses offered at the campus where classes are scheduled.
5. Students in the BTEP program must enroll in six credit hours every term (1 course every 8 weeks) to be considered full-time students.

Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the master's programs. Additional practicum or field experiences may be required for programs that lead to certification. These requirements are specified in the individual programs of study that are outlined in the Department of Education sections of this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 25364 or link to the website at *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*.

Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's responsibility. Any background clearance secured outside of the local public school district must be approved by the Office of Placement Services (OPS) before it is considered to be in compliance with NSU policies. OPS will provide correct procedures to those individuals with clearance that has been deemed not in compliance. Directions for obtaining a security clearance can be found on the Office of Placement Services Web page:
http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html.

Internship/Externship

The internship for teacher candidates is a 12-week experience (12-week seminar that correlates to 12 weeks of student teaching) that requires interning full-time in an area school. Teacher candidates will be placed at a school site through the Office of Placement Services in collaboration with a school district coordinator. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The internship seminar course is offered each academic year in the fall and winter terms.

The online **internship application must be submitted within the registration period and all requirements must be met fully in order to be eligible for the internship.** Candidates in teacher preparation programs should refer to the *Internship Seminar Syllabus and Handbook* for a complete explanation of policies and procedures. All other questions about the internship should be directed to the Office of Placement Services at (800) 986-3223, ext. 25364 or *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*.

Teaching Internship/Externship

Students enrolled in the Graduate Teaching Internship/Seminar may be removed from their internship under the following circumstances including but not limited to the following:

- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records or compromises confidentiality of student files or records.
- The preservice teacher fails to meet the dress code for interns.

NOTE: Additional information is available from the Office of Placement Services at: *https://education.nova.edu/students/resources/placement-support.html.* Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University and the Abraham S. Fischler College of Education and School of Criminal Justice.

Master of Science (M.S.) in Education Degree Programs

Concentration: Exceptional Student Education
Non-certification (Major Code F515)

The FCE&SCJ programs in Exceptional Student Education (ESE)/Special Education prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The M.S. program with a concentration in ESE addresses the academic and professional needs of individuals who are certified teachers or related services professionals and others who seek to engage in advanced, specialized study in the field of ESE. The courses focus on students with disabilities from prekindergarten or kindergarten through twelfth grade and their families.

Program of Study
(Coursework in suggested order of completion)
EDU 502: Psychological Foundations in Education (3 credits)
EDU 503: Classroom Management and Organization (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)
ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
ESE 620: Behavior Management of Exceptional Students (3 credits)
ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)
ESE 640: Transition Skills and Services for Exceptional Students (3 credits)
ESE 650: Instructional Strategies for Exceptional Students (3 credits)
ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 670: Inclusive Education for Exceptional Students (3 credits)
ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 42

Concentration: Spanish Language Education
(Major Code F520)

About the Concentration
The M.S. in Education with a concentration in Spanish Language Education is designed for individuals who, although already proficient in Spanish, would like to further develop their proficiency in the four skills (listening, speaking, reading, and writing) as they study innovative teaching methodologies, culture, literature, and linguistics. An effort has been made to include skills appropriate for teaching at all levels of proficiency for both heritage speakers and those learning Spanish as a foreign language. The course content is research-based and infuses best practices in education. The Spanish Language Education program is conducted completely in Spanish; thus an advanced or close to advanced level of Spanish language proficiency is needed in order to be successful.

Program of Study
(Coursework in suggested order of completion)
EDU 502: Psychological Foundations in Education (3 credits)
EDU 503: Classroom Management and Organization (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)
LANG 530: Advanced Spanish Grammar and Composition I (3 credits)
LANG 545: Peoples and Cultures of Spain (3 credits)
LANG 550: Spanish Linguistics for Teachers (3 credits)
LANG 551: Teaching Spanish to Heritage Speakers (3 credits)
LANG 560: Representative Spanish Authors (3 credits)
LANG 561: Representative Spanish Authors II (3 credits)
LANG 581: Foreign Language Methods (3 credits)
LANG 699: Applied Professional Experience in Spanish Language Education (3 credits)

Total Credits Required for Degree Completion 36

Educational Specialist (Ed.S.) Degree Programs for BTEP Students

The Educational Specialist degree (Ed.S.) offers the professional educator both a challenging and rewarding educational experience. The curriculum focuses on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to impact the program, enabling students to obtain their degrees from virtually any location.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Educational Specialist degree programs at: *https://education.nova.edu/educational-specialist/index.html.*

Admission Process
The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/graduate/admissions.html.*

1. All prospective students must submit a completed application with a $50.00 non-refundable fee. A $50.00 application fee is required for each application submitted to Nova Southeastern University.
2. Final, official transcripts from **all** previously attended post-secondary institutions are required. Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*
   - For NSU to consider an electronic transcript official, it must be received from a reputable third-party delivery agent. NSU accepts electronic transcripts from the following providers: SCRIP-SAFE®, Parchment, National Student Clearinghouse. Transcripts emailed by individuals will not be accepted as official. Third-party delivery agents may email official electronic transcripts to: *electronictranscript@nova.edu.*
   - Photocopies and facsimiles will not be accepted as final, official transcripts.
   - Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.
3. Applicants may be provisionally admitted based on a preliminary review of unofficial transcripts and/or program-specific admission requirements. However, full admission to any degree program requires the submission of all final, official documents required for admission within 45 calendar days from the official start date of the session/term. Only fully admitted students are eligible for financial aid. Once provisional acceptance is granted, a student who does not attain full admittance within 45 calendar days from the official start date of the session/term will not be permitted to continue his/her studies. Registration will be prohibited, and other services may be suspended.

BTEP-Specific Admission Requirements
The following are specific admission requirements for entry into BTEP.
1. Admissions interview.
2. English placement test to establish language proficiency at the intermediate level. The exam includes an essay in English.
3. University degree from a Spanish-speaking country.

Specific features and requirements of the bilingual CIMA program.
1. Students who live more than 50 miles from the Center where the face-to-face class is taught have the option of taking the course through the BlendFlex modality.
2. Students in the bilingual program must enroll in courses offered at the campus where classes are scheduled.
3. Students in the bilingual program must enroll in six credit hours every term (1 course every 8 weeks) to be considered full-time students.

Concentration: Curriculum, Instruction, Management, and Administration
(Major Code F519)

About the Concentration
The Ed.S. with a concentration in Curriculum, Instruction, Management, and Administration focuses on training educators, consultants, and trainers as effective educational and instructional leaders. This concentration provides educators with the skills to develop and evaluate curriculum and curricular programs, with an emphasis on instructional leadership. The course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)
CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)
CIMA 705: Today's Educational Leader (3 credits)
CIMA 706: Managing Change in the Educational Environment (3 credits)
CIMA 715: Educational Diversity and Community (3 credits)
CIMA 712: Management for Curriculum and Instruction (3 credits)
CIMA 717: Curricular Product Evaluation (3 credits)
CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)
CIMA 720: Seminar in Program Synthesis (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's or Educational Specialist course) (3 credits)

Total Credits Required for Degree Completion 30

Doctor of Education (Ed.D.) Degree Programs

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Doctor of Education degree programs at: *https://education.nova.edu/doctoral/index.html*

In Miami/Kendall, the bilingual Doctor of Education is offered in the following areas of concentration:
1. Organizational Leadership

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Solve problems using evidence based, content area expertise and innovative technologies.
2. Conduct research that complies with ethical principles and contributes to a specific field or profession.
3. Develop a plan to advocate for social justice in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute

Doctoral students are required to attend at least one Summer Institute as part of the required coursework. During each day of the institute, students will attend sessions where they will learn valuable skills to help them be successful in the program. There will also be sessions offered specifically to assist with the understanding and completion of the culminating capstone option (applied dissertation or strategic research project) that all students are required to complete. The sessions offer a unique blend of direct instruction and time for students to ask questions and connect with NSU faculty and engage with fellow students. The overall goal of the institute is to immerse students in a learning experience that will provide students with the information and tools needed to be a successful Ed.D. student.

For additional information, please visit the website at *http://education.nova.edu/summer/.*

Culminating Capstone Options
Option A – Applied Dissertation
Option B – Strategic Research Project

Option A – Applied Dissertation

The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a dissertation committee to facilitate and supervise the process.

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at *http://education.nova.edu/applied-research/index.html* for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) final report. **One registration for each benchmark is all that is required.**

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office.

Applied Dissertation Services

Students who are within the first three years of enrollment will receive dissertation services as long as they are enrolled in doctoral coursework. Students who complete all of their coursework and have registered for all of their dissertation benchmark courses (prospectus, proposal development, proposal, and applied dissertation) within the first three years will be required to register for <u>ADS 8090 - Applied Dissertation Services I</u> in order to receive dissertation services from their committee.

Beginning with the fourth year (37th month/10th semester) following initial enrollment, and irrespective of remaining coursework, doctoral students are required to register for <u>ADS 8091 - Applied Dissertation Services II</u>, up to the point of degree completion, in order to receive dissertation services from their committee.

Students who are in their fourth year or beyond and are enrolled in a dissertation benchmark course do not need to register for ADS 8091 during the semester in which they are enrolled in the dissertation benchmark course. (Note: Students should first register for their dissertation benchmark courses: prospectus, proposal development, proposal, and final report prior to registering for <u>ADS 8091 - Applied Dissertation Services II</u>).

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8090 and ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit towards degree completion. Doctoral students registered for ADS 8090 or ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project

The Strategic Research Project (SRP) is a fast-paced capstone, which focuses on the development of a problem via a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) consisting of 40 factors of student-driven data within the student's primary organization. It will be essential for students to have a direct connection with an organization to complete the SRP. After completing a SWOT Analysis and internal and external evaluation matrices, students will be able to determine a topic and statement of the problem. The students will focus more on (a) developing in-depth analysis of current scholarly literature, which must be synthesized; (b) researching models, theories, and frameworks of the problem; (c) researching and determining advantages and disadvantages of solutions; (d) evaluating strategies via the quantitative strategic planning matrix; (e) developing an action plan within a real-world setting; and (f) delivering an oral presentation to defend the student's conclusions. The SRP does not include data collection or the implementation of an intervention with the need for an institutional review board. However, students do create their own data via matrices, weighted scores, and ratings via a Likert scale.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters.

The SRP is graded on a Pass/Fail (P/F) basis. Each course (ESRP 9000 and ESRP 9001) may be retaken one (1) time only (i.e., limit of two [2] attempts per course); students may not register for either course more than twice.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the <u>Doctor of Education</u> program a student must have:
- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html*.

Doctoral Program Completion Timeline

Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (31 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 55 credits. Course requirements for each of the concentration areas are listed by the academic department.

Summer Institute (1 credit)
FSC 8000: Summer Institute (Required) (1 credit)
FSC 8005: Summer Institute – Returning Students (1 credit)*

*NOTE: Credit earned from FSC 8005 does not count toward the minimum credit hour requirement for the Ed.D. degree.

Concentration Area Courses (24 credits)
Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

Required Core Courses (6 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8200: Leadership Communication and Technology (3 credits)

Required Research Courses (6 credits)
RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)
RES 8200: Research Methods II (3 credits)

Research Track for those completing the Applied Dissertation (6 credits)
Students will take either the Quantitative Research Track or the Qualitative Research Track (choose one). Students will be guided into the appropriate track during RES 8200: Research Methods II and/or in discussions with their dissertation chair.

Quantitative Research Track
RES 8911: Quantitative Research Design (3 credits)

RES 8921: Quantitative Data Analysis (3 credits)
Or
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Research Track for those completing the Strategic Research Project (6 credits)
RES 8910: Quantitative and Qualitative Research Methods (3 credits)
RES 8924: Data Visualization for Strategic Planning (3 credits)

Elective Courses
Electives allow students to individualize their doctoral studies. Elective courses can be additional courses within the student's chosen concentration, from another concentration or additional research electives. For further information refer to the individual program plan.

Applied Dissertation (12 credits) – Option A
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
Or
Strategic Research Project (12 credits) – Option B
ESRP 9000: Strategic Research Project I (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)

Extended Dissertation Services
ADS 8090: Applied Dissertation Services 1 (1 credit)
(Registration from completion of all coursework through 36th month)
Or
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

NOTE: Credits earned from ADS 8090 or ADS 8091 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for ADS 8090 or ADS 8091 to be eligible for continuing services through Research and Dissertation Support.

Total Credits for Completion 55

Concentration Area: Organizational Leadership
(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in an increasingly diverse world in the context of a changing economy, growing globalism, and rapidly developing technology. The OL concentration has been designed to meet the needs of practitioners by linking theory to best practices. The curriculum presents students with strategic opportunities to develop professionally and to apply their knowledge and skills to lead organizations effectively into the future.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Organizational Leadership will demonstrate proficiency in the following learning outcomes as evidenced by their participation in class, application of problem-based learning, completion of class assignments and presentations, and/or field experiences.
1. Demonstrate understanding of leadership styles and their application in diverse organizational settings.
2. Apply problem-solving skills to diverse organizational issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles.

Program of Study
General Program Requirements (Page 84)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Course (3 credits)
- Any Ed.D. Program Course

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
ORGL 8730: Virtual and Global Leadership (3 credits)
EDD 8472: Human Resource Development (3 credits)
ORGL 8750: Strategic Planning (3 credits)
ORGL 8760: Change Management (3 credits)
ORGL 8770: Critical Thinking for Decision Making (3 credits)
ORGL 8780: Emerging Theories of Organizational Leadership (3 credits)
ORGL 8790: Diversity Dynamics (3 credits)

Total Credits for Degree Completion 55

Department of Human Services

Programs of Study

Master of Human Services (M.H.S.) in Child Protection

Master of Science (M.S.) in College Student Affairs

Graduate Certificate in College Student Personnel Administration

Master of Science (M.S.) in Developmental Disabilities

Doctor of Education (Ed.D.)
Human Services Administration

Department of Human Services

The Department of Human Services (DHS) provides an array of bachelors, masters, and doctoral level programs, aimed at providing students with the knowledge and skills needed to create lasting change in their work across a variety of human services and related fields, including child protection, developmental disabilities, human services administration, and student affairs administration. The Master of Human Services in Child Protection grounds students in research-based practices, developing the critical knowledge and skills required to respond effectively to complex problems confronting children and families in the child protective services system. The Master of Science in Developmental Disabilities is designed to prepare researchers, advocates, administrators, and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span, human services administration, and student affairs administration. The Master of Science in College Student Affairs is a specialized program that prepares students for a career in higher education as a student affairs profession while developing the necessary competencies for graduates to lead postsecondary education institutions as scholars and practitioners.

Professional Licensure Disclosure

In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpages for the M.H.S. and the M.S. in Developmental Disabilities degree programs at:

1. *https://education.nova.edu/masters/child-protection.html#ProfessionalLicensureDisclosure4*
2. *https://education.nova.edu/masters/dev-disabilities.html#ProfessionalLicensureDisclosure6*

Master of Human Services in Child Protection

The Master of Human Services (M.H.S.) in Child Protection is designed to close the gap between ground level on-the-job training and evidence based best-practices through instruction in competency-based child protective services. Students will develop the critical knowledge, values, and skills necessary as child protection professionals to respond effectively to the complex problems confronting children and families in the child protective services system.

Program Format
The online 33-credit hour degree program consists of coursework aimed to increase professional effectiveness, productivity, and retention of case managers, caseworkers/child advocates, and administrators. As a student in the program, you will acquire the tools needed to improve the quality of care, and well-being and safety of children and families in the child welfare system. Courses may also be offered face-to-face for pre-arranged cohorts.

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Demonstrate knowledge of child and youth welfare, family systems and social services.
2. Demonstrate proficiency in investigating, intervening, supporting, and advocating for children and youth welfare, family systems and social services.
3. Demonstrate proper documentation skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems and social services.
4. Demonstrate proper assessment skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems and social services.
5. Demonstrate proper communication skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems and social services.

Admission Requirements
1. Complete online application form.
2. Submit a nonrefundable application fee of $50 (in U.S. dollars).
3. Baccalaureate degree from a regionally accredited institution with a GPA of 2.5 or higher or a master's degree with an overall GPA of 3.0 or better.
4. Submit two letters of recommendation from current professors, employers, supervisors, or similar people most familiar with your professional experience. Letters of recommendation must be less than one year old.
5. Official transcripts from all colleges or universities you attended. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the _National Association of Credential Evaluation Services_ for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at _intl@nova.edu_, or visit the _Office of International Students and Scholars_.
6. Provide a personal statement of between 150 and 300 words indicating your goals in pursuing a Master of Human Services in Child Protection. This statement must be attached to the application.

How to Apply
Those interested in seeking a Master of Human Services in Child Protection should apply online at: _https://education.nova.edu/masters/child-protection.html_ where an application and all necessary application information may be obtained.

Orientation Information
Students will be provided with important orientation information upon acceptance into the program.

Academic Advisement
Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-8500 or via email at _fceadvise@nova.edu_.

Graduation Requirements
Please refer to Graduation Requirements in the _Student Information_ section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

To complete the M.H.S. in Child Protection program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application _https://www.nova.edu/registrar/instructions.html._

Program Completion Timeline
Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Human Services (M.H.S.) in Child Protection Degree Program

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Child Protection
(Major Code J003)

About the Program
The M.H.S. in Child Protection will provide competency-based child protective services instruction in order to close the gap between ground level on-the-job training and evidence-based best-practices. Students will develop the critical knowledge, values, and skills necessary to respond effectively to the complex problems confronting children and families in the child protective services system.

Program Format
Students enrolled in the online Master of Human Services in Child Protection program are required to complete a total of 33 credits at a minimum: 24 credit hours of core coursework, and 9 credit hours within one specific concentration.

Core Courses (24 credits)
Complete all six of the following core courses:
HCP 0510: Foundations in Child Protection Law (4 credits)
HCP 0520: Foundations in Family Diversity & Conflict Resolution (4 credits)
HCP 0530: Foundations in Child Development (4 credits)
HCP 0540: Foundations in Child Placement Risk & Protective Factors (4 credits)
HCP 0550: Foundations in Assessment and Case Planning (4 credits)
HCP 0560: Program Evaluation (4 credits)

Concentration (9 credits)
To fulfill the minimum concentration requirements, complete 3 courses (9 credits) within one of the following concentrations:

Concentration 1: Psychological Foundations in Child Advocacy (9 credits) (Concentration Code J015)
Description: This concentration is designed specifically to enable professionals in child welfare and/or protection fields to develop specialized training in responding and promoting the psychological and social well-being of children and their families and to maximize the potential for positive outcomes in child welfare cases.
HCP 6110: Intervention Strategies (3 credits)
HCP 6120: Overview: Childhood and Adolescent Development (3 credits)
HCP 6130: Overview: Childhood & Adolescent Psychological Disorders (3 credits)
HCP 6140: Overview: Children and Trauma (3 credits)
HCP 6150: Special Topics: Seminar & Case Studies (3 credits)

Concentration 2: Child Protection and Juvenile Justice (9 credits) (Concentration Code J012)
Description: This concentration is designed to meet the specific needs of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others in related fields of child protection. Topics such as family dynamics, victimology, substance abuse, and cultural factors are included to assist child welfare professionals in recognizing the impact of positive and negative catalysts on the health and well-being of the youth.
CJI 6910: Theory of Child Protection, Investigation & Advocacy (3 credits)
CJI 6930: Family Dynamics: Motivation, Support & Communication (3 credits)
CJI 6940: Victimology: Child Abuse & Exploited Children (3 credits)
CJI 6920: Juvenile Justice: Systems, Structure & Process (3 credits)
CJI 6530: Substance Abuse Treatment in the Community (3 credits)
CJI 6540: Cultural Factors in Treatment (3 credits)
CJI 6950: Safe Schools: Climate and Culture (3 credits)

Concentration 3: Conflict & Crisis Management for the Child Protective Case Worker (9 credits) (Concentration Code J017)
NOTE: This concentration will be facilitated in cooperation with NSU's Halmos College of Arts and Sciences. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html.*

Description: This concentration will provide specialized training in conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses and other crisis situations. Students will gain knowledge in conflict and crisis management issues related to child protection and/or associated fields.
CARM 5040: Communication Dynamics In Dispute Resolution: The Human Factor (3 credits)
CARM 6638: Conflict and Crisis Management Theory & Practice (3 credits)
CARM 6610: Family Violence: The Effects on Families, Communities and Workplaces (3 credits)

Concentration 4: Legal Perspectives of Child Protective Services (9 credits) (Concentration Code J018)
Description: This concentration will train students in the unique policies and laws related to children and families in contemporary society. Legal issues such as child custody, alimony, child support, child abuse and neglect, adoption, and spouse abuse will be investigated and evaluated. Students will develop interviewing, counseling, and negotiation skills to effectively discharge their roles regarding doctrinal, procedural, and evidentiary issues in the legal system. Legal research and reasoning, and critical thinking will be incorporated into the curriculum. The rights of children and families and familial roles, relationships, and responsibilities will be researched.
HCP 6410: Family Law (3 credits)
HCP 6420: Children's Rights Seminar (3 credits)
HCP 6430: Juvenile Law (3 credits)
HCP 6440: Interviewing, Counseling, and Negotiating (3 credits)
HCP 6450: Civil Rights of Children in State Care (3 credits)
HCP 6460: Domestic Violence Seminar (3 credits)

Concentration 5: Advocating for the Child as a Behavior Analyst (9 credits) (Concentration Code J028)
Description: This concentration will train students in the basic tenets and science of applied behavior analysis. Students will begin with a basic study of the philosophy and science, in the areas of education, psychology, and behavioral issues, and strategies related to behavioral analysis assessment and intervention. Students will progress to the application of behavioral principles and theories, evaluating field techniques/data, and experiences from a variety of settings for effectiveness and ethical issues. Students may choose to be certified as a BcaBA or BCBA by completing additional coursework and supervision requirements.

The *Behavior Development Solutions (BDS)* Learning Modules are integrated across the ABA verified course sequence (VCS). This thoughtful decision was made to complement the coursework and actively prepare students for the BCBA exam. The BDS modules will expose students to simulated exam experiences, with the intention of helping students familiarize themselves with the structure and process of the exam. The organized practice may also assist in identifying areas that may require more focus and developing personalized, test-taking strategies to approach the exam with greater confidence and performance.

Students who wish to sit for the Applied Behavior Analysis certification exam should consult with an advisor. You must complete a minimum of seven (7) courses (21 credit hours) to a maximum of ten (10) courses (30 credit hours) in the ABA Concentration.

Certification Disclosure for the Applied Behavior Analysis Track: The Association for Behavior Analysis International (ABAI) has verified the courses listed below toward requirements for eligibility to take the Board-Certified Behavior Analyst® or Board-Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. **Association for Behavior Analysis International website**: *https://www.abainternational.org/welcome.aspx.* **Behavior Analyst Certification Board Website:** *https://www.bacb.com/.*

ABA 0713: Behaviorism and Philosophical Foundations (3 credits)
ABA 0714: Concepts and Principles of Applied Behavior Analysis (3 credits)
ABA 0721: Applied Behavior Analysis Assessment and Application (3 credits)
ABA 0731: Applied Behavior Analysis Assessment and Delivery Models (3 credits)
ABA 0741: Evaluating Interventions in Applied Behavior Analysis (3 credits)
ABA 0751: Supervision and Management in Applied Behavior Analysis *OR* ABA 0752 Organizational Behavior
    Management (3 credits)
ABA 0756: Ethical and Professional Issues in Applied Behavior Analysis (3 credits)
ABA 0761: Fieldwork in Applied Behavior Analysis I (3 credits) elective
ABA 0771: Fieldwork in Applied Behavior Analysis II (3 credits) elective
ABA 0781: Fieldwork in Applied Behavior Analysis III (3 credits) elective

Concentration 6: Advocating for the Special Needs Child's Education (9 credits) (Concentration Code J020)
Description: This concentration will explore the educational environment for the special needs child. Fundamental information on laws, policies, and practices as it pertains to the special needs child's education, will be researched. Evaluation and assessment techniques and modalities within education/school systems and their influence on the development of special needs children will be investigated. The importance of independence and personal autonomy training will be explored among this population.
HCP 6610: Survey of Exceptionalities of Children & Youth (3 credits)
HCP 6620: Inclusive Education for Exceptional Students (3 credits)
HCP 6630: Teaching Social & Personal Skills to Exceptional Students (3 credits)
HCP 6640: Consultation & Collaboration in Exceptional Student Education (3 credits)
HCP 6650: Special Education Law (3 credits)

Concentration 7: Family Systems and Support (9 credits) (Concentration Code J021)
Description: This concentration will examine the protective and risk factors found within the framework of the family system. The impact of the family and other systems such as peer groups, schools and teachers, community and other social influences on child and youth development will be emphasized. Also, the dynamics of traditional, non-traditional, and culturally diverse family constructs will be examined.
HCP 6710: Family Systems (3 credits)
HCP 6720: Program Models (3 credits)
HCP 6730: Parent Support & Education (3 credits)
HCP 6740: The Profession in the Field of Family Support (3 credits)
HCP 6750: Public Policy in the Field of Family Support (3 credits)
HCP 6760: Assessment & Evaluation of Family Support Programs (3 credits)

Concentration 8: Administration for Child Protective Services (9 credits) (Concentration Code J022)
Description: This concentration will provide the student with knowledge and skills regarding the supervision and evaluation of programs for children and youth. Budget, compliance, and regulatory topics, among others, will be discussed, as well fiscal management challenges and public policy issues as they relate to organizations and groups in the field of child protection.
HCP 6810: Supervision Methods & Approaches for Child & Youth Care Administrators (3 credits)
HCP 6820: Public Policy & the Child & Youth Care Field for Program Administrators (3 credits)
HCP 6830: The Development & Acquisition of Resources for Child & Youth Care Programs (3 credits)
HCP 6840: Supervision of Family Support Programs (3 credits)
HCP 6850: Legal Aspects of the Management of Programs for Children & Youth (3 credits)
HCP 6860: Financial Aspects of the Management of Programs for Children & Youth (3 credits)

Concentration 9: Public Health and Child Protection (9 credits) (Concentration Code J023)
NOTE: This concentration will be facilitated in cooperation with NSU's Dr. Kiran C. Patel College of Osteopathic Medicine. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will expose students to public health issues such as wellness, preventative interventions, community health care, and general health impacts of abused and neglected children. Organizational and community interventions and resources related to health education strategies and topics such as health maintenance among various populations will be investigated.
PUH 5510: Maternal and Child Health (3 credits)
PUH 5512: Health Policy Plan/Management (3 credits)
PUH 5016: Health Promotion Programs: Planning, Implementation, and Evaluation (3 credits)

Concentration 10: Emergency Preparedness for Vulnerable Populations (9 credits) (Concentration Code J026)
NOTE: This concentration will be facilitated in cooperation with NSU's Dr. Kiran C. Patel College of Osteopathic Medicine. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will provide students with the knowledge and basic skills to enable them to work with vulnerable populations in the preparation for and recovery from an all-hazards event. Vulnerable populations include hard-to-reach and disadvantaged groups, including the homeless, frail elderly, at-risk mothers and children, persons with physical and mental disabilities, tourists and seasonal residents, migrant farm workers, and non-English speakers. This concentration can be integrated with, and is highly suitable, for students from any of the health, human services, or law enforcement professions. A community-based research or service project is required.
DEM 5050: Bioterrorism and All-Hazards Preparedness (3 credits) (*Required before taking any other courses in the concentration*)
DEM 5090: Weapons of Mass Threat and Communicable Diseases (3 credits)
DEM 6410: Emergency Preparedness Public Policy and Law (3 credits)
DEM 6404: Community Planning, Response, and Recovery for Families and Children (3 credits)

Total Credits Required for Degree Completion 33

Master of Science in College Student Affairs

The Master of Science (M.S.) in College Student Affairs (CSA) is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university educational environments. Students will learn and experience the practical application of the knowledge base and skill sets of student affairs administration and conflict analysis and resolution in higher education organizational settings. The program is designed for students who are interested in a career in student affairs, and for those currently working in student affairs who seek to advance their own personal knowledge and professional credentials. The CSA program consists of a 12 course (36 credits) sequence. Students are exposed to student affairs in higher education as well as conflict analysis and resolution.

Program Format

The College Student Affairs (CSA) program is offered in both residential and online/hybrid formats. All students will follow a cohort model for learning that is lockstep. Courses are offered once a year and deviation from the published schedule will impact graduation timeline. The need for flexible scheduling is possible and managed on a case-by-case basis.

Program Learning Outcomes

At the completion of the degree, students will be able to:
1. Express analytical reasoning by providing a creative and unique solution to institutional issues and/or problems that would diffuse existing crises and lay the groundwork to avoid future conflicts of a similar nature.
2. Apply knowledge of the core body of literature in the field to an analysis of college student affairs administration and practice.
3. Apply knowledge of assessment to the practice of student affairs.
4. Utilize appropriate research methods to examine issues of significance in the field of student affairs.
5. Apply conflict management intervention processes to student affairs practice.

Admission Requirements

Applications to the Master's and Graduate Certificate programs are accepted from any person who possesses or is in the process of completing a bachelor's degree from a regionally accredited university. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

Criteria for acceptance into the M.S. and Graduate Certificate programs in College Student Affairs include high-level undergraduate academic performance and/or relevant current working experience; a life passion or practical interest in using skills and theories in specific settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes and open-mindedness toward different types of people; and the ability to combine assessment skills with compassion and fairness.

1. Complete *online application form.*
2. Nonrefundable application fee of US $50.
3. Baccalaureate degree from a regionally accredited institution. Official transcripts from **all schools attended and/or agency evaluation of foreign degree**.
4. A grade point average (GPA) of 3.0 or higher in last 60 semester hours of undergraduate coursework or a master's degree with an overall GPA of 3.0 or better.
5. Please briefly explain (500-1000 words) why you are interested in the program to which you are applying, as well as your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide. The personal statement helps us get to know you beyond the objective data provided in review of your course grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized and succinct manner.
6. A sample of academic writing. It can be an academic paper, submitted journal writing, or a piece of professional writing. There is not a specific length requirement for this paper.
7. Two academic or professional letters of recommendation written in the past six months.
8. A resume or curriculum vita.
9. TOEFL score (if applicable).
10. An interview may be required for admission to the program.

How to Apply

Those interested in seeking their Master of Science in College Student Affairs degree should apply online at: *https://education.nova.edu/masters/college-student-affairs.html* where an application and all necessary application information may be obtained.

Orientation Information

Students will be provided with important orientation information upon acceptance into the program.

Academic Advisement

A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term can be found on the website at *https://education.nova.edu/masters/college-student-affairs.html*. Degree plans will be modified based on a student's enrollment date and pace of study.

Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-8500 or via email at *fceadvise@nova.edu*.

Practicum

To complete the M.S. in College Student Affairs, students must complete a total of 130 hours of practicum. Students are responsible for documenting practicum hours and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize student affairs theory and practice within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Students complete two practicums during their course of study. Practicums I and II are comprised of coursework and field experience. Thus, students are dually mentored by a course professor as well as a site supervisor. The field experience provides students with the opportunity to explore a breadth of student affairs functions and gain exposure, knowledge and experience in the variety of programs and services that make up a college/university division of student affairs: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs and the office of the dean of students.

The courses provide a framework for students to integrate and process their practical experiences through the lenses of theory and research. They also help students create a career plan. Practicum experiences may take place at Nova Southeastern University or another college or university. Practicum I is offered in the summer and fall terms and Practicum II is offered in the fall and winter terms. Practicum I is a prerequisite for Practicum II.

Some practicum sites require a background check before the practicum placement can begin. Generally, the background check is done at the student's expense and should be completed as soon as possible before the practicum term.

Graduate Assistantships

Students accepted to the full-time CSA program may apply for a Graduate Assistantship position. Graduate Assistantships will be available in the diverse functions within the Office of Student Affairs at NSU to residential students enrolled full-time in the CSA program. Assistantships are academic year appointments and, if awarded, there is a choice of packages. More information can be found on the website:
https://www.nova.edu/studentaffairs/assistantships/index.html.

Capstone

In addition to successfully completing all coursework, and obtaining the required practicum hours discussed above, students must complete the Capstone course to be awarded the M.S. in College Student Affairs. The Capstone in Student Affairs is not offered every term, so students are urged to seek the guidance of the department to make sure they register for the course in a timely manner.

When a student has completed all coursework and practicum hours, has completed the capstone, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending nor disciplinary tasks to complete, the student will be eligible to apply for conferral of degree.

Graduation Requirements

Please refer to Graduation Requirements in the *Student Information* section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

To complete the M.S. in College Student Affairs program a student must have:
- completed all required coursework, practicum hours, and capstone;
- attained an overall 3.0 GPA with no "incomplete" grades and must be a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be issued.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Program Completion Timeline

Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in College Student Affairs Degree Program

College Student Affairs
(Major Code S854)

About the Program
The Master of Science (M.S.) in College Student Affairs (CSA) is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university educational environments. Students will learn and experience the practical application of the knowledge base and skill sets of student affairs administration and conflict analysis and resolution in higher education organizational settings. The program is designed for students who are interested in a career in student affairs, and for those currently working in student affairs who seek to advance their own personal knowledge and professional credentials. The CSA program consists of a 12 course (36 credits) sequence. Students are exposed to student affairs in higher education as well as conflict analysis and resolution.

Program of Study

Required Courses
Students enroll in 12 courses in order to complete the program. Students are advised to work closely with the department as many courses are only offered once a year. Failure to take courses at their recommended time may result in a student needing additional time to complete the program.
CSPA 5001: The 21st Century College Student (3 credits)
CSPA 5002: Current Issues and Trends in Higher Education (3 credits)
CSPA 5003: The College Student and the Law (3 credits)
CSPA 5004: Administration in College Student Personnel (3 credits)
CSPA 5006: Student and Adult Development in College (3 credits)
CSPA 5007: Research Design and Assessment in Student Affairs (3 credits)
CSPA 5040: Communication Dynamics in Dispute Resolution: The Human Factor (3 credits)
CSPA 5100: Mediation Theory and Practice (3 credits)
CSPA 6140: Facilitation Theory & Practice (3 credits)
CSPA 6130: Practicum: Supervised Field Exp. (3 credits)
CSPA 6160: Practicum II: Supervised Field Experience (3 credits)
CSPA 6350: Capstone in Student Affairs (3 credits)

Total Credits Required for Degree Completion 36

M.S. in College Student Affairs – Doctorate in Education with a Concentration in Higher Education Leadership Pathway Program

The College Student Affairs (CSA) graduate program offers a master's to Ed.D. pathway tailored for individuals seeking to complete a master's degree and an Ed.D. through a cohesive program structure. By integrating critical course content, students will establish meaningful links between research, theory, and the application of knowledge in real-world scenarios. This approach will nurture skilled professionals who excel within practical contexts.

Credit Hours at the M.S. Level
Students enrolled in the pathway program will complete 30 credits instead of 36 credits of masters-level coursework. Six credit hours of master's level coursework will be substituted with six credits of doctoral coursework.

- CSPA 5007 Research Design & Assessment in Student Affairs (3 credits) substituted with RES 8100 Nature of Knowing: Introduction to Research Methods (3 credits)
- CSPA 6160 Practicum: Supervised Field Experience II (3 credits) substituted with EDD 8100 Academic Writing (3 credits)

Credit Hours at the Ed.D. Level
With the above substitutions, students will complete 52 credit hours instead of 55 credit hours of doctoral-level coursework. Upon conferral of the MS in College Student Affairs, the following required course in the EdD program will be satisfied.

- HEL 8310 Student Affairs in Higher Education (3 credits)

Degree Conferral
Students on the CSA to EdD accelerated pathway will be eligible for conferral of the master's degree in College Student Affairs upon completion of 30 credit hours at the master's level and six (6) credits at the doctoral level. Students must maintain a 3.0 GPA to be eligible for the accelerated CSA to EdD pathway. Further, a 3.0 GPA is required for degree conferral for the MS in College Student Affairs.

Graduate Certificate in College Student Personnel Administration

> **Certificate**
> (Major Code: S579)

About the Program

The program in College Student Personnel Administration (CSPA) prepares students for many professions related to Student Affairs in college, university, and community settings. We focus on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within the university and the larger society.

The program explores important topics in the field of Student Affairs including diversity, student development, student services, judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21st century.

The Graduate Certificate is appropriate for those who seek graduate training in CSPA, as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of college student personnel administration to their current professions.

The CSPA program collaborates closely with the University's Division of Student Affairs. The Division of Students Affairs serves as a host site for practicum and other hands-on training opportunities.

Program Format

The Graduate Certificate in CSPA consists of five courses (15 credits). Students who decide to continue their studies may apply these credit hours toward the M.S. (if accepted into the program).

The Graduate Certificate in College Student Personnel Administration is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the online program must participate in Residential Institutes on the main campus as well as online Web-based courses.

Students may enroll full or part time. Students can expect to complete the Graduate Certificate program in a year, or longer if going part-time. Summer attendance is mandatory.

Program Learning Outcomes

The program CSPA seeks to:
1. Apply an interdisciplinary approach to understanding the field of Student Affairs.
2. Provide an opportunity for students to engage in significant study and practice within the field.
3. Prepare students for professional positions in the field of Student Affairs.

Application Requirements

Please refer to the application requirements listed above under the M.S. in College Student Affairs.

Academic Advisement

Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-8500 or via email at *fceadvise@nova.edu.*

Program of Study

Required Courses

Students in the graduate certificate in CSPA will take the following courses.
CSPA 5001: The 21st Century College Student (3 credits)
CSPA 5002: Current Issues and Trends in Higher Education (3 credits)
CSPA 5003: The College Student and the Law (3 credits)
CSPA 5004: Administration in College Student Personnel (3 credits)
CSPA 5006: Student and Adult Development in College (3 credits)

Total Credits Required for Certificate Completion 15

Master of Science in Developmental Disabilities

The Master of Science (M.S.) in Developmental Disabilities is designed to prepare researchers, advocates, administrators and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span. This degree program's body of knowledge will allow graduates of the M.S. program to pursue doctoral-level training in human services, counseling, and public policy, among others. In addition, this degree will provide professionals from disciplines such as nursing and education with the necessary skills to be effective leaders and advance in the field.

Program Format
Students enrolled in the online Master of Science in Developmental Disabilities are required to complete a total of 30 credits at a minimum. The minimum 30 credits are comprised of 21 credit hours of foundational coursework and 9 credit hours within one specific concentration.

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Apply knowledge of effective administrative and other leadership skills in the field of developmental disabilities.
2. Examine the different developmental disabilities and the challenges faced across the lifespan.
3. Analyze the impact of the family, the educational system, and community services on the successful integration of individuals with developmental disabilities into the community.
4. Apply ethical and legal principles related to working with individuals who have developmental disabilities to real-world cases and settings.
5. Apply knowledge of developmental disabilities, organizational behavior, and strategic planning to the design and/or administration of human services organizations which provide services to individuals and families with developmental disabilities.
6. Demonstrate research, analytic thinking, and writing skills when creating a program design or evaluation project on a relevant topic in the field.
7. Demonstrate knowledge of the impact of health disparities experienced by individuals with developmental disabilities and the implications for healthcare and human services organizations

Admission Requirements
In order to be admitted to the program, applicants must meet the following requirements:
1. Complete all parts of the online Application for Admissions.
2. $50 nonrefundable application fee.
3. Baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or higher or a master's degree with an overall GPA of 3.0 or better.
4. A personal statement of approximately 300 words, double spaced, single sided, typewritten pages. Include why you are interested in the program to which you are applying, as well as your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide. Students may choose to complete this requirement within the application, or they may choose to submit it as a separate document.
5. Official transcripts from all colleges or universities you attended need to be mailed directly to Enrollment Processing Services (EPS), including agency evaluation of foreign degrees for determination of U.S. equivalence (including Canadian transcripts). International Students should visit International Students and Scholars for further information.
6. Two letters of recommendation.
7. Interview conducted via telephone.
8. International Student applicants should submit TOEFL scores, if applicable. International Students should visit International Students and Scholars for further information.

How to Apply
Those interested in seeking their Master of Science degree in Developmental Disabilities should apply online at: *https://education.nova.edu/masters/dev-disabilities.html* where an application and all necessary application information may be obtained.

Orientation Information
Students will be provided with important orientation information upon acceptance into the program.

Academic Advisement
Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-8500 or via email at *fceadvise@nova.edu*.

Graduation Requirements
Please refer to Graduation Requirements in the *Student Information* section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

To complete the M.S. in Developmental Disabilities program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html*.

Program Completion Timeline

Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in Developmental Disabilities Degree Program

Developmental Disabilities
(Major Code J510)

About the Program
The M.S. in Developmental Disabilities is designed to prepare researchers, advocates, administrators and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span. This degree program's body of knowledge will allow graduates of the M.S. program to pursue doctoral-level training in human services, counseling, and public policy, among others. In addition, this degree will provide professionals from disciplines such as nursing and education with the necessary skills to be effective leaders and advance in the field.

Program of Study
(Coursework in suggested order of completion)

Core Courses (21 credits)
Complete all seven of the following core courses:
HSDD 5000: Survey of Developmental Disabilities (3 credits)
HSDD 5100: Program Design and Evaluation (3 credits)
HSDD 5200: Disability and the Family Life Cycle (3 credits)
HSDD 5300: Legal and Ethical Issues in Disability (3 credits)
HSDD 5400: Healthcare Issues in Developmental Disabilities (3 credits)
HSDD 5500: Disability Services Administration (3 credits)
HSDD 6000: Developmental Disabilities Masters Research Project (3 credits)

Concentration (9 credits)
Select one of the following concentrations and complete 3 courses (9 credits) within one specific concentration to fulfill the minimum concentration requirements.

Concentration 1: Leadership/Advocacy (9 credits) (Concentration Code J522)
HSDD 5110: Grant Writing (3 credits)
HSDD 5120: Leading for Change in Disability Services (3 credits)
HSDD 5130: Trends and Issues in Disability Advocacy (3 credits)

Concentration 2: Adult Services/Transition (9 credits) (Concentration Code J515)
HSDD 5310: Aging and Disability Across the Life Span (3 credits)
HSDD 5320: Students with Disabilities in Higher Education (3 credits)
HSDD 5330: Employment and Independent Living (3 credits)

Concentration 3: Early Childhood (9 credits) (Concentration Code J518)
HSDD 5410: Early Identification and Assessment of Developmental Disabilities (3 credits)
HSDD 5420: Early Intervention in Developmental Disabilities (3 credits)
HSDD 5430: Integrating Children with Disabilities in Educational Settings (3 credits)

Concentration 4: Applied Behavior Analysis (9 credits) (Concentration Code P503)
The *Behavior Development Solutions (BDS)* Learning Modules are integrated across the ABA verified course sequence (VCS). This thoughtful decision was made to complement the coursework and actively prepare students for the BCBA exam. The BDS modules will expose students to simulated exam experiences, with the intention of helping students familiarize themselves with the structure and process of the exam. The organized practice may also assist in identifying areas that may require more focus and developing personalized, test-taking strategies to approach the exam with greater confidence and performance.

Students who wish to sit for the Applied Behavior Analysis certification exam should consult with an advisor as additional courses within the concentration must be completed. You must complete a minimum of seven (7) courses (21 credit hours) to a maximum of ten (10) courses (30 credit hours) in the ABA Concentration.

Certification Disclosure for the Applied Behavior Analysis Track: The Association for Behavior Analysis International (ABAI) has verified the courses listed above toward requirements for eligibility to take the Board-Certified Behavior Analyst® or Board-Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. **Association for Behavior Analysis International website**: *https://www.abainternational.org/welcome.aspx.* **Behavior Analyst Certification Board Website:** *https://www.bacb.com/.*

ABA 0713: Behaviorism and Philosophical Foundations (3 credits)
ABA 0714: Concepts and Principles of Applied Behavior Analysis (3 credits)
ABA 0721: Applied Behavior Analysis Assessment and Application (3 credits)
ABA 0731: Applied Behavior Analysis Assessment and Delivery Models (3 credits)
ABA 0741: Evaluating Interventions in Applied Behavior Analysis (3 credits)
ABA 0751: Supervision and Management in Applied Behavior Analysis (3 credits) **OR** ABA 0752: Organizational
 Behavior Management (3 credits)
ABA 0756: Ethical and Professional Issues in Applied Behavior Analysis (3 credits)
ABA 0761: Fieldwork in Applied Behavior Analysis I (3 credits) elective
ABA 0771: Fieldwork in Applied Behavior Analysis II (3 credits) elective
ABA 0781: Fieldwork in Applied Behavior Analysis III (3 credits) elective

Concentration 5: Child Life Specialist (9 credits) (Concentration Code J516)
Students seeking Child Life Specialist certification must complete a minimum of nine (9) courses (27 credits hours) to a maximum of twelve (12) courses (36 credit hours) in the Child Life concentration.

HSDD 5510: Foundations in Child Life and Family-Centered Care (3 credits)
HSDD 5515: Ethics in Child Life (3 credits)
HSDD 5518: Family Systems and the Hospitalized Child (3 credits)
HSDD 5522: Theories of Child Growth and Development (3 credits)
HSDD 5523: Theories of Adolescent Growth and Development (3 credits)
HSDD 5525: Medical Terminology for the Child Life Professional (3 credits)
HSDD 5530: Interventions in Child Life (3 credits)
HSDD 5532: Therapeutic Benefits of Play (3 credits)
HSDD 5534: Death and Dying (3 credits)
HSDD 5535: Child Life Practicum (3 credits) elective
HSDD 5550: Child Life Internship I (3 credits) elective
HSDD 5560: Child Life Internship II (3 credits) elective

Total Credits Required for Degree Completion 30

Doctor of Education

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Professional Licensure Disclosure
In accordance with state and federal regulations, Nova Southeastern University (NSU) is required to inform prospective and enrolled students whether programs leading to professional licensure or certification satisfy States' educational requirements for such licensure or certification. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage you to contact your applicable State licensing entity to familiarize yourself with the specific professional licensure requirements of your State. For program-specific disclosures and licensing board contact information, please visit the **Professional Licensure Disclosure** webpage for the Doctor of Education degree programs at: *https://education.nova.edu/doctoral/index.html*

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Solve problems using evidence based, content area expertise and innovative technologies.
2. Conduct research that complies with ethical principles and contributes to a specific field or profession.
3. Develop a plan to advocate for social justice in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute
Doctoral students are required to attend at least one Summer Institute as part of the required coursework. During each day of the institute, students will attend sessions where they will learn valuable skills to help them be successful in the program. There will also be sessions offered specifically to assist with the understanding and completion of the culminating capstone option (applied dissertation or strategic research project) that all students are required to complete. The sessions offer a unique blend of direct instruction and time for students to ask questions and connect with NSU faculty and engage with fellow students. The overall goal of the institute is to immerse students in a learning experience that will provide students with the information and tools needed to be a successful Ed.D. student.

For additional information, please visit the website at *http://education.nova.edu/summer/*.

Culminating Capstone Options
Option A – Applied Dissertation
Option B – Strategic Research Project

Option A – Applied Dissertation
The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a dissertation committee to facilitate and supervise the process.

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at *http://education.nova.edu/applied-research/index.html* for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) applied dissertation. **One registration for each benchmark is all that is required.**

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office.

Applied Dissertation Services
Students who are within the first three years of enrollment will receive dissertation services as long as they are enrolled in doctoral coursework. Students who complete all of their coursework and have registered for all of their dissertation benchmark courses (prospectus, proposal development, proposal, and applied dissertation) within the first three years will be required to register for ADS 8090 – Applied Dissertation Services I in order to receive dissertation services from their committee.

Beginning with the fourth year (37th month/10th semester) following initial enrollment, and irrespective of remaining coursework, doctoral students are required to register for <u>ADS 8091 – Applied Dissertation Services II</u>, up to the point of degree completion, in order to receive dissertation services from their committee.

Students who are in their fourth year or beyond and are enrolled in a dissertation benchmark course do not need to register for ADS 8091 during the semester in which they are enrolled in the dissertation benchmark course. (Note: Students should first register for their dissertation benchmark courses [prospectus, proposal development, proposal, and applied dissertation] prior to registering for <u>ADS 8091 – Applied Dissertation Services II</u>).

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8090 and ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit towards degree completion. Doctoral students registered for ADS 8090 or ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project
The Strategic Research Project (SRP) is a fast-paced capstone, which focuses on the development of a problem via a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) consisting of 40 factors of student-driven data within the student's primary organization. It will be essential for students to have a direct connection with an organization to complete the SRP. After completing a SWOT Analysis and internal and external evaluation matrices, students will be able to determine a topic and statement of the problem. The students will focus more on (a) developing in-depth analysis of current scholarly literature, which must be synthesized; (b) researching models, theories, and frameworks of the problem; (c) researching and determining advantages and disadvantages of solutions; (d) evaluating strategies via the quantitative strategic planning matrix; (e) developing an action plan within a real-world setting; and (f) delivering an oral presentation to defend the student's conclusions. The SRP does not include data collection or the implementation of an intervention with the need for an institutional review board. However, students do create their own data via matrices, weighted scores, and ratings via a Likert scale.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters.

The SRP is graded on a Pass/Fail (P/F) basis. Each course (ESRP 9000 and ESRP 9001) may be retaken one (1) time only (i.e., a limit of two [2] attempts per course); students may not register for either course more than twice.

Graduation Requirements
Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the <u>Doctor of Education</u> program a student must have:
- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Doctoral Program Completion Timeline
Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (31 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 55 credits. Course requirements for each of the concentration areas are listed by the academic department.

Summer Institute (1 credit)
FSC 8000: Summer Institute (Required) (1 credit)
FSC 8005: Summer Institute – Returning Students (1 credit)*

*NOTE: Credit earned from FSC 8005 does not count toward the minimum credit hour requirement for the Ed.D. degree.

Concentration Area Courses (24 credits)
Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

Required Core Courses (6 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits)

Required Research Courses (6 credits)
RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)
RES 8200: Research Methods II (3 credits)

Research Track for those completing the Applied Dissertation (6 credits)
Students will take either the Quantitative Research Track or the Qualitative Research Track (choose one). Students will be guided into the appropriate track during RES 8200: Research Methods II and/or in discussions with their dissertation chair.

Quantitative Research Track
RES 8911: Quantitative Research Design (3 credits)
RES 8921: Quantitative Data Analysis (3 credits)
OR
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Research Track for those completing the Strategic Research Project (6 credits)
RES 8910: Quantitative and Qualitative Research Methods (3 credits)
RES 8924: Data Visualization for Strategic Planning (3 credits)

Elective Courses
Electives allow students to individualize their doctoral studies. Elective courses can be additional courses within the student's chosen concentration, from another concentration or additional research electives. For further information refer to the individual program plan.

Applied Dissertation (12 credits) – Option A
DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Final Report (3 credits)
Or
Strategic Research Project (12 credits) – Option B
ESRP 9000: Strategic Research Project I (6 credits)
ESRP 9001: Strategic Research Project II (6 credits)

Extended Dissertation Services*
ADS 8090: Applied Dissertation Services 1 (1 credit)
(Registration from completion of all coursework through 36th month)
Or
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

*NOTE: Credits earned from ADS 8090 or ADS 8091 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for ADS 8090 or ADS 8091 to be eligible for continuing services through Research and Dissertation Support.

Total Credits for Completion 55

Doctor of Education (Ed.D.) Degree Program

Concentration Area: Human Services Administration
(Major Code F871 – Concentration Code F875)

The primary goal of the concentration in Human Services Administration (HSA) is to prepare students for leadership, administration, management, and policy development of human services agencies and programs. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.

The graduates of the Human Services Administration concentration will be expected to lead change in human services agencies and programs using the latest theories and research-based models available by: (a) expanding their administrative competence and modeling visionary leadership; (b) advocating and implementing educational improvement using current research, effective implementation of theories, culturally sensitive decision-making and strategic planning, and appropriate evaluation; and (c) identifying and addressing contemporary and future issues in human services organizations.

Concentration Learning Outcomes
Graduates of the Ed.D. program with a concentration in Human Services Administration will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field-based experiences. Graduates will be able to:
1. Demonstrate leadership potential in human services administration and programs through an understanding of contemporary theories of organizational behavior and leaders' influence on organizational behavior and performance.
2. Evaluate human services programs in terms of human resource planning, recruitment, selection, placement, compensation and evaluation of personnel in light of the diverse needs of the community these programs serve.
3. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
4. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
5. Explore the various aspects of organizational culture and examine contemporary organizational theories as these relate to organizational behaviors within human service systems. Analyze the implications for leadership practice in the context of the current research literature.
6. Develop a strategic plan using current theory and principles of strategic planning including an analysis of barriers and facilitators of collaborative relationships among non-profit, for profit and government agencies.

Program of Study
General Program Requirements (Page 102)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (3 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)
HSA 8600: Human Services Delivery Systems (3 credits)
HSA 8601: Administration, Management, and Policy Development of Human Services Agencies and Programs
       (3 credits)
HSA 8602: Developing Human Services in the Context of the Family and the Community (3 credits)
HSA 8603: Human Resource Development (3 credits)
HSA 8604: Human Services and the Law (3 credits)
HSA 8605: Human Services Organizational Theory and Behavior (3 credits)
HSA 8606: Special Topics in Human Services (3 credits)

Total Credits for Degree Completion 55

School of Criminal Justice

Programs of Study

Master of Science (M.S.) in Criminal Justice

Doctor of Philosophy (Ph.D.) in Criminal Justice

School of Criminal Justice

The Abraham S. Fischler School of Criminal Justice (SCJ) provides the criminal justice major at the bachelors, masters, and doctoral levels, aimed at **providing students with the knowledge and skills needed to positively influence the ever changing and expanding field of criminal justice.** The Master of Science in Criminal Justice utilizes a multidisciplinary approach to provide the critical thinking skills and foundational knowledge necessary to meet public safety needs both locally and nationally. In the program, students will have the opportunity to focus their studies in areas such as emergency management, forensic investigative technologies, behavioral science, and child protection and juvenile justice. The core curriculum and concentration options allow students to develop the leadership skills and professional knowledge necessary to tackle the challenges found in the field. The Ph.D. in Criminal Justice opens opportunity in the areas of research, academia, and management to those who are ready to advance as well as to individuals considering a career change. Individuals with a Ph.D. in Criminal Justice can lead to a career in administration (social policy), academia, research, and upper-level jobs as criminal investigators, correctional authorities, consultants, or criminologists. As a social science, criminal justice researchers identify patterns of criminal behavior in an attempt to analyze the ability of society to control crime and delinquency. Researchers typically use an interdisciplinary approach to study crime in an attempt to determine the cause and prevention of crime. A Ph.D. in Criminal Justice prepares one to examine, analyze and propose solutions to crime and problems in the Criminal Justice system.

Master of Science in Criminal Justice

The Master of Science (M.S.) in Criminal Justice trains those interested in law enforcement and the justice system through an interdisciplinary focus. The program prepares students through the core curriculum and allows for exposure to many different subject areas, found in the ever-burgeoning field of criminal justice, through various specialty tracks. This facilitates choice for students and fosters the development of experience within a particular segment of the field. Additionally, students may choose among elective courses, which reflect areas of interest to criminal justice professionals.

Program Format
The online M.S. in Criminal Justice program requires successful completion of 30 credit hours that includes core courses, concentration courses, and electives.

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Identify and describe major classical and contemporary criminology theories that attempt to explain delinquent and criminal behavior.
2. Identify, compare and contrast various historical perspectives on criminal justice in America comprising the components of law enforcement, courts, corrections, and the juvenile justice system.
3. Analyze data and information and draw critical conclusions from that analysis.
4. Identify and demonstrate understanding and effective application of principles, techniques and skills necessary for specialization in concentration.
5. Demonstrate the ability to communicate effectively both orally and in writing on a variety of topics related to criminal justice.

Admission Requirements
To be considered for admission to the Master's program in criminal justice, the applicant is required to present evidence of scholastic ability, significant interest in the area of criminal justice for which admissions is sought, personal stability, and sound moral character. Those applying for the Master's program as full degree seeking candidates must meet the following eligibility requirements:
1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Baccalaureate degree from a regionally accredited institution with a GPA of 2.5 or higher or a master's degree with an overall GPA of 3.0 or better.
4. Official transcripts from all colleges or universities you attended. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit *https://www.nova.edu/internationalaffairs/students/.*
5. Submit two letters of recommendation from current professors, employers, supervisors, or similar people most familiar with your professional experience. Letters of recommendation must be less than one year old.
6. Provide a personal statement of between 150 and 300 words indicating your goals in pursuing a Master of Science in Criminal Justice. This statement must be attached to the application.

How to Apply
Those interested in seeking their Master of Science degree in Criminal Justice should apply online at: *https://education.nova.edu/masters/criminal-justice.html* where an application and all necessary application information may be obtained.

Orientation Information
The School of Criminal Justice (SCJ) students will be provided with orientation information upon acceptance.

Academic Advisement
Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-8500 or via email at *fceadvise@nova.edu*.

Graduation Requirements
Please refer to Graduation Requirements in the Student Handbook section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

To complete the M.S. in Criminal Justice program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- submitted a degree application form with payment of the graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

All students must submit a Degree Application *https://www.nova.edu/registrar/instructions.html.*

Program Completion Timeline
Master's degree students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five-year time frame will be subject to dismissal.

Master of Science (M.S.) in Criminal Justice Degree Program

<div style="border:1px solid black">

Criminal Justice
(Major Code J001)

</div>

The M.S. in Criminal Justice trains those interested in law enforcement and the justice system through an interdisciplinary focus. The program prepares students through the core curriculum and allows for exposure to many different subject areas, found in ever burgeoning field of criminal justice, through various specialty tracks. This facilitates choice for students and fosters the development of experience within a particular segment of the field. Additionally, students may choose among elective courses which reflect areas of interest to criminal justice professionals.

Program Format
Students enrolled in the online Master of Science in Criminal Justice program are required to complete a total of 30 credits at a minimum. The minimum 30 credits include 15 credit hours of core coursework, 12 credit hours within one specific concentration, and one 3 credit elective.

Core Courses (15 credits)
Complete all five of the following core courses:
CJI 0510: Survey Issues in Criminal Justice (3 credits)
CJI 0520: Social Administration in Criminal Justice (3 credits)
CJI 0530: Legal Issues in Criminal Justice (3 credits)
CJI 0540: Program Evaluation in Criminal Justice (3 credits)
CJI 0550: Investigative Processes (3 credits)

Concentration (12 credits)
Select one of the following concentrations and complete 4 courses (12 credits) within one specific concentration to fulfill the minimum concentration requirements.

Concentration 1: Legal Perspectives of Criminal Justice (12 credits) (Concentration Code J024)
Description: This track will provide specialized training in the fundamentals of criminal law and procedure, criminal evidence and legal writing for the non-lawyer. It will also provide specific training regarding procedural and legal issues that affect the criminal justice system. It will offer an in-depth knowledge of criminal law and enable the criminal justice professional to interface with lawyers regarding legal issues that may arise during the criminal investigation. Consequently, the track will provide knowledge and skills to those who work in law enforcement and criminal justice agencies, and related organizations and who are required to have a working knowledge of the theory and application of criminal law.
CJI 6110: Criminal Evidence (3 credits)
CJI 6120: Advanced Criminal Procedure (3 credits)
CJI 6130: Criminal Law (3 credits)
CJI 6140: Legal Research Methods and Reasoning (3 credits)
CJI 6150: Selected Issues in Forensic and Social Science (3 credits)

Concentration 2: Behavioral Science (12 credits) (Concentration Code J005)
NOTE: This concentration will be facilitated in cooperation with NSU's College of Psychology. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will provide specialization training in behavioral science issues, providing knowledge and skills to those who work in law enforcement and criminal justice agencies.
PSY 0695: Law and Mentally Disordered Offender (3 credits)
PSY 0694/PSY0920: Police Psychology (3 credits)
PSY 0693/PSY 0913: Behavioral Criminology (3 credits)
PSY 0692: Police Stress and Mental Health (3 credits)
PSY 0691: Forensic Psychology (3 credits)

Concentration 3: Business Administration (12 credits) (Concentration Code J006)
NOTE: This concentration will be facilitated in cooperation with NSU's H. Wayne Huizenga College of Business and Entrepreneurship. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will provide specialization training in the issues of business administration and will focus on areas such as legal, ethical, and social values of business, delivering superior customer value, managing organizational behavior, and managing human resources.
MKT 5125: Marketing Decisions for Managers (3 credits)
MGT 5631: Leading People and Organizations (3 credits)
HRM 5310: Managing Human Resources (3 credits)
MGT 5380: Building and Leading Teams (3 credits)

Concentration 4: Public Administration (12 credits) (Concentration Code J007)
NOTE: This concentration will be facilitated in cooperation with NSU's H. Wayne Huizenga College of Business and Entrepreneurship. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html.*

Description: This concentration will provide specialization training in the issues of public administration and will focus on areas such as budget analysis administration, ethics, strategic management, and public administration theory.
PUB 5439: Administrative Law and Ethics in the Public Sector (3 credits)
PUB 5409: Public Administration in Theory and Application (3 credits)
HRM 5310: Managing Human Resources (3 credits)
PUB 5438: Public and Non-Profit Strategic Management (3 credits)

Concentration 5: Substance Abuse (12 credits) (Concentration Code J008)
Description: This concentration will provide specialization training in the issues of substance abuse including treatment issues for drug users, family/community impact of illegal drugs, and cultural issues will be investigated as it relates to the criminal justice system.
CJI 6510: Psychopharmacology of Illicit and Licit Drugs (3 credits)
CJI 6520: Alcohol and Other Drug Treatment in the Criminal Justice System (3 credits)
CJI 6530: Substance Abuse Treatment in the Community (3 credits)
CJI 6540: Cultural Factors in Treatment (3 credits)
CJI 6550: Special Topics in Substance Abuse Services and the Criminal Justice System (3 credits)

Concentration 6: Strategic Community Planning (12 credits) (Concentration Code J029)
NOTE: This concentration will be facilitated in cooperation with NSU's Halmos College of Arts and Sciences. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will expose students to issues/topics about communities from a strategic perspective, identifying social, economic, demographic and cultural trends and patterns within the community. Partnerships with public safety agencies and other community agencies and groups will be examined. Data and data collection and analysis related to community development, problem solving, and funding initiatives will be evaluated.
CARM 5040: Communication Dynamics in Dispute Resolution: The Human Factor (3 credits)
CARM 6638: Conflict and Crisis Management Theory & Practice (3 credits)
CARM 6610: Family Violence: The Effects on Families, Communities and Workplaces (3 credits)
CARM 6619: Strategic Community Planning and Partnerships (3 credits)
CARM 6611: Race and Ethnic Relations in America (3 credits)
CARM 6634: Metropolitan Conflict (3 credits)

Concentration 7: Information Systems (12 credits) (Concentration Code J010)
NOTE: This concentration will be facilitated in cooperation with NSU's College of Computing and Engineering. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will focus on the application of technological concepts of information systems to the collection, retention, and dissemination of information for management planning and decision-making.
ISEC 0635: Information Security Operations Management (3 credits)
MMIS 0623: Ethics in Computing (3 credits)
MSIT 0630: Database Systems (3 credits)
MMIS 0653: Telecommunications and Computer Networking (3 credits)

Concentration 8: Conflict & Crisis Management (12 credits) (Concentration Code J011)
NOTE: This concentration will be facilitated in cooperation with NSU's Halmos College of Arts and Sciences. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will provide specialization training in law enforcement conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses to hostage/barricade and other crisis situations. The concentration will provide knowledge and skills to those who work in law enforcement and criminal justice agencies, and related organizations.
CARM 6170: Violence Prevention and Intervention (3 credits)
CARM 5040: Communication Dynamics in Dispute Resolution: The Human Factor (3 credits)
CARM 6641: Conflict & Crisis Negotiation (3 credits)
CARM 6638: Conflict and Crisis Management Theory & Practice (3 credits)

Concentration 9: Child Protection and Juvenile Justice (12 credits) (Concentration Code J012)

Description: This concentration is designed to meet the specific need of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others.
CJI 6910: Theory of Child Protection, Investigation, and Advocacy (3 credits)
CJI 6920: Juvenile Justice: Systems, Structure, and Process (3 credits)

CJI 6930: Family Dynamics: Motivation, Support and Communication (3 credits)
CJI 6940: Victimology: Child Abuse and Exploited Children (3 credits)
CJI 6950: Safe Schools: Climate and Culture (3 credits)

Concentration 10: Information Security (12 credits) (Concentration Code J013)
NOTE: This concentration will be facilitated in cooperation with NSU's College of Computing and Engineering. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will focus on the rapidly growing global problems of maintaining and securing computer information. Important areas addressed include threats and vulnerabilities, cryptography, authentication and access control, security models, network security, trusted computer systems, distributed systems security, World Wide Web security, applications security, and security management and policies.
ISEC 0615: Fundamentals of Cybersecurity (3 credits)
ISEC 0635: Information Security Operations Management (3 credits)
ISEC 0655: Information Security Governance (3 credits)
ISEC 0675: Information Systems Auditing (3 credits)
ISEC 0695: Information Security Management Project (3 credits)

Concentration 11: Forensic Investigative Technologies (12 credits) (Concentration Code J014)

Description: This concentration will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.
CJI 6111: Firearm, Fingerprints and Other Impression Evidence (3 credits)
CJI 6112: Forensic Analysis of Trace and Drug Evidence (3 credits)
CJI 6113: Crime Scene (3 credits)
CJI 6114: DNA – Technology the Revolutionized Criminal Investigations (3 credits)
CJI 6115: Overview of Crime Laboratory Management (3 credits)

Concentration 12: Emergency Preparedness Leadership (12 credits) (Concentration Code J025)
NOTE: This concentration will be facilitated in cooperation with NSU's Dr. Kiran C. Patel College of Osteopathic Medicine. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will instruct the student on All-Hazards Preparedness at the local, state, and national levels. Topics such as education and training for all professionals, other health care workers, and executives to prevent, protect, respond, prepare for, and recover from hazardous events and serve as a resource center in all-hazards preparedness and perform research related to all-hazards preparedness will be examined.
DEM 5050: Bioterrorism and All Hazards Preparedness (3 credits)
DEM 5090: Weapons of Mass Threat and Communicable Diseases (3 credits)
DEM 6423: Interagency Disaster Communication (3 credits)
DEM 6424: Community Disaster Preparedness (3 credits)
CJI 6125: Special Topics in All-Hazards Preparedness (3 credits)

Electives (3 credits)
Elective courses are offered on a rotating basis.
Complete one of the following elective courses:
CJI 0601: Examining the Role of Police and Minority Communities (3 credits)
CJI 0602: Clinical Investigation of Fraud (3 credits)
CJI 0603: Practicum I (3 credits)
CJI 0604: Practicum II (6 credits)
CJI 0605: Practicum III (9 credits)
CJI 0606: Terrorism from a Criminal Justice Perspective (3 credits)
CJI 0608: Forensic Odontology (3 credits)
CJI 0609: White Collar Crime (3 credits)
CJI 0610: Private and Public Policing (3 credits)
CJI 0611: Clinical Application of Hypnosis (1 credit)
CJI 0612: Women and the Criminal Justice System (3 credits)
CJI 0613: Crime and the Media (3 credits)
CJI 0614: Becoming an Effective Expert Witness (3 credits)
CJI 0615: Correctional Psychology (3 credits)
CJI 0616: Communication and Problem-Solving Techniques (3 credits)
CJI 0617: Criminal Street Gangs (3 credits)
CJI 0618: Forensic Laboratory Techniques (3 Credits)
CJI 0619: Interview and Interrogation (3 Credits)
CJI 0620: Executive Leadership (6 credits)
CJI 0621: Political and Public Policy Basis of Emergency Management (3 credits)
CJI 0622: Preventing Juvenile Delinquency (3 credits)
CJI 0623: Sociological Dynamics of Youth Gangs (3 credits)

CJI 0624: Ethics in Law and Criminal Justice (3 credits)
CJI 0625: Child Sexual Abuse (3 credits)
CJI 0626: International Crime (3 credits)
CJI 0627: Critical Issues in Corrections (3 credits)
CJI 0628: Administrative Investigations (3 credits)
CJI 0629: Thesis I (3 credits)
CJI 0630: Thesis II (3 credits)
CJI 0631: Managing Generational Cohorts (3 credits)
CJI 0632: Continuing Services (for continuing Thesis students)
CJI 0633: Law Enforcement Interviewing (3 credits)
CJI 0634: Animals in Criminal Justice (3 credits)
CJI 0635: Pre-Employment Investigations for Criminal Justice Professionals (3 credits)
CJI 0636: Bullying Prevention (3 credits)
CJI 0637: Special Topics in Criminal Justice (3 Credits)
CJI 0638: Police and the Community: Cohesion, Communication, and Cooperation (3 credits)

Total Credits Required for Degree Completion 30

Doctor of Philosophy in Criminal Justice

The Doctor of Philosophy (Ph.D.) in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

This 60-credit hour doctoral program opens opportunities in areas of research, academia, and management to those who are ready to advance, as well as to individuals considering a career change. Management perspectives, investigative techniques, and the understanding of human behavior continue to evolve. Criminal behavior impacts legal, social, and cultural influences. A detailed understanding of these factors and their interrelationships prepares an individual in the criminal justice field with a solid foundation upon which to perform, teach, and lead. The doctoral program examines these relationships and seeks to produce individuals able to make significant contributions within the criminal justice profession.

Program Learning Outcomes
At the completion of the degree, students will be able to:
1. Apply existing criminal justice theory to current research practices.
2. Analyze the history of criminal justice in the United States and identify significant events and their relation to current trends and policies.
3. Discuss current trends and issues in criminal justice and what they indicate in the future.
4. Evaluate current methods of crime control and prevention and identify weaknesses and strengths of each.
5. Apply scientific research methods to examine issues and questions of significance in the criminal justice field.
6. Evaluate scholarly papers and articles against well-recognized standards of research design and data interpretation.
7. Evaluate research results for validity and document these findings.
8. Use appropriate and ethical research methods to develop policies and procedures that advance the mission of criminal justice systems.
9. Carry out meaningful individual research and dissertation in the dissertation product.

Admission Requirements
Admission to the doctoral program in Criminal Justice will be determined according to established university policies. The department will make a concerted effort to select only those students who are clearly best qualified for the rigors and responsibility of advanced study.

The following is required of all applicants for the doctoral degree in Criminal Justice:
1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Completion of a Master's degree from a regionally accredited University with a GPA 3.0 for master's level work. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This diversity recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.
4. Official transcripts from all colleges or universities you attended are required. Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the National Association of Credential Evaluation Services for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit the Office of International Students and Scholars.
5. Three letters of recommendation that assess the individual's capacity to successfully handle graduate-level academic work. Letters may be from employers, professors or others in the student's life that have had sufficient opportunity to observe and evaluate the student's dedication to the field of criminal justice, his or her academic or professional background, the student's level of interest as well as his or her capacity for intense academic study.
6. Provide a personal statement of 300 words detailing your goals, research interests and special qualifications for the program.
7. One of the following must be submitted:
    a. Copy of completed master's thesis or equivalent capstone deliverable; the paper must reflect original work, be exclusively of the applicant's authorship and should have been supervised and evaluated by a faculty member;

     b.   GRE score of 300 or better on the combined verbal and quantitative sections based on the new score reports. Test scores are valid for five years after the testing year in which the student was tested;

     c.   Sample of published work from a refereed publication within the criminal justice or related discipline;

     d.   Successful completion of J.D. or doctorate in related field.

8. Submit a copy of current curriculum vitae.
9. Complete an interview with program faculty.
10. It is preferred that the Criminal Justice doctoral candidate have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.
11. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.

How to Apply

Those interested in seeking their Doctor of Philosophy in Criminal Justice should apply online at: *https://education.nova.edu/doctoral/phd/criminal-justice.html* where an application and all necessary application information may be obtained.

Orientation Information

The School of Criminal Justice (SCJ) students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the SCJ program office. A synchronous (live) orientation session is held prior to the start of the Fall term. Students are strongly advised to attend this session to learn more about the program's expectations and to meet their classmates and professors along with program staff and administrators.

Academic Advisement

Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954/262-8500 or via email at *fceadvise@nova.edu*.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements. Specific program completion requirements are located within each concentration or consult an academic advisor.

To complete the Doctor of Philosophy in Criminal Justice program a student must have:
- completed all required coursework;
- attained an overall 3.0 GPA;
- successfully completed and defended dissertation;
- submitted a degree application form and payment of graduation fee; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

Doctor of Philosophy (Ph.D.) in Criminal Justice Degree Program

Criminal Justice
(Major Code J001)

The Ph.D. in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

Program of Study
Core Courses (33 credits)
Complete all of the following 11 core courses:
CJI 0700: Theories of Crime (3 credits)
CJI 0701: The Police and Society (3 credits)
CJI 0702: Criminal Law, Procedure, and Individual Rights (3 credits)
CJI 0703: Applied Statistics I (3 credits)
CJI 0704: Applied Statistics II (3 credits)
CJI 0705: Qualitative Methods (3 credits)
CJI 0706: Research Methods I (3 credits)
CJI 0707: Research Methods II (3 credits)
CJI 0708: Program Evaluation I (3 credits)
CJI 0709: Program Evaluation II (3 credits)
CJI 0710: Data Analysis and Interpretation (3 credits)

Concentrations (15 credits)
Select one of the following concentrations and complete 5 courses (15 credits) within one specific concentration to fulfill the minimum concentration requirements.

Concentration 1: Organizational Leadership (15 credits) (Concentration Code J004)
CJI 8110: Criminal Justice Organization and Management (3 credits)
CJI 8120: Criminal Justice Organizational Planning and Change (3 credits)
CJI 8130: Ethical Practices in Criminal Justice Leadership (3 credits)
CJI 8140: Current Trends and Issues in Criminal Justice Organizations (3 credits)
CJI 8150: Advanced Study: Ideas, Issues and Practices (3 credits)

Concentration 2: Behavioral Science (15 credits) (Concentration Code J005)
CJI 8210: Risk Assessment (3 credits)
CJI 8220: Gender Violence: Domestic Violence & Sexual Abuse (3 credits)
CJI 8230: Mental Health Courts and Therapeutic and Restorative Justice (3 credits)
CJI 8240: Sexual Offenders (3 credits)
CJI 8250: Psychological Issues for Children and Adolescents in the Legal System (3 credits)

Concentration 3: Juvenile Justice (15 credits) (Concentration Code J027)
CJI 8310: Contemporary Challenges in Juvenile Justice Leadership (3 credits)
CJI 8320: Legal and Ethical Issues in Juvenile Justice (3 credits)
CJI 8330: Comparative Juvenile Justice Systems (3 credits)
CJI 8340: Advanced Juvenile Justice Policy (3 credits)
CJI 8350: Advanced Study: Ideas, Issues and Practices (3 credits)

Dissertation Credits (12 credits)
Complete 12 dissertation credits:
CJI 9000: Dissertation I (3 credits)
CJI 9001: Dissertation II (3 credits)
CJI 9002: Dissertation III (3 credits)
CJI 9003: Dissertation IV (3 credits)
CJI 9004: Continuing Services (1 credit) *(Billed at 3 credits)*
CJI 9005: Continuing Services (1 credit) *(Billed at 3 credits)*

NOTE: After the completion of Dissertation I-IV, students will be required to enroll in CJI 9004, each term, until the completion of their final dissertation defense.

Total Credits for Degree Completion 60

Abraham S. Fischler College of Education and School of Criminal Justice Course Descriptions

FCE&SCJ Course Descriptions

ABA 0711: Concepts and Principles of Applied Behavior Analysis I (3 Cr)
This 45-hour graduate-level course is Part I of a two-part series of ABA concepts and principles. Students will study the philosophy and science of applied behavior analysis, an overview of the field of ABA, basic vocabulary and concepts in the field, and basic strategies for increasing and decreasing behaviors of students in a variety of settings. Specifically, this course covers the following BACB Fifth Edition content areas: A: Philosophical Underpinnings and B: Concepts and Principles. **Prerequisites: None.**

ABA 0712: Concepts and Principles of Applied Behavior Analysis II (3 Cr)
This 45-hour graduate-level course is Part II of a two-part series of ABA concepts and principles. Students will study the science of applied behavior analysis, the field of ABA, basic vocabulary and concepts in the field, and basic strategies for increasing and decreasing behaviors of students in a variety of settings. Specifically, this course will cover Unit B: Concepts and Principles from the BACB Fifth Edition task list. **Prerequisite (or can be taken in conjunction with): ABA 0711.**

ABA 0713: Behaviorism and Philosophical Foundations (3 Cr)
This 45-hour graduate-level is an introduction to Behaviorism. Students will study the history of behavior analysis and its various branches: behaviorism, experimental analysis of behavior, and professional practice guided by the science of behavior analysis. Focus will be placed on understanding behavior from the radical behaviorist perspective. **Prerequisites: None.**

ABA 0714: Concepts and Principles of Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course provides an overview of the concepts and principles of Applied Behavior Analysis (ABA). Students will describe and explain behavior utilizing the technical terminology of the science and learn strategies for understanding human behavior and impacting behavior change. **Prerequisites: None.**

ABA 0721: Applied Behavior Analysis Assessment and Application (3 Cr)
This 45-hour graduate-level course will delve into the application of the concepts and principles of applied behavior analysis. It will focus on the current research relating to behavior assessment strategies, cultural variables in the assessment process, behavioral intervention strategies and change procedures, and methods of accountability in ABA interventions. This course covers the following content areas: behavior assessment, behavior-change procedures, and selecting and implementing ethical and evidence-based interventions. **Prerequisites: ABA 0714 or completion of both ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712.**

ABA 0731: Applied Behavior Analysis Assessment and Delivery Models (3 Cr)
This 45-hour graduate-level course will focus on conducting behavior analytic assessments in order to identify targets for behavior change programs. Additionally, the class will explore the variety of delivery models for services within the ABA model. Specifically, the delivery models of behavioral medicine, treatment of autism/developmental disabilities, organizational behavior management, and education will be examined. This course covers the following content areas: behavior assessment, behavior-change procedures, and selecting and implementing ethical and evidence-based interventions. **Prerequisites: ABA 0714 or completion of both ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712.**

ABA 0741: Evaluating Interventions in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will focus on evaluation strategies used in research and in the ethical provision of interventions. Students will develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design. Mastery of this content allows for critical evaluation of research literature resulting in evidenced based decision making on assessment and intervention strategies across a variety of populations. This course covers experimental design, measurement, data display, and interpretation. **Prerequisites: ABA 0714 or completion of both ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712 or ABA 0714.**

ABA 0751: Supervision and Management in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will focus on the ethical practice of applied behavior analysis across clinical, research, and professional settings. It covers content area E: Ethics (Professional and Ethical Compliance Code for Behavior Analysts) from the BACB's Fifth Edition Task List. Students will evaluate common ethical dilemmas that arise during clinical research and practice in applied behavior analysis and identify and apply strategies and guidelines for resolving ethical issues. **Prerequisites: ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712.**

ABA 0752: Organizational Behavior Management (3 Cr)
This 45-hour graduate-level course will focus on applied behavior analysis supervision and organizational behavior management. It will address the components of effective supervision, as well as the development of performance monitoring, reinforcement, and feedback systems. In addition, focus will be placed on culturally responsive performance management procedures (i.e., promoting equity in supervision practices). **Prerequisites: ABA 0714 or completion of both ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712 or ABA 0714**

ABA 0756: Ethical and Professional Issues in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will focus on the ethical practice of applied behavior analysis across clinical, research, and professional settings. Students will evaluate common ethical dilemmas that arise during clinical research and practice in applied behavior analysis and identify and apply strategies and guidelines for resolving ethical issues. Emphasis will be placed on practicing cultural humility and identifying one's own potential biases to provide an inclusive service delivery model. Students will determine the ethical and professional conduct aligned with the legal regulatory and practice requirements. **Prerequisites: ABA 0714 or completion of both ABA 0711 or HCP 6511 or HSDD 0711 and ABA 0712 or HCP 6512 or HSDD 0712 or ABA 0714.**

ABA 0761: Fieldwork in Applied Behavior Analysis I (3 Cr)
This 45-hour graduate-level course is designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the

philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: ABA 0714 or ABA 0711 and ABA 0712 with grades of B- or better.**

ABA 0771: Fieldwork in Applied Behavior Analysis II (3 Cr)
This 45-hour graduate-level course is a continuation of ABA 0761. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: Completion of ABA 0714 or ABA 0711 and ABA 0712. Completion of ABA 0761 with grades of B- or better.**

ABA 0781: Fieldwork in Applied Behavior Analysis III (3 Cr)
This 45-hour graduate-level course is a continuation of ABA 0771. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: Completion of ABA 0714 or ABA 0711 and ABA 0712. Completion of ABA 0761 and ABA 0771 with grades of B- or better**.

ADS 8090 Applied Dissertation Services I (1 Cr)
Applied Dissertation Services I is continuing dissertation services for doctoral students who have completed all of their doctoral coursework and have registered for all dissertation benchmarks within the first three (3) years of their enrollment in the program.

ADS 8091 Applied Dissertation Services II (1 Cr)
Applied Dissertation Services II is continuing dissertation services for doctoral students entering their fourth (4th) year (37th month) in the program, but have not completed the applied dissertation or all required coursework. If a student is missing a disserstation benchmark registration, registration for ADS 8091 will not be required in order to receive dissertation advising services provided the student is registered for said benchmark during that semester. Student are responsible for registering for ADS 8091. Service fees will apply. **Prerequisite/s: None.**

APR 681 Practicum Seminar 1 (0 Cr)
The seminar takes place during crucial places in the program. It provides a forum for students to discuss and interact among themselves, other scholars, and professors. The seminar affords an opportunity for students to expand the knowledge gained in the classroom as well as their understanding of selected topics. Practical applications of theoretical concepts as well as critical discussions and scholarly writing form the essence of these sessions. The seminars are used to assist students in the development and implementation of the various products researched during the program.

APR 682 Practicum Seminar 2 (0 Cr)
The seminar takes place during crucial places in the program. It provides a forum for students to discuss and interact among themselves, other scholars, and professors. The seminar affords an opportunity for students to expand the knowledge gained in the classroom as well as their understanding of selected topics. Practical applications of theoretical concepts as well as critical discussions and scholarly writing form the essence of these sessions. The seminars are used to assist students in the development and implementation of the various products researched during the program.

APR 750 Educational Field-Based Project (3 Cr)
The Field-Based Project is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: EDU 708.**

CARM 5040 Communication Dynamics in Dispute Resolution: The Human Factor (3 Cr)
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach.

CARM 6170 Violence Prevention and Intervention (3 Cr)
This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

CARM 6610 Family Violence: The Effects on Families, Communities and Workplaces (3 Cr)
This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

CARM 6611 Race and Ethnic Relations in America (3 Cr)
This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and

to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism.

CARM 6619 Strategic Community Planning and Partnerships (3 Cr)
An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives.

CARM 6634 Metropolitan Conflict (3 Cr)
This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

CARM 6638: Conflict and Crisis Management Theory & Practice (3 Cr)
This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used.

CARM 6641 Conflict & Crisis Negotiation (3 Cr)
This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role-play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations.

CBD 501 Special Education Law (3 Cr)
This course will provide participants with a clear understanding of the federal laws and regulations that apply to working with individuals with disabilities and their families in preschool and school settings. Legal and ethical issues, responsibilities, professionalism, and accountability of administrators, educators, and other service providers will be reviewed. Accommodations and modifications for students with disabilities will be explored. Additionally, inclusion and related issues will be discussed within the context of the laws. **Prerequisite/s: None.**

CBD 503 Classroom Management (3 Cr)
Students will examine various theoretical aspects of and practical applications for the effective organization and management of the special education classroom. The interdependence of instructional planning and behavior management systems will be emphasized. Variables related to teacher behaviors, student behaviors, curricular concerns, and academic planning will be addressed. **Prerequisite/s: None.**

CBD 504 Instructional Materials for Exceptional Learners (3 Cr)
This course introduces participants to the various curricula and instructional materials used for students with disabilities. Specific suggestions for selecting, modifying, and developing appropriate curricula materials are explored for students including those with emotional and behavioral disabilities, learning disabilities, and developmental disabilities. **Prerequisite/s: None**

CBD 505 Working with Families of Exceptional Learners (3 Cr)
This course will enable participants to develop knowledge of historical influences of parents in the provision of education of students with disabilities. Participants will become familiar with past and present issues, priorities, problems, and concerns facing parents. Further, participants will examine the emotional stages parents of students with disabilities frequently experience and will identify behavioral characteristics of the different emotions that parents encounter. Cultural factors impacting on parents' emotional reactions will be explored. Emphasis will be placed on participants' gaining an understanding of parents' emotional responses to their student's disability and enabling them to communicate and interact effectively with parents. **Prerequisite/s: None.**

CBD 510 Characteristics and Needs of Students with Developmental Disabilities (3 Cr)
This course provides a comprehensive coverage of developmental disabilities and outlines both past and present theories and practices in the field. The course also provides participants with basic information and foundational skills for understanding and working with students with developmental disabilities. Emphasis is on what the concept of developmental disabilities involves, how learning problems can be recognized, and how to address these problems. **Prerequisite/s: None.**

CBD 511 Characteristics and Needs of Students with Learning Disabilities (3 Cr)
This course will focus on the strategies, methods, curriculum, and assessment for facilitating an effective transition from school to adulthood for students with disabilities. Special emphasis will be placed on career development and independent living. **Prerequisite/s: None.**

CBD 512 Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 Cr)
This course involves a study of characteristics of children and youth with Emotional and Behavioral Disorders (EBD). Participants will develop an understanding of diverse theoretical perspectives, definitions, and intervention models; symptomology and etiological factors that contribute to EBD; and descriptive data currently used in both the literature and professional discipline. **Prerequisites: None.**

CBD 513 Methods for Teaching Students with Developmental Disabilities (3 Cr)
This course introduces preservice teachers to various strategies and techniques to educate students with developmental disabilities. Methods of managing and teaching children with developmental disabilities utilizing visual, auditory, kinesthetic, and tactile concepts

in remediation are also explored. Special attention will be devoted to developing individualized program strategies for enhancing learning for students with developmental disabilities. **Prerequisite/s: None.**

CBD 514 Methods for Teaching Students with Learning Disabilities (3 Cr)
This course introduces participants to the various educational programs and teaching strategies which have been used successfully in remediation. Methods of managing and teaching children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored. **Prerequisite/s: None.**

CBD 515 Methods for Teaching Students with Emotional and Behavioral Disorders (3 Cr)
This course introduces preservice and inservice teachers to the professional and academic contexts of the field of emotional and behavioral disorders. The course content integrates the multiple perspectives necessary for understanding and influencing student's behavioral adjustment, and provides information on how to plan, organize, and manage instructional programs for students in different settings. **Prerequisite/s: None.**

CBD 516 Teaching Mathematics to Exceptional Learners (3 Cr)
This course is designed to ensure that exceptional student education teachers have the content knowledge necessary to teach mathematics. In addition, students will learn ways to adapt math instructional strategies, assessment, and materials for students with disabilities. Topics will include strategies for number operations, thematic approach in mathematics, and alternative assessment strategies for the exceptional students. Students will learn the number structure and theory of numbers through puzzles and games. **Prerequisite/s: None.**

CBD 517 Teaching Reading to Exceptional Learners (3 Cr)
This course will concentrate on the best practices for teaching reading to students with disabilities. Participants will increase their understanding in the assessment and correction of reading difficulties and the analysis of these difficulties. The major components of literacy instruction for students with disabilities will be explored as well as modifications and adaptations to achieve a balanced literacy curriculum.

CIMA 700 Educational Inquiry and Electronic Research Technologies (3 Cr)
CIMA 0700 examines and applies research paradigms, examples of sound research, critical interpretation and evaluation of research and theoretical writing in the field. **Prerequisite/s: None.**

CIMA 702 Curriculum and Instruction: Trends and Issues (3 Cr)
This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of curriculum and instruction. **Prerequisite/s: None.**

CIMA 705 Today's Educational Leader (3 Cr)
This course provides students the opportunity to study leadership characteristics and styles. Students will assess their own strengths and areas for development in the practice of leadership. They will gain an understanding and appreciation for the impact of their leadership. **Prerequisite/s: None.**

CIMA 706 Managing Change in the Educational Environment (3 Cr)
This course provides students with the skills and knowledge to serve as a catalyst for change and to assist others in the acceptance and adoption of educational innovation. Through examining pertinent literature and educational reform indicatives, they will identify elements of effective change strategies and develop leadership competencies needed to proactively manage personal and organizational change. **Prerequisite/s: CIMA 0700.**

CIMA 707 Focus on the Future: Reconceptualizing Curriculum (3 Cr)
This course provides students with the opportunity to research current best practices in curriculum design for traditional electronic and distance learning environments and the skills and knowledge to assess relevant products. **Prerequisite/s: None.**

CIMA 712 Management for Curriculum and Instruction (3 Cr)
This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. **Prerequisite/s: None.**

CIMA 715 Educational Diversity and Community (3 Cr)
This course provides students with the skills and knowledge to apply cognitive theory in instructional program management for special needs students whose learning necessitates experiential differentiation. Participants will examine and apply best practices to encourage and accommodate diversity and equity while simultaneously promoting academic excellence. **Prerequisite/s: CIMA 0700.**

CIMA 717 Curricular Product Evaluation (3 Cr)
This course provides students with the skills & knowledge required to examine, review, evaluate & select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals. **Prerequisite/s: None.**

CIMA 720 Seminar in Program Synthesis (3 Cr)
This course is designed to provide an analysis and synthesis of the information learned in the online Ed. S. program of study. It is based on reflection, and focusing on analysis and synthesis, it provides the student with an opportunity to prepare a detailed statement of where the field is and where it is going. The course will also include practical applications of the research process to the student's professional settings. The Learning Program Review will provide the student with the opportunity to look back on the entire degree program in order to examine how it has contributed to the student's intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program. **Prerequisite/s: CIMA 0700.**

CISC 0501 Computer Organization and Architecture (3 Cr)
A comprehensive examination of the fundamental concepts, organization, and architectural structures of contemporary computers. Topics include: logic design, fundamental structure of computer hardware systems (CPU/ALU, memory, cache, registers, I/O), instruction sets, assembly language programming, computer arithmetic, pipelining, and memory hierarchy.

CISC 0502 Mathematics in Computing (3 Cr)
Graph theory, lattices and boolean algebras, state models and abstract algebraic structures, logical systems, production systems, computability theory, recursive function theory.

CISC 0503 Data Structures and Algorithms (3 Cr)
Sorting and searching, algorithms for tree structures, advanced data structures, graph algorithms, complexity, dynamic programming, optimization problems. **Prerequisite: MSIT 0501.**

CIT 500 Theories of Learning (3 Cr)
Learning theory remains a crucial component of instructional delivery. Instruction should be tailored to the learning process, and learning theory provides a framework for analysis of teaching practices. This course examines various learning theories that directly impact education and their influence on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment, and reorganization for school change will be discussed. Classroom teachers and media specialists working with kindergarten through Grade12 will find this course particularly useful. **Prerequisite/s: None.**

CIT 501 Curriculum and Instruction (3 Cr)
This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participants setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning, and assessment of student learning outcomes are examined. **Prerequisite/s: None.**

CIT 502 Research in Education: Process and Application (3 Cr)
Taken as one of the first courses in the master's concentration, CIT 502 begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. **Prerequisite/s: None.**

CIT 503 Assessment of Learning (3 Cr)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment topics to be covered are design and development of assessment plans, teacher-made tests, standardized and commercial tests, and performance assessments. Program evaluation, the role of high stakes testing and its relationship of learning, and assessment and decision-making will also be examined. **Prerequisite/s: None.**

CIT 508 Instructional Design for Trainers and Teachers (3 Cr)
This course was designed using a case study approach demonstrating the process for the systematic design of instruction—called instructional design or instructional systems design. A real-world instructional design event will be used to illustrate how instructional design happens. Major topics include systems theory, models of instructional design, development of instruction for the private and public sectors, the assessment and analysis of needs, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. **Prerequisite/s: None.**

CIT 520 Introduction to Media and Instruction (3 Cr)
This course introduces students to the principles of instructional design and learning theory, examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media. **Prerequisite/s: None.**

CIT 522 Internet for Educators (3 Cr)
This introductory course includes the fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore Internet terminology, Internet services, forms of Internet communication and retrieval of information. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access and use in the K-12 environment will be discussed. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12. **Prerequisite/s: None.**

CIT 524 Introduction to Web Authoring (3 Cr)
This introductory project-based course examines and demonstrates the elements of Webpage development including page and site design, copyright issues, HTML coding, and World Wide Web (web) related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final web site. **Prerequisite/s: None.**

CIT 622 Technology and the School Curriculum (3 Cr)
This course examines the role of technology in the curriculum and its impact on school change. Research on design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. **Prerequisite/s: None.**

CIT 630 Web 2.0 Tools: Applications for Teaching and Learning (3 Cr)
This course provides students with the knowledge, skills, and tools to integrate Web 2.0 tools into classroom instruction. Students will research and learn to use popular free educational Web 2.0 tools and resources, create learning activities, and develop teaching and learning resources that can be used immediately in classrooms with students. **Prerequisite/s: None.**

CJI 0510 Survey Issues in Criminal Justice (3 Cr)
This survey course will review the historical context, theory, policy making, political factors and behavioral influences related to criminal justice policy development as it relates to the organization of the criminal justice system in the United States. This course examines the various components of the criminal justice system, including police, courts, corrections, and the juvenile justice system. The course focuses on the relationship of the criminal justice system to broad political, economic, and social issues. Understanding the working relationship between these system components allows for a greater understanding of how the system works as a whole.

CJI 0520 Social Administration in Criminal Justice (3 Cr)
The purpose of this course is to examine current strategies and issues related to social justice in the field of criminal justice.

CJI 0530 Legal Issues in Criminal Justice (3 Cr)
This course examines a variety of legal issues critical to a thorough understanding of the various aspects of the criminal justice system. Students will examine the United States Constitution and its interpretation through court decisions that together have formed the cornerstone of the criminal justice system. Students will analyze criminal procedure from the investigative stages through trial, sentencing and post-sentencing with an emphasis on constitutional parameters.

CJI 0540 Program Evaluation in Criminal Justice (3 Cr)
This course provides students with the foundational knowledge and basic competencies necessary to plan an evaluation of a criminal justice program and to interpret and utilize evaluation findings. This comprises an understanding of the evaluation process including, developing relevant evaluation questions, selecting an appropriate evaluation model, data collection and analysis, and accurate and ethical interpretation and dissemination of evaluation findings. Through a series of assignments, students will have the opportunity to engage in the planning of an evaluation of a criminal justice program, which culminates in the creation of a program evaluation plan. Students will be introduced to the types of data commonly collected in a program evaluation, and the use of both qualitative and quantitative methods.

CJI 0550 Investigative Processes (3 Cr)
This course is a masters-level, on-line core course within the Criminal Justice Institute at Nova Southeastern University, Fort Lauderdale, Florida. This course will provide an overview of investigative and crime scene processing theory, research, and practice and its application from the standpoint of criminal investigative personnel and other actors within the criminal justice system. Lecture and case studies will provide a learning environment for understanding and applying investigative processes including fundamentals, crime scene investigation, criminal intelligence and informants, physical evidence, testimonial evidence, documenting the investigation and testifying, crimes against persons, crimes against property, special investigations, and legal considerations.

CJI 0601 Examining the Role of Police and Minority Communities (3 Cr)
The course will examine the ever-changing roles of the police and those of minority communities that presently exist within the boundary of most jurisdictions in South Florida. What were viewed, as traditional minority communities no longer exist within the same context. Minority groups from different countries that have settled in the United States are displacing those traditional minority groups or subcultures that have evolved separated from the dominant culture.

CJI 0602 Clinical Investigation of Fraud (3 Cr)
This course is a Masters-level, on-line core course within the Criminal Justice Institute at Nova Southeastern University, Fort Lauderdale, Florida. The course will review why and how occupational fraud is committed. The student will be introduced to some current techniques used to identify, deter, and prevent occupational fraud with an emphasis placed on recognizing the early warning signs or red flags of occupational fraud.

CJI 0603 Practicum I (3 Cr)
This course will provide the criminal justice student with hands-on experience working alongside criminal justice professionals. Students will have the opportunity to observe various entities within law enforcement, corrections, or other related fields of criminal justice.

CJI 0604 Practicum II (6 Cr)
This course will provide the criminal justice student with hands-on experience working alongside criminal justice professionals. Students will have the opportunity to observe various entities within law enforcement, corrections, or other related fields of criminal justice.

CJI 0605 Practicum III (9 Cr)
This course will provide the criminal justice student with hands-on experience working alongside criminal justice professionals. Students will have the opportunity to observe various entities within law enforcement, corrections, or other related fields of criminal justice.

CJI 0606 Terrorism from a Criminal Justice Perspective (3 Cr)
This course addresses the problem of terrorism from a criminal justice perspective. It is designed to provide students with an understanding of terrorism and the major issues associated with responding to terrorism in a democratic society. The first half of the course defines and conceptualizes international criminal law generally and terrorism specifically, reviews the history of terrorism, and discusses criminological theories that can best be applied to terrorism. The second half of the course focuses on the threat of terrorism in and against the United States. We will review and analyze trends in terroristic activity, terroristic groups, and specific strategies used to respond to terrorist threats in the United States.

CJI 0608 Forensic Odontology (3 Cr)
This course is an introductory course to describe the role and function of the dental scientist as an important (essential) part of the term of Forensic Scientists.

CJI 0609 White Collar Crime (3 Cr)
White-collar crime is a serious social problem and is among the greatest threats to public health and safety. Indeed, the physical, financial, and emotional costs of white-collar crime dwarf those caused by traditional street crimes, such as homicide, robbery, and burglary. We will approach the study of white-collar crime from *sociological* and *criminological* perspectives. We begin by defining the various forms of white-collar crime and then move on to an examination of a number of instances/cases of the phenomenon. Next, we shall engage in a rigorous theoretical examination of the causes and correlates of white-collar crime. Finally, we will focus on what we can do "in the real world" about the problems associated with white-collar crime.

CJI 0610 Private and Public Policing (3 Cr)
This course is a survey of the security field, including private, corporate, industrial, and retail applications. Comparisons are made between private and public policing. This course discusses the history evolution of private security and its role in American society. The course will cover various types of private security agencies and the varying types of services provided. The interaction of private security law enforcement and the restrictions placed upon each by the law and various legal decisions will be addressed.

CJI 0611 Clinical Application of Hypnosis (1 Cr)
This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined.

CJI 0612 Women and the Criminal Justice System (3 Cr)
The Women and the Criminal Justice System class will provide an overview of the roles of women as victims, offenders, and professional workers within the system. Students will have the opportunity to learn and evaluate social issues that may motivate women to engage in criminal activities. The interaction of race, culture, class and gender in the criminal justice system will be infused throughout weekly discussions. Topics of emphasis include victims of domestic violence, rape, and delinquent adolescent girls. Compassionate techniques for working with female victims of crime will also be reviewed.

CJI 0613 Crime and the Media (3 Cr)
This course examines the relationship between the mass media, crime, and criminal justice in the United States. The way in which the criminal justice system, criminals, and crime are depicted in the entertainment and news media will be surveyed, as well as the effects that these depictions have on society and the criminal justice system.

CJI 0614 Becoming an Effective Expert Witness (3 Cr)
Professionals have numerous opportunities to testify as "Expert Witnesses" in litigation. This includes both civil and/or criminal cases. This may include accident litigation, malpractice litigation, forensic evidence in criminal cases, or various other cases. This course will help professionals understand the sequence of events leading to becoming an expert, the preparation involved, and the art of testifying.

CJI 0615 Correctional Psychology (3 Cr)
This course will provide an overview of correctional psychology. Students will obtain a general overview of the various components of the correctional system and the role of psychologists within that system. In addition, students will gain an understanding of working with offenders in an institutional setting. Themes covered include: The role of power in corrections, Ethical Concerns, the mission of mental health, Assessment, Treatment, Special Populations, Suicide, Self-mutilation, malingering etc.

CJI 0616 Communication and Problem-Solving Techniques (3 Cr)
This course examines various theories of effective interpersonal communication. The course focuses on strategies to better deal with communication issues presented to those who work in law enforcement and criminal justice agencies. In addition, the course provides the student with appropriate step by step problem solving strategies alleviating his/her work environment stress level.

CJI 0617 Criminal Street Gangs (3 Cr)
This course introduces students to the area of Criminal Street Gangs and explores its impact on our society. The course will be delimited by the exploration of the topics: gang history, typology, causations, organizational structure, criminal activities of gangs, girls and gangs, community impact, community based and national intervention strategies.

CJI 0618 Forensic Laboratory Technologies (3 Cr)
This course will provide students with a broad overview of forensic science with emphasis on the latest technologies. Topics will include trace evidence (fibers, paint, glass, fractures, hairs, etc.), arson, impression evidence (firearms, tool marks, and latent fingerprints), questioned documents, drugs/narcotics, DNA, and the CSI effect. Crime scene topics, as they relate to the laboratory, will also be covered. Concepts will be solidified via case studies.

CJI 0619 Interview and Interrogation (3 Cr)
This course is a masters-level, on-line elective course within the Criminal Justice Institute at Nova Southeastern University, Fort Lauderdale, Florida. This course will provide an in-depth exploration of the interview and interrogation process used by criminal investigators. The general focus will be on the investigative, legal, procedural, psychological, and ethical issues directly related to the interview and interrogation process. Applications of the theories, methods, and practices relate to both law enforcement and the criminal courts. Students should feel free to focus their research and writing in the specific areas of interest as well as their own criminal justice organizations to develop their acumen in the topic area.

CJI 0620 Executive Leadership (6 Cr)
This comprehensive course is designed to "bridge theory and practice" of leadership in the criminal justice and public safety environments. Particular emphasis is placed on three areas of leadership: management and leadership, organizational change and strategic management, and leadership during critical incidents and emergency response. Specifically, this course will cover topics such as leadership theory, practices, traits and skills; organizational behavior; performance management; decision making and problem solving; leadership and personality types; dealing with and initiating organizational change; developing strategic plans, developing and justifying budgets; planning and engaging in labor relations; crisis and emergency operations; critical incident stress management, conflict management; group dynamics; trauma; psychological effects of crises; and crisis response in the context of natural and manmade disasters. Students are exposed to an innovative approach to learning by providing them with both in class and online delivery of subject matter. In-class lectures, in-class and online discussions, and analyses of case studies will provide each student with the opportunity for understanding and applying theory to a real-world setting. **Prerequisite/s: ELC 0020, ELC 0030, ELC 0040.**

CJI 0621 Political and Public Policy Basis of Emergency Management (3 Cr)
This course is an examination of the political and public policy environment in which Emergency Planning and Management is practiced. It examines the political dynamics of emergency management, and analyzes governmental decision-making before, during, and after disasters. Students learn how political factors play a role in all phases of emergency management. Students also analyze various disaster policy studies for lessons learned.

CJI 0622 Preventing Juvenile Delinquency (3 Cr)
The course will provide students with up-to-date research on prevention in the area of juvenile delinquency ---what programs exist, what works and what does not work based on research evidence. The course will address the history of the juvenile justice system

focusing on the policies and programs undertaken currently as well as those of the past. Varying views on juvenile violence will be covered including the epidemic and the non-epidemic views. Juvenile offender careers involving entry, continuation in and exit from these careers will be dealt with using developmental theories of delinquency. A review of effective and not so effective prevention programs will be presented. In the weekly discussions, the instructor will incorporate her research and administrative experience in the area of prevention and the challenges prevention presents as an alternative perspective within criminal justice. In addition to readings from the main text, the course will incorporate supplemental readings in the area of cost benefit analysis. It is partly due to the impact of cost benefit analyses that prevention as a policy approach has emerged as a hot-button issue.

CJI 0623 Sociological Dynamics of Youth Gangs (3 Cr)
This course is designed to introduce students to the cultural and structural components of gang activity and will present a comprehensive review of all the critical elements relevant to the growing phenomenon of gang life. It will provide an overview of criminal street gangs and explore its impact on our society. The course will be delimited by the introduction of the topics: history of gangs, typology, theoretical explanations, causations, organizational structure, criminal activities of gangs, girls and gangs, community impact, community based and national intervention strategies. The interaction of race, culture, class, and gender in the criminal justice system will be infused throughout weekly discussions. Additionally, psychological and sociological dynamics will be explored. Furthermore, how to work with and treat children and adolescents as well as their families who have been associated with street gangs will be investigated. Along with this, students will also examine the short- and long-term goals of child and family protection, laws, as well as future relationships with regards to gang life.

CJI 0624 Ethics in Law and Criminal Justice (3 Cr)
This course is an intense examination of the ethical considerations facing the criminal justice practitioner. Topics include determining moral behavior, developing moral and ethical behavior, legal ethics, ethics and law enforcement, ethics and the courts, ethics and corrections, the ethics of punishment, policy and management issues, professionalism, pride and ethics for practitioners

CJI 0625 Child Sexual Abuse (3 Cr)
This course is designed to prepare students to identify factors and indicators associated with childhood sexual abuse, crisis assistance and intervention. Students will enhance their knowledge and skills required to assess and interview children, families, and offenders in child sexual abuse cases. Students will gain critical knowledge to assess the placement needs, make appropriate referrals, and prepare for the placement of the child, when indicated. Additionally, students will learn the l worker's role in a multidisciplinary team and be able to prepare agency workers to identify and become effective in handling child sexual abuse matters.

CJI 0626 International Crime (3 Cr)
While most criminal justice academics, professionals, and researchers focus on problems related to domestic criminality, another type of serious criminality occurs at the international level. International crimes are violations of international criminal law, while transnational crimes refer to violations of the laws of more than one country. This course covers both types of law violations and seeks to familiarize the student with the distinct types of causation, victimization, and control problems the global community faces as nation states become increasingly interdependent. The growing interdependence of all members of the international community is manifested through wrongdoings and illicit enterprises that involve several countries at one time. References are constantly made through the media about international bodies seeking to resolve disputes that transcend national borders (e.g., the United Nations and the World Court). Offenders and victims are frequently located in different jurisdictions. Often, we may look beyond our state or national frontiers in order to better understand the nature of even domestic crime and problems of its control. The causes of international and transnational crime may be traced to developments and policies in several nations. The only effective response to such problems requires close collaboration and coordination of efforts of all countries concerned.

CJI 0627 Critical Issues in Corrections (3 Cr)
This course will address selected issues in the field of corrections from various theoretical perspectives including conventional and critical sociology perspectives. Topics addressed include the growing incarcerated population, the composition of this population and efforts to reduce this rate of incarceration. The course will also address the risk factors contributing to becoming an inmate and recidivating, correctional education and substance abuse treatment services, the corrections experience for inmates and corrections staff, privatization of prisons, community reentry and evidence-based corrections programs.

CJI 0628 Administrative Investigations (3 Cr)
This course will provide an in-depth exploration of the administrative investigations process required of criminal justice organizations when allegations of misconduct surface. The general focus will be on the investigative, legal, procedural, managerial, and ethical issues directly related to the administrative / internal investigations process. Specific concentrations will also explore specialized investigation techniques, interview processes, evidence requirements, training, disciplinary proceedings, and case management. Emphasis is placed on the objectivity of the administrative investigation process triangle of procedural, civil, and criminal implications of every case. This course is designed for investigators and administrators to examine and manage the process so as the administrative, legal, and social justice requirements can all be served equally.

CJI 0629 Thesis I (3 Cr)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MS in Criminal Justice. The thesis committee will consist of two faculty members, approved by the Director of the CJI. One member will be approved by the Director to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). The final thesis will include the following written sections: The thesis proposal sections revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings.

CJI 0630 Thesis II (3 Cr)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MS in Criminal Justice. The thesis committee will consist of two faculty members, approved by the Director of the CJI. One member will be approved by the Director to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written

sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). The final thesis will include the following written sections: The thesis proposal sections revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings.

CJI 0631 Managing Generational Cohorts (3 Cr)
This course will provide an in-depth exploration of the opinions, attitudes, values, and management techniques for generational age cohorts that are employed in the criminal justice field. The general focus will be on the cohorts whom are employed in all strata and in all types of criminal justice organizations: to wit, Veterans, Baby Boomers, Generation X, and Generation Y / Millennials. Applications of the contemporary theories, methods, and practices that relate to law enforcement, corrections, and other organizational entities in the criminal justice system for the purposes of recruiting, hiring, retention, and ongoing management issues will all be addressed. Students should feel free to focus their research and writing in the specific areas of interest as well as their own criminal justice organizations to develop their acumen in the topic area.

CJI 0632 Continuing Services (for continuing Thesis students)
This course will be utilized for the thesis student who needs additional time to complete the thesis. **Prerequisite/s CJI 0629 and CJI 0630.**

CJI 0633 Law Enforcement Interviewing (3 Cr)
This course introduces students to interviewing skills and criminal assessment. The fundamentals of interviewing are presented to establish a baseline of knowledge even though the students may have previous interviewing experience. Students will learn: the basic structure of interviews, the distinction between hearing and listening, the efficacy of neuro-linguistic rapport, and the value of the cognitive approach in stimulating memory. Special techniques for interviewing children and using translators will be covered in depth. The desirability of detecting non-verbal, verbal and written deception will be introduced. The ramifications of challenges arising from differences in personality, age, gender, culture & language, as well as the necessity for recognizing dangerous behavior in interviewees will be established. The main difference between an interview and an interrogation will be briefly covered.

CJI 0634 Animals in Criminal Justice (3 Cr)
This course discusses different service animals, e.g., K-9s, and their roles and limitations in the Criminal Justice System. This course will also discuss criminal animal neglect and abuse. This class will consider the role that law enforcement and the justice system plays in protecting animals. Students will also learn about animal rights activism in the context of domestic terrorism, undercover surveillance, and Constitutional rights.

CJI 0635 Pre-Employment Investigations for Criminal Justice Professionals (3 Cr)
This course is designed to meet the contemporary needs of pre-employment screeners in criminal justice / public safety organizations. The course delivers the processes, techniques, and information sources that also have implications for many private sector organizations that conduct these types of investigations. The unique presentation provides complete guidance on the investigative, legal, procedural, organizational, and social issues that must be considered when completing the screening process of bringing new employees into the organizational fold. The course also addresses the required medical and psychological standards for these types of positions. The course will be of immense value to investigators, through and including the highest-level criminal justice, human resource, and legal administrators.

CJI 0636 Bullying Prevention (3 Cr)
This course focuses on information about all forms of bullying, including cyber bullying, and approaches that have been shown to be effective in preventing bullying. Participants will pursue best practices and research focusing on preventing bullying by: changing school climates, raising awareness about bullying and its many forms, developing strong social norms against bullying, increasing supervision and support, forming clear rules, policies and procedures and providing the training to identify, intervene and prevent bullying behaviors.

CJI 0637 Special Topics in Criminal Justice (3 Cr)
Topics in criminal justice that are not included in regular course offerings. Specific content is announced in the course schedule for a given term. Students may re-enroll for special topics covering different content.

CJI 0638 Police and the Community: Cohesion, Communication, and Cooperation (3 Cr)
This course addresses the intersectionality and complex factors involved in the relationship between law enforcement and the communities they serve. The implications of policing a free society through upholding the social contract are explored, while examining evidence- based practices for successful police-community cohesion. This course identifies some of the critical issues facing law enforcement today and the strain that exists between the police and the community and how police culture and accountability play a role. Through a critical analysis lens, this course examines police service in a contemporary society. Topics include; culturally competent policing, abuse of authority, excessive use of force, disparate treatment of people of color, police stress, supervision, monitoring, discipline & intervention. Appraisal of current police policies and practices that require reform are identified and programming, strategies, and initiatives for change are provided.

CJI 0700 Theories of Crime (3 Cr)
Theories of crime causation ranging through biological, psychological, sociological, and cultural and political theories, giving close attention to the problems inherent in approaching the study of crime from a "cause of crime" perspective. Emphasis around the key concepts used in theories of crime (e.g., responsibility, rationalization) and the multidisciplinary source of these concepts, how they are applied to criminological theory and their importance for understanding the present state of criminological theory.

CJI 0701 The Police and Society (3 Cr)
A social psychological examination of current issues and problems in municipal law enforcement, including topics such as the informal exercise of police authority, police role conflict, the relative significance of law enforcement and social services and interactional dynamics of police subculture.

CJI 0702: Criminal Law, Procedure and Individual Rights (3 Cr)
The criminal justice system is based upon substantive and procedural criminal law, criminal procedures, and criminal rights with emphasis on constitutional theory and practice.

CJI 0703: Applied Statistics I (3 Cr)
This course will introduce concepts, and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral level applied research. Application of statistics educational and human service research will be emphasized. Areas of study will include estimation, probability, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course will provide the skills necessary to properly apply descriptive and inferential statistics by helping students understand the role of statistics in scientific research. Further, the assignments were designed to help students identify and implement the correct statistical procedure for a research question through data analysis, using a microcomputer (e.g., SPSS). Students will gain the requisite knowledge necessary to learn more complex statistical/research procedures and become more critical of various statistical presentations in academic journals and the mass media.

CJI 0704: Applied Statistics II (3 Cr)
The goal of this course is to prepare students to use advanced statistics. The course provides an introduction to some of the statistical tools commonly used. While students taking this class will have already taken a course in statistics, this course will place a much stronger emphasis on conceptually understanding the statistical methods. Since the course is targeted to students already familiar with mathematical concepts, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. So, for example, when studying hypothesis testing, we will place a heavier emphasis on what the test is doing, when to use it and how to interpret its results, than on mechanical repetitions of the calculations involved in conducting the test. **Prerequisite/s: CJI 703**.

CJI 0705: Qualitative Methods (3 Cr)
This course will 1) to suggest the kinds of phenomena for which qualitative approaches are most apt to be useful and 2) to equip students with the skills necessary in order to successfully conduct rigorous and ethical studies. The epistemological bases for such approaches and the complimentary aspects of qualitative approaches will be explored in great detail. The emphasis, however, will be on a hands-on approach on how to do field research, case studies, interviews etc. In addition to a common core of readings, the students may choose from a wide menu of readings in terms of their particular research interests. Course assignments will be topics from the chapters of the textbooks. Feedback will be provided on the evolving research projects including the possible utility of the various approaches listed. Colleagues who are experts at doing field research, analysis, interviewing etc., will be asked to make their contributions at relevant places in the course. For the last five to ten years, there has been burgeoning literature on the value of qualitative research, and guidelines on how to do it well. Most of these earlier studies have drawn from other disciplines.

CJI 0706: Research Methods I (3 Cr)
The overall purpose of this class is to familiarize the student with the language and major issues confronting criminal justice research and researchers. As such, students will learn the basic rudiments of social science inquiry with special focus on how one conceptualizes a problem, uses theory to structure research questions, designs a method to examine the problem and answer the questions of interest, and implements that research approach. This is the first of a required two course sequence. In addition to class exams, during this semester students will begin the design of one research project.

CJI 0707: Research Methods II (3 Cr)
This course is an on-line, doctoral level core course within the Criminal Justice Institute at Nova Southeastern University. This course is the second part of the research methods requirement. Because a basic understanding of research methods has been addressed in the previous course, Research Methods II will provide detailed instruction on scientific methods and research designs, as applied to problems of criminal justice, as well as the superiority of scientific knowledge over other forms of human knowledge. It will cover topics such as problem conceptualization and formulation, experimental and quasi-experimental design, sampling, measurement, survey research, observation, unobtrusive measures, and methods of data management and analysis. The final product of this course can, and should, serve as a dissertation prospectus, grant proposal, or publishable article. **Pre-Requisite(s): CJI 706.**

CJI 0708: Program Evaluation I (3 Cr)
This course will examine key concepts, methods, and approaches in the field of program evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas. The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course.

CJI 0709: Program Evaluation II (3 Cr)
This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include the development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained observer ratings) will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data, and provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s: CJI 708.**

CJI 0710: Data Analysis and Interpretation (3 Cr)
The purpose of this course is to provide you with a rudimentary understanding of data analysis and interpretation in order to help you read and understand research literature. No previous experience in statistics or data analysis is expected. The course is designed with a focus on you as a consumer of the research literature, not as the person doing the research (although you will get some suggestions about that as we go along). The course is designed to teach you concepts; it is not designed to teach you how to do statistics and thus it will not focus on statistical formulas or computation. Rather, this course will involve reading, writing, and interpretation of basic research and statistical concepts and models.

CJI 6110 Criminal Evidence (3 Cr)
This first course in the criminal justice track will offer students an in-depth analysis of the Federal Rules of Evidence as a legal foundation for understanding criminal law and procedure. Topics covered will include trial procedure, examination of witnesses, circumstantial evidence, opinion evidence, hearsay and character evidence, privileged communications, declarations against interests, presumptions, and judicial notice.

CJI 6111 Firearm, Fingerprints and Other Impression Evidence (3 Cr)
This course will provide students with a broad overview of the impression evidence discipline in forensic science. Topics discussed will include firearms and tool mark examination and microscopy, footwear and tire track examination, and latent fingerprints. Current courtroom challenges such as Daubert issues related to impression evidence will also be discussed. Students will be evaluated on the concepts learned based on practical exercises, tests, final exam, and research paper.

CJI 6112 Forensic Analysis of Trace and Drug Evidence (3 Cr)
This course will be divided into two sections: Trace and Drugs. In the first segment we will cover the different drugs of abuse, the controlled substances act, dependency, and the forensic analysis of these samples. The Trace Evidence segment will include basic microscopy, fibers, paint, glass, fractures, hairs, explosives and arson. Concepts will be solidified via case studies.

CJI 6113 Crime Scene (3 Cr)
This course will provide students with an in depth understanding of the various steps to processing a crime scene such as: scene documentation, evidence collection and preservation, and interpretation. In addition, scene safety and current court room challenges will be discussed.

CJI 6114 DNA – Technology the Revolutionized Criminal Investigations (3 Cr)
This course will provide students with a survey of the field of forensic genetics in an understandable manner. Topics will include presumptive testing, a history of serological analyses, the beginning of the era of DNA technology including RFLP and AMPFLP analysis. Newer methods of typing such as Short Tandem Repeat, Y-chromosome STR, SNP analysis, mitochondrial sequencing and finally mini-STRs will be explored. Case studies and examples of these methods will be examined and fully investigated empirically. This course would be an invaluable tool for the criminal investigator and attorneys or those students planning to work in such fields.

CJI 6115 Overview of Crime Laboratory Management (3 Cr)
A review of process management, workflow and future growth will be discussed. This course will provide students with a survey of manpower, quality assurance, safety, and budgeting issues. What job requirements are needed to perform the various jobs from Crime Scene Detective to DNA analyst? Accreditation, certification, and outside review of laboratory performance will be explored. The C.S.I. effect and its impact on the modern forensic laboratory will be examined. The competing interests of case analysis, prosecution and investigation will be detailed.

CJI 6120 Advanced Criminal Procedure (3 Cr)
This course will provide the criminal justice professional with an in-depth introduction to the role of the court, the law, and the judge. It will include the advanced study of the constitution with a specific focus on the Fourth, Fifth and Sixth Amendments. The impact of these provisions during a criminal investigation will be examined with a focus on arrest, warrants, Miranda, the right to counsel and the exclusionary rule

CJI 6125 Special Topics in All-Hazards Preparedness (3 Cr)
This course is a capstone research and experience course for the student. Each student will select a topic of interest related to all-hazards preparedness research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field. **Prerequisites: DEM 5050 or DEP 5050 or CJI 6121 or HCP 6101.**

CJI 6130 Criminal Law (3 Cr)
This course will introduce students to the common law elements and principles of criminal law as a legal foundation for understanding the criminal justice system. It will include the study of substantive criminal law including offenses against persons and property, public morality, public health, public order and safety, and justice and public administration. Alcohol and drug offenses, white collar and organized crime and criminal responsibility and defenses will also be covered.

CJI 6140 Legal Research Methods and Reasoning (3 Cr)
The law is never static. Students will learn to review and apply newly issued laws or legal decisions in day-to-day activities. This course will enable students to find the law, to read and understand legal statutes and regulations, and to understand the analytic process lawmakers and lawyers use.

CJI 6150 Selected Issues in Forensic and Social Science (3 Cr)
This final course in the track is intended to offer the criminal justice professional an opportunity to conduct in-depth analysis of forensic and social science as an administrative tool for litigation. Social Sciences in the law will enable the student to understand the interrelationship between the forensic science, social science and the admission of evidence. Topics covered will include social sciences as a basis for determining facts and making law.

CJI 6510 Psychopharmacology of Illicit and Licit Drugs (3 Cr)
This course reviews the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptom otology, assessment measures for addicts and dual diagnosis, along with a thorough examination of the DSM-V.

CJI 6520 Alcohol and Other Drug Treatment in the Criminal Justice System (3 Cr)
This course will examine treatment and intervention approaches that are effective with the offenders in correctional settings. Such topics to be introduced are drug and alcohol treatment in correctional institutions, treatment modalities, principles of the therapeutic communities, characteristics and traits of the offender and issues related to the transition into the community.

CJI 6530 Substance Abuse Treatment in the Community (3 Cr)
This course will examine various models of community-based programs for the individual who has a substance abuse disorder and is in the criminal justice system. It will focus on research regarding factors of recidivism, treatment matching, and case management, relapse prevention techniques, setting treatment goals and resources in the community.

CJI 6540 Cultural Factors in Treatment (3 Cr)
This course will introduce students to cultural and racial identity development, The impact that class, race, ethnicity and sexual orientation have on court disposition, sentencing and the correctional process, culturally specific treatment techniques, racial and sexual dynamics in institutional settings and in community programs, including knowledge of cross-cultural interviewing skills.

CJI 6550 Special Topics in Substance Abuse Services and the Criminal Justice System (3 Cr)
This course is designed to give the student an opportunity to research a specific topic related to substance abuse services and the Criminal Justice System. Students are expected to work in an independent fashion and engage in in-depth research through the use of various sources. Such sources may include journal articles, books, online resources, and other scholarly works as deemed appropriate by the instructor. Students will receive guidance from the instructor regarding topic selection, along with scope and focus of the required paper.

CJI 6910 Theory of Child Protection, Investigation, and Advocacy (3 Cr)
This course will focus on the interpretation of social and systemic policies and procedures of child welfare agencies and nongovernmental agencies with emphasis on child advocacy, due process, and institutional standards. Emphasis will also be included regarding the remediation, intervention, rehabilitation, education, and other services designed to reduce recidivism amongst children and their families.

CJI 6920 Juvenile Justice: Systems, Structure, and Process (3 Cr)
Emphasis will be placed on an examination of the juvenile court as an institution and the policies and practices involved in processing children and youth through the juvenile justice system. The course introduces students to the juvenile justice system as it explores the history, development, and evolution/progress of the way juveniles have been treated by our country's criminal justice systems. This course will focus on the response of law enforcement in the protection of children in trouble or in need of services. The formal and informal processing of youth involved in the juvenile justice system or community-based agencies will then be examined. Adapting an assessment instrument to ensure that all children are given due process protection, treatment, and delinquency prevention is reinforced.

CJI 6930 Family Dynamics: Motivation, Support and Communication (3 Cr)
This course will examine the protective and risk factors associated with the developmental pathways internalized by youth through interaction with their family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and teachers, community and other social influences. In addition, the dynamics of traditional, non-traditional, and culturally diverse family construction in contemporary society will be explored. Basic cause of crimes and the various social issues confronting children and their families will be explored. Students will look at the various layers of services available for families and how they connect in reducing risk factors associated with the children.

CJI 6940 Victimology: Child Abuse and Exploited Children (3 Cr)
This course introduces students to the field of victimology and explores its conceptual boundaries, basic concepts and literature. The course will be delimited by the exploration of the topics: family violence, child abuse including neglect, physical abuse, sexual abuse, and emotional and verbal abuse; and prevention, intervention and treatment issues associated with exploited children.

CJI 6950 Safe Schools: Climate and Culture (3 Cr)
The historical and emerging roles of school administrators, teachers, school-age students, community emergency responders, and parents with regard to school security and safety are fully examined. Discussions and analyses will underscore the critical nature of a safe school climate that protects school-age children's academic, civil, and social rights. The course seeks to create strong leadership within the school-age students' collective community that supports academic achievement and will hold specific responsible partners accountable for maintaining a safe learning environment.

CJI 8110 Criminal Justice Organization and Management (3 Cr)
Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies

CJI 8120 Criminal Justice Organizational Planning and Change (3 Cr)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies.

CJI 8130 Ethical Practices in Criminal Justice Leadership (3 Cr)
This course explores the role of ethics in criminal justice service and policy. The course is designed to empower emerging leaders to be prepared for ethical issues and conflicts that are likely to arise in the field of criminal justice. Participants will explore various concepts, such as what ethics is, what morality is, how does morality and realism affect criminal justice policy decision makers, and in what practical situations have ethics become an issue in criminal justice. Students will have the opportunity to evaluate a variety of ethical conflicts in criminal justice, and the results of those implementations.

CJI 8140 Current Trends and Issues in Criminal Justice Organizations (3 Cr)
This course identifies and examines the current issues and trends influencing the roles, responsibilities, and management challenges in a criminal justice setting. The course explores contemporary political, managerial, and cultural issues impacting criminal justice organizations. The student will develop a critical understanding of contemporary issues in criminal justice leadership; identify and analyze the major trends impacting organizational function, processes, and accountability; review conceptual and theoretical models and strategies to meet the inherent challenges; and critically examine the leader's role in shaping and guiding organizational response to changing public expectations and demands.

CJI 8150 Advanced Study: Ideas, Issues and Practices (3 Cr)
This is a course that includes a menu of topics and issues in criminal justice that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in criminal justice and to evaluate research and current topics relative to the field. Topics for consideration include but are not limited to: leadership perspectives on criminal justice; the changing nature of criminal justice in the United States; evolving models and practices; and self-care and burnout prevention strategies for criminal justice practitioners.

CJI 8210 Risk Assessment (3 Cr)
One of the most controversial areas in forensic psychology is the ability of mental health professionals to predict violent behavior. This course will review the controversy from a historical point of view, and then look at the different methods of assessing the potential for violent behavior. The course will conclude with a discussion of ethical issues involved in the assessment of violent behavior, such as harm to others, and making statements based on insufficient information.

CJI 8220 Gender Violence: Domestic Violence & Sexual Abuse (3 Cr)
Domestic violence and sexual abuse crimes are different from other criminal acts in that the victims, usually but not always women, often have an intimate relationship with the perpetrators, usually but not always, men. The victims' testimony, which is often the most compelling evidence to prosecute the crime, must be obtained despite the fact that the victims have experienced trauma and may develop psychological symptomology subsequent to the events. This course will explore the current psychological theories about the impact of abuse on the victim and the best practices in working with victims who have been traumatized both to obtain their cooperation in prosecution and to prevent future abuse by exploring domestic violence courts and offender-specific treatment programs.

CJI 8230 Mental Health Courts and Therapeutic and Restorative Justice (3 Cr)
In this course the theoretical underpinnings and psychological practices used by therapeutic and restorative justice courts will be examined. An appreciation of the difficulties of blending therapeutic and punishment systems will be explored. The Mental Health Court is the newest member of the therapeutic and restorative justice courts in the criminal justice system. The first mental health court opened in 1997 when it became clear that close to 25% of those people arrested for non-violent misdemeanor crimes suffer from serious mental illness. Most had no permanent home, few family ties left, and were recycling in and out of the criminal justice system. The court is modeled after drug and domestic violence courts that have been operational for a longer period of time. The goal is to identify the seriously mentally ill defendants at the point they entered the justice system and defer them to treatment facilities in the community to restore them to optimum mental health functioning.

CJI 8240 Sexual Offenders (3 Cr)
This course will examine sexual deviance and sexual criminality from the perspectives of victims, offenders, investigators, prosecutors, mental health professionals, and supervision/parole officers. Special emphasis will be paid to the burgeoning problem of online sexual criminality, including Internet predation and the production and distribution of child pornography. The course will identify and integrate psychological factors (e.g., diagnostic and treatment issues, offender typology) with law enforcement factors (e.g., investigative strategies, online undercover operations, interrogation and interviewing techniques, and community supervision of sex offenders). Causal and maintaining factors involved in sexual offending also will be discussed within a context of risk assessment and relapse prevention.

CJI 8250 Psychological Issues for Children and Adolescents in the Legal System (3 Cr)
Children and adolescents may be involved with many different areas within the legal system such as delinquency, dependency, family, drug, domestic violence, and criminal/juvenile courts. Courts dealing with youth often rely heavily on the mental health expert to assist in understanding the psychological needs of the youth. Psychology can provide information about the child's cognitive, emotional, and behavioral development as compared to others his or her age by using standardized tests, expert consultation, and evaluation. Psychological interventions available for use with children involved with the legal system, such as medication, psychotherapy, competency restoration, and cognitive retraining will be reviewed. Forensic psychologists can use these data to inform the court as to the special needs of these justice involved youth as well as assist the judge in meeting the legal standards.

CJI 8310 Contemporary Challenges in Juvenile Justice Leadership (3 Cr_
This course is designed to provide a comprehensive overview of the various challenges facing the juvenile justice system in the 21st century. A range of contemporary issues central to juvenile justice will be analyzed including: trends in juvenile violence; the proliferation of gangs; the impact of significant institutional influences (family, peers, schools and community) on delinquents; gender and racial disparity in the administration of justice; the correlates of delinquency including childhood abuse, exposure to violence, drugs; and the philosophical shift toward balanced and restorative justice.

CJI 8320 Legal and Ethical Issues in Juvenile Justice (3 Cr)
This course examines contemporary legal and ethical issues from the perspective of their integration into the practice of leadership in juvenile justice systems. Students will research a variety of topics, including institutional values and ethical decision-making processes, punishment and treatment of the juvenile offender, criminal culpability, police handling of juveniles, the juvenile court, and juvenile corrections and rehabilitation.

CJI 8330 Comparative Juvenile Justice Systems (3 Cr)
Examines world crime and criminal justice surveys of the United Nations; analyzes the relationship between crime rates and differential juvenile justice systems, as well as socioeconomic development indicators. This course will cover an in-depth analysis of different approaches to law enforcement, juvenile-criminal procedure and juvenile law, and juvenile justice and corrections worldwide.

CJI 8340 Advanced Juvenile Justice Policy (3 Cr)
This course provides a comprehensive overview of the origin, philosophy and objectives of the juvenile justice system. An extensive and systematic analysis of juvenile justice policies and practices will be undertaken, especially those reflecting the philosophical shift toward offender accountability and public safety. Topics include an examination of Supreme Court decisions and legislative reforms related to the treatment, prevention, and control of juvenile delinquents.

CJI 8350 Advanced Study: Ideas, Issues and Practices (3 Cr)
This is a course that includes a menu of topics and issues in juvenile justice that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in juvenile justice and to evaluate research and current topics relative to the field. Topics for consideration include but are not limited to: leadership perspectives on juvenile justice; the changing nature of juvenile justice in the United States; evolving models and practices; and self-care and burnout prevention strategies for juvenile justice practitioners.

CJI 9000 Dissertation I (3 Cr)
This course provides the student with an opportunity to examine the dissertation process. The course focuses on structure and design of a concept for PhD dissertation research that includes peer/collegial review and scholarly discourse leading to a draft of Chapter one of the proposal development. **Prerequisite/s: CJI 700-CJI 710.**

CJI 9001 Dissertation II (3 Cr)
This course provides the student with a continuation of the dissertation process. The course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. **Prerequisite/s: CJI 700-CJI 710 & CJI 9000**.

CJI 9002 Dissertation III (3 Cr)
This course provides the student with a continuation of the dissertation process. The course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. **Prerequisite/s: CJI 700-CJI 710, CJI 9000 & CJI 9001.**

CJI 9003 Dissertation IV (3 Cr)
Students enroll in this course after enrolling in Dissertation I-III and before they receive final dissertation approval from their dissertation committee.

CJI 9004 Continuing Services (1 Cr)
Students will be required to enroll in this course after the completion of Dissertation I-IV, each term, until the completion of their final dissertation defense.

CJI 9005 Continuing Services (1 Cr)
Students may be required to enroll in this course after the completion of Dissertation I-IV, each term, until the completion of their final dissertation defense. Assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

CSE 0620 Trends and Instructional Strategies in Computer Science Education (3 Cr)
Students will explore instructional standards and resources for implementing K12 Computer Science Education programs. Activities include comparing state and national computer science standards, as well as an investigation of integrating computer science standards into core curriculum content. To further promote and provide leadership for change, students will investigate current trends in K12 Computer Science Education and explore school-site planning for technology applications.

CSE 0699 Applied Professional Experience in Computer Science Education (3 Cr)
Candidates will apply professional experiences in Computer Science Education in PreK-12 computer labs and classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: CUR 526 and CSE 501, and CSE 505, and CSE 510 or CSE 525, and CSE 515, and CSE 530 or CSE 535, and CSE 540, and CSE 545**

CSPA 5001 The 21st Century College Student (3 Cr)
An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored. **Frequency: Every Fall.**

CSPA 5002 Current Issues and Trends in Higher Education (3 Cr)
Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. **Frequency: Offered every Winter.**

CSPA 5003 The College Student and the Law (3 Cr)
Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. **Frequency: Every Summer.**

CSPA 5004 Administration in College Student Personnel (3 Cr)
This course will examine attributes, skills, and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for hands-on practical applications and the development of well-grounded practitioners. **Frequency: Every Fall.**

CSPA 5006 Student and Adult Development in College (3 Cr)
This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented. **Frequency: Every Winter.**

CSPA 5007 Research Design and Assessment in Student Affairs (3 Cr)
This course focuses on the development of applied research skills appropriate for social sciences, including basic research tools, assessment, social science research, and current research in the field. It provides the opportunity for students to learn about the conceptualization and writing of a student affairs assessment or research project. **Frequency: Every Fall.**

CSPA 5040 Communication Dynamics in Dispute Resolution: The Human Factor (3 Cr)
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach. **Frequency: Every Fall.**

CSPA 5100 Mediation Theory and Practice (3 Cr)
This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. **Prerequisite: CSPA 5040. Frequency: Every Winter.**

CSPA 6130 Practicum Supervised Field Exp. (3 Cr)
This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the -big picture' of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation. **Frequency: Every Summer.**

CSPA 6140 Facilitation Theory & Practice (3 Cr)
This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. **Frequency: Every Winter.**

CSPA 6160 Practicum II: Supervised Field Experience (3 Cr)
This supervised practicum experience offers students the opportunity to gain in-depth exposure, knowledge and practical experience in a selected area of specialization in student affairs that supports their professional goals and will assist them in being prepared to work in a professional student affairs position in a college or university upon graduation. Students may select to focus their experience in: residence life (including conflict resolution and mediation services), housing, career services, student union, student activities, student leadership training and development, recreation and wellness, volunteer services, student judicial affairs, special events, orientation, and professional program student services. Students may elect to complete this phase of their practicum experience at Nova Southeastern University or at another college or university. **Prerequisite: CSPA 6130. Frequency: Every Fall.**

CSPA 6350 Capstone in Student Affairs (3 Cr)
The Capstone is designed to be taken at the end of the program. It will provide the unique opportunity for students to focus on the applied practice of student affairs, utilizing theories, research, and practice. The course is designed to incorporate both previous course work, and experiences in the program. Students will be challenged to apply their knowledge to practical problems they are likely to encounter as college student affairs professionals. **Prerequisite: CSPA 5001, 5002, 5003, 5004, 5006, 5007, 5040, 6140, 6130, 6160. Course Frequency: Every Winter.**

CUR 506 Curriculum and Instruction (3 Cr)
This course provides a comprehensive analysis of the *process* of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instruction. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course will conclude with an in-depth study of a number of models of curriculum development. **Prerequisite/s: None.**

CUR 526 Educational Research for Practitioners (3 Cr)
This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their concentration.

CUR 8110 Principles of Curriculum and Teaching (3 Cr)
A major focus for course participants will be the survey of the historical, philosophical, psychological, and social foundations of the curriculum development process and the issues that influence its development. A secondary focus of the course will be pedagogic theory and its relationship to curriculum theory. **Prerequisite/s: RES 8100.**

CUR 8210 Curriculum Development and Design (3 Cr)
The course challenges students to contextualize different models of curriculum development in the historical and ideological contexts in which they emerged. Students will read primary and secondary sources on curriculum to explore different models of curriculum development, current trends and issues in curriculum, and to make connections between curriculum and the principles underlying the development of a curriculum. Students will also examine and critically analyze current curriculum development trends and develop an understanding and a critical perspective of curriculum issues. **Prerequisite/s or Corequisite/s: CUR 8110.**

CUR 8310 Curriculum Assessment and Evaluation (3 Cr)
In this course, students utilize multiple theoretical frameworks and empirical research to examine and evaluate historical and current social, political, cultural, technological, and economic forces that shape and impact assessment practices and curriculum decision-making. Students will review several evaluation models and explore various assessment strategies to develop a comprehensive understanding of the relationship between assessment and curriculum and instructional decision-making. **Prerequisite/s: CUR 8110 & RES 8100.**

CUR 8510 Social and Political Context of Curriculum (3 Cr)
Examines the theories, research, and processes of curriculum decision-making. Examines the role of business, industry, and social and political forces on curriculum and their impact on curricular change. **Prerequisite/s: CUR 8110, CUR 8210, CUR 8310, CUR 9510, CUR 9610.**

CUR 9510 Curriculum: Theory and Research (3 Cr)
Candidates explore relevant topics in curriculum such as traditional and contemporary theories of curriculum organization, curriculum development, teaching and learning, and the contexts in which these occur. Candidates conduct scholarly research to deepen their understanding of the field of curriculum. **Prerequisite/s: CUR 8110.**

CUR 9610 Teaching: Theory and Research (3 Cr)
Emphasizes theories and current research in instruction and instructional design that facilitates the learning process, pedagogic creativity, and the role of thought process related to the advancement of instructional theory and practice. **Prerequisite/s: CUR 8110.**

DEM 5050: Bioterrorism and All-Hazards Preparedness (3 Cr)
Students will review the ecological, sociological, environmental, and general health effects of disasters, natural and man-made. The course will explore the interprofessional roles and responsibilities of professionals, paraprofessionals, and volunteers in all-hazards emergency planning, response, mitigation, and recovery. Students will gain insights into all-hazards preparedness within the health system, community, and state and local agencies.

DEM 5090: Weapons of Mass Threat and Communicable Diseases (3 Cr)
This course will provide students with an understanding of pandemic influenza and other communicable diseases. Students will also be introduced to potential chemical, biological, radiological, nuclear, and explosive weapons and will learn the expectations of preparations and response to a pandemic or CBRNE event.

DEM 6404: Community Planning, Response, and Recovery for Families and Children (3 Cr)
This course is designed to address interdisciplinary roles in preparation and post disaster community health among families and children. The course will focus on the impact of a disaster on health and family, dissemination of health information and guides to family emergency planning. Topics will include: best practice of methods and evaluations of the impact of disaster on health and family; dissemination of health information; guides to family emergency planning; and avenues for public health and safety disciplines to interface with health management organizations.

DEM 6410: Emergency Preparedness Public Policy and Law (3 Cr)
This course will address relevant state and federal statutes which affect emergency preparedness. Students will explore the legal implications of mitigation and preparedness efforts and will also become familiar with legal resources available for future reference and research.

DEM 6423 Interagency Disaster Communication (3 Cr)
This course provides an overview of the history, principles and organizational structure of the Incident Command System (ICS) and will identify the core components of the ICS and the National Incident Management System (NIMS). Topics will include communication, pre-and post-mitigation planning, operational concepts, prioritization of target capabilities, and development of an Incident Response Plan (IRP). **Prerequisite/s: DEM 5050**

DEM 6424 Community Disaster Preparedness (3 Cr)
This course will emphasize disaster resistant communities and will provide information on preparing and developing partnerships within the community. Regardless of the nature of the incident, intentional or non-intentional, law enforcement may be charged with enforcing public health orders, securing contaminated areas and health facilities, providing protection and support for the transportation of national stockpiles, and control of civil unrest. Resources may be overwhelmed and the ability to respond will depend on preparation and partnerships within the community. **Prerequisite/s: DEM 5050**

DISR 8966 Applied Dissertation 1: Prospectus (3 Cr)
This course focuses on the development of the dissertation prospectus, the first benchmark in the dissertation process. Students will work with their dissertation chair to develop the prospectus. Credit for this benchmark will be assigned following approval of the prospectus. **Prerequisite/s: RES 8200.**

DISR 8967 Applied Dissertation 2: Proposal Development (3 Cr)
In this benchmark the student will write Chapters 1 and 2 of the Dissertation Proposal. He/She will refine the problem statement, background and justification, the purpose statement, and research questions that were developed in DISR 8966 Applied Dissertation 1: Prospectus. In addition, the student will write an exhaustive literature review on the topic and identify a suitable, well-developed theoretical or conceptual framework for the proposed study. This will be done using primarily current, peer reviewed journal articles and other scholarly resources such as textbooks, dissertations, conference presentations, etc. In addition, when necessary, the student may also reference other credible sources such as official websites reports, etc. **Prerequisite/s: DISR 8966.**

DISR 8968 Applied Dissertation 3: Proposal (3 Cr)
Applied Dissertation 3 focuses on finalizing the dissertation proposal. Students will refine the problem statement, background and justification, purpose statement, literature review, and research questions developed in DISR 8967. In addition, students will identify an appropriate research design, and detail the participants, data collection instruments, data collection procedures, and data analysis

procedures to answer the research questions. Students will also understand the elements regarding human-subjects research and the process for Institutional Review Board (IRB) approval. **Prerequisite/s: DISR 8967.**

DISR 8969 Applied Dissertation 4: Final Report (3 Cr)
Applied Dissertation 4 focuses on writing the final dissertation report. Upon IRB approval students will collect data in order to answer the research questions developed in DISR 8968. Students will analyze the data appropriately, write up the results, and discuss the results in context of the current literature. Study implications and future research directions will be discussed in the final report. **Prerequisite/s: DISR 8968.**

EDD 8100 Academic Writing (3 Cr)
This course will introduce students to academic writing and skills relevant to achieving success in a doctoral degree program and academia in general. The content will cover the foundation for scholarly writing through rigorous examination of the rules and expectations for format and style, objective communication, and synthesis of literature. Students will also learn how to uphold standards of academic integrity, avoid plagiarism, and integrate evidence into their writing. In addition, they will engage in scholarly writing exercises and assignments in order to learn the form and function of key academic documents, such as a summary, annotated bibliography, academic paper, and literature review. **Prerequisite/s: This is the first course of the EdD program.**

EDD 8200 Leadership, Communication, and Technology (3 Cr)
This course will allow students to gain a deeper understanding of the unique nature of leadership, communication, and technology and how it aligns with an organizational culture. In this course, students will evaluate their knowledge, skills, abilities, and other characteristics (KSAOs) as a leader within their organization and potential careers. Students will be able to add a repertoire of synthesizing scholarly literature, analysis of surveys, critical thinking skills, and implementing relevant and real-world experiences for their professional portfolio. Students will differentiate the various communication models and how each is applied in various negotiation techniques and tactics to provide a positive outcome, while preventing conflict and chaos. **Prerequisite/s: None.**

EDD 8472 Human Resource Development (3 Cr)
This course provides the principles of human resources and administrative control techniques for educational institutions, administrative offices, public and private organizations, and associations. Topics include the skills necessary for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, setting priorities, and managing time toward effective objectives and organizational goals. Focus areas include job performance, employee development, managing a diverse workforce, employment law, workplace harassment, health issues, disabilities, and discrimination in the workplace.

EDL 702 Standard-Based Curriculum and Assessment (3 Cr)
Course description: This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement. **Prerequisite/s: None.**

EDL 704 Visionary Leadership for Equitable Schools (3 Cr)
Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders. **Prerequisite/s: None.**

EDL 705 Educational Budgeting and Finance (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement. **Prerequisite/s: None.**

EDL 720 School Law for Administrators (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators. **Prerequisite/s: None.**

EDL 725 Human Resources and Staff Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics. **Prerequisite/s: None.**

EDL 735 Community Engagement and the Management of Schools (3 Cr)
This course will provide for prospective educational leaders practical guidelines for connections between schools and community individuals, organizations, and businesses that are forged to promote students' social, emotional, physical, and intellectual development. Also addressed are educational leadership applications to establish school-community partnerships to achieve goals for the school and the students, families, and communities they serve. Included in this course is a practical orientation to leadership models, effective school management, information gathering, delegation, decision making strategies and models, and ethical leadership. This course constitutes an overview of the responsibility placed on a school administrator.

EDL 745 Administration of School Improvement Process (3 Cr)
This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students.

The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. **Prerequisite/s: Enrollment for this course requires academic advisor registration.**

EDL 755 Research and Technology in Educational Leadership (3 Cr)
This course constitutes an overview of the research and technology competencies appropriate for educational leaders. This course will provide for prospective educational leaders practical guidelines for conducting action research in their educational settings. Included in this course is a practical orientation to (a) qualitative, quantitative, and mixed–methods approaches to action research and how the approaches differ in viewing school reality (b) reviewing the literature, (c) data collection tools and using assessment information as a data source (d) data analysis and interpretation, and (e) writing, implementing and sharing research findings. Also addressed are educational leadership applications of technology with an emphasis on digital citizenship related to instruction and management of K-12 schools. **Prerequisite/s: None**.

EDL 760 Ethical Leadership and Data-driven Decision-Making (3 Cr)
In this course, candidates will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the PK-12 educational leader. Candidates will complete a problem-based learning activity at a chosen school site and demonstrate their ability to develop, articulate, and propose a school's mission and vision statements informed by the principles of equity, inclusiveness, and cultural responsiveness. Candidates share their findings with their colleagues, program faculty, and district leaders. **Prerequisite/s: EDL 708, EDL 702, EDL 704, EDL 720, EDL 735, EDL 755.**

EDL 789 Clinical Internship for Educational Leaders in Puerto Rico (3 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 145 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the Puerto Rico Department of Education requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are helpful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences. **Prerequisites: 18 credits, including EDL 0705, EDL 0720, EDL 0725, EDL 0735, EDL 0745, EDL 0755.**

EDL 790 Seminar in Educational Leadership (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: None.**

EDL 799 Clinical Internship for Educational Leaders (6 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences. **Prerequisite/s: Internship Administrator Approval**

EDLR 500 Leadership for Equitable Schools (2 Cr)
In this course, candidates will gain knowledge of educational leadership models and effective strategies for developing a school improvement plan that fosters collaboration, meets the needs of all students, prioritizes safety and well-being, values equity and diversity, and promotes social justice. This course will challenge future educational leaders to explore personal and organizational biases and engage in transformational leadership practices and data-driven decision making to improve a school's vision and mission, enhance student learning, and design a culturally responsive leadership plan that identifies potential leaders, effectively delegates trust and responsibility to emerging leaders, and plans for succession management in key positions. Candidates will learn to promote safe, respectful, and equitable student-centered learning environments, and lead faculty in the implementation of culturally relevant pedagogy. **Frequency: Every Fall, Winter and Summer.**

EDLR 505 Leadership for Equitable Schools (3 Cr)
In this course, candidates will gain knowledge of educational leadership and of effective strategies for developing a school improvement plan that fosters collaboration, meets the needs of all students, prioritizes safety and well-being, values equity and diversity, and promotes social justice. This course will challenge future educational leaders to explore personal and organizational biases and engage in transformational leadership practices and data-driven decision making to improve a school's vision and mission, enhance student learning, and design a culturally responsive leadership plan that identifies potential leaders, effectively delegates trust and responsibility to emerging leaders, and plans for succession management in key positions. Candidates will learn to promote safe, respectful, and equitable student-centered learning environments, and lead faculty in the implementation of culturally relevant pedagogy.

EDLR 510 Research Principles for Educational Leaders (2 Cr)
This course aims to provide aspiring school leaders an introduction to the core principles of educational research to help them develop and cultivate a critical research lens. School leaders should be able to discuss and critically evaluate research conducted by others, be prepared to plan and carry out their own research and contribute as part of a research team. Candidates will learn foundational educational leadership research principles and methodologies; critically analyze existing educational research to determine the quality and integrity of its design and reported conclusions; and evaluate the use of research-based practices to develop solutions for educational leadership problems and promote school improvement. **Frequency: Every Fall, Winter and Summer.**

EDLR 515 Leaders of Curriculum, Learning, & Diversity (3 Cr)
In this course, candidates will reflect on the curriculum as it relates to equity and learning environments. As curriculum leaders, they will learn to evaluate alignment of standards, learning targets, assessments, and learning activities. With the goal of increasing learning achievement, candidates will guide teachers to improve curriculum alignment and quality. They will analyze instructional resources and teachers' utilization of technology to support an equitable learning environment and promote equitable learning outcomes. After designing strategies to teach their teachers the principles of culturally relevant pedagogy, candidates will support and monitor the implementation of culturally relevant pedagogy in their school.

EDLR 520 Leaders of Curriculum, Learning, & Diversity (2 Cr)
In this course, candidates will reflect on the curriculum as it relates to equity and learning environments. As curriculum leaders, they will learn to evaluate alignment of standards, learning targets, assessments, and learning activities. With the goal of increasing learning achievement, candidates will guide teachers to improve curriculum alignment and quality. They will analyze instructional resources and teachers' utilization of technology to support an equitable learning environment and promote equitable learning outcomes. After designing strategies to teach their teachers the principles of culturally relevant pedagogy, candidates will support and monitor the implementation of culturally relevant pedagogy in their school. **Frequency: Every Fall, Winter and Summer.**

EDLR 525 Assessment & Strategic Decision Making (3 Cr)
This course will engage candidates in the study of assessment strategies that promote an organizational culture that utilizes an effective and regular decision-making process to guide strategic planning and increase efficiency. Emphasis will be placed on development of a quality assurance plan that relies on valid and reliable data sources and includes analysis based on current and effective assessment tools. Candidates will also explore the psychological implications related to decision making with the aim of identifying cognitive biases, building self-awareness, and potential pitfalls.

EDLR 530 Assessment & Strategic Decision Making (2 Cr)
This course will engage candidates in the study of assessment strategies that promote an organizational culture that utilizes an effective and regular decision-making process to guide strategic planning and increase efficiency. Emphasis will be placed on development of a quality assurance plan that relies on valid and reliable data sources and includes analysis based on current and effective assessment tools. Candidates will also explore the psychological implications related to decision making with the aim of identifying cognitive biases, building self-awareness, and potential pitfalls. **Frequency: Every Fall, Winter and Summer.**

EDLR 535 Policy, Ethics and Law in Equitable Schools (3 Cr)
In this course, aspiring leaders will examine the main components of K-12 school law, ethics and policy, including the study of constitutional, statute, case laws, ethical standards, and policies relating to the organization and operation of public education. Emphasis will be placed on the examination of legal principles involved in practical problems of school administration. Aspiring leaders will reflect on the impact that school law and policies have on the rights of students and educators as guaranteed by the United States Constitution, federal and state statutes, and school board policies. Additionally, aspiring leaders will evaluate the impact of federal and state regulations on processes and procedures in working with parents, students, and educators. Aspiring leaders will evaluate the extent to which these regulations promote equity and social justice for all stakeholders. (FPLS 5, FPLS 5a, FPLS 5b, FPLS 8, FPLS 10a; ELCC 5.3, ELCC 5.4; CAEP A.1.1, CAEP A.3.4)

EDLR 540 Policy, Ethics and Law in Equitable Schools (2 Cr)
In this course, aspiring leaders will examine the main components of K-12 school law, ethics and policy, including the study of constitutional, statute, case laws, ethical standards, and policies relating to the organization and operation of public education. Emphasis will be placed on the examination of legal principles involved in practical problems of school administration. Aspiring leaders will reflect on the impact that school law and policies have on the rights of students and educators as guaranteed by the United States Constitution, federal and state statutes, and school board policies. Additionally, aspiring leaders will evaluate the impact of federal and state regulations on processes and procedures in working with parents, students, and educators. Aspiring leaders will evaluate the extent to which these regulations promote equity and social justice for all stakeholders. (FPLS 5, FPLS 5a, FPLS 5b, FPLS 8, FPLS 10a; ELCC 5.3, ELCC 5.4; CAEP A.1.1, CAEP A.3.4)

EDLR 545 Administrative Processes & Finance (3 Cr)
In this course, aspiring leaders will use an equity lens to examine, analyze and compare traditional and emerging school funding models, gain knowledge of the influence of courts and federal and state legislation on those plans, including the Florida Education Finance Plan. Aspiring leaders will examine the budget responsibilities and expectations of the School Principal. Student-Based Budgeting (SBB) funding model initiatives in urban school districts centered around equity for high-needs populations will be explored. Aspiring leaders will examine the role of principal flexibility in school districts implementing SBB and the conditions it creates for implementing fiscal strategies for student success and closing the achievement, equity and opportunity gap.

EDLR 550 Applied Professional Experiences in Educational Leadership (2 Cr)
The Applied Professional Experiences in Educational Leadership is a pre-internship set of face-to-face and virtual field experiences (40 hours) designed to help students observe and analyze how theoretical concepts and practices they learn in the EDLR 0500 and EDLR 0510 manifest in the school settings. These experiences, that take place in three settings in different levels of education (elementary, middle, and high school), offer a practical perspective of the theoretical issues addressed in class, allowing for the integration of theory and practice. The experiences are designed to help students explore the role of the educational leader from the perspective of a leader concerned with social justice education. **Prerequisites (concurrent registration allowed): EDLR 0500 and EDLR 0510.**

EDLR 555 Educational Leadership Internship I (2 Cr)
This is an advanced set of face-to-face and virtual field experiences to prepare candidates to serve in the role of an administrator and begin to perform the duties of a school leader in an authentic educational setting. Candidates must complete a minimum of 100 hours in a field-based setting as well as engage in activities associated with EDLR 520 and EDLR 530. Activities will culminate in the analysis of curriculum alignment and assessment data to inform decision-making in the field experience setting. In addition, candidates will engage in virtual simulations designed to prepare them for the roles and responsibilities of educational leaders. **Prerequisites (concurrent registration allowed): EDLR 0520 and EDLR 0530.**

EDLR 560 Communities and Partnerships (2 Cr)
This course aims to provide aspiring school leaders an introduction to educational partnerships through a critical research lens. School leaders will examine the history and various types of educational partnerships; discuss and critically evaluate culturally responsive partnerships between schools and communities through needs-assessment strategies and policy analysis; design effective family, school, and community partnerships according to evidence-based strategies; and create an action plan to sustain successful partnerships via comprehensive engagement of stakeholders.

EDLR 565 Educational Leadership Internship II (4 Cr)
In this internship course candidates serve in the role of an administrator and continue performing the duties of a school leader in an authentic school setting. Candidates must complete a minimum of 250 contact hours as well as engage in activities associated with EDLR 0540, 0560, 0570, and 0590. Candidates will perform structured internship experiences and projects including a vision of learning project, school in the larger community project, and field experience activities related to the role and responsibilities of educational leaders. **Prerequisites (concurrent registration allowed): EDLR 0540, EDLR 0560, EDLR 0570, EDLR 0590. Prerequisites: EDLR 0550 and EDLR 0555.**

EDLR 570 Administrative Processes and Finance (2 Cr)
In this course, aspiring leaders will use an equity lens to examine, analyze and compare traditional and emerging school funding models, gain knowledge of the influence of courts and federal and state legislation on those plans, including the Florida Education Finance Plan. Aspiring leaders will examine the budget responsibilities and expectations of the School Principal. Student-Based Budgeting (SBB) funding model initiatives in urban school districts centered around equity for high-needs populations will be explored. Aspiring leaders will examine the role of principal flexibility in school districts implementing SBB and the conditions it creates for implementing fiscal strategies for student success and closing the achievement, equity, and opportunity gap.

EDLR 575 Applied Professional Experiences in Educational Leadership (3 Cr)
The Applied Professional Experiences in Educational Leadership is a pre-internship set of face-to-face and virtual field experiences (40 hours) designed to help students observe and analyze how theoretical concepts and practices they learn in the EDLR 0500 and EDLR 0510 manifest in the school settings. These experiences, that take place in three settings in different levels of education (elementary, middle, and high school), offer a practical perspective of the theoretical issues addressed in class, allowing for the integration of theory and practice. The experiences are designed to help students explore the role of the educational leader from the perspective of a leader concerned with social justice education. **Prerequisites (concurrent registration allowed): EDLR 0500 and EDLR 0510.**

EDLR 580 Educational Leadership Internship I (3 Cr)
This is an advanced set of face-to-face and virtual field experiences to prepare candidates to serve in the role of an administrator and begin to perform the duties of a school leader in an authentic educational setting. Candidates must complete a minimum of 100 hours in a field-based setting as well as engage in activities associated with EDLR 520 and EDLR 530. Activities will culminate in the analysis of curriculum alignment and assessment data to inform decision-making in the field experience setting. In addition, candidates will engage in virtual simulations designed to prepare them for the roles and responsibilities of educational leaders. **Prerequisites (concurrent registration allowed): EDLR 0520 and EDLR 0530.**

EDLR 585 Educational Leadership Internship II (3 Cr)
In this internship course candidates serve in the role of an administrator and continue preforming the duties of a school leader in an authentic school setting. Candidates must complete a minimum of 250 contact hours as well as engage in activities associated with EDLR 0540, 0560, 0570, and 0590. Candidates will perform structured internship experiences and projects including a vision of learning project, school in the larger community project, and field experience activities related to the role and responsibilities of educational leaders. **Prerequisites (concurrent registration allowed): EDLR 0540, EDLR 0560, EDLR 0570, EDLR 0590. Prerequisites: EDLR 0550 and EDLR 0555.**

EDLR 590 Personnel Development and Human Resources (2 Cr)
Personnel Development & Human Resources are key to the successful execution of a school district's mission, vision, and strategic goals. This course is designed to provide school leaders with the necessary tools to effectively build and sustain a school culture grounded in DEI practices. Candidates will examine current recruitment, hiring, onboarding, induction, evaluation, retention, separation, personnel professional development practices using an equity and diversity lens. Explicit and Implicit bias relating to the hiring process will be explored, as well as practices that embrace diversity and inclusion of underrepresented populations.

EDLR 595 Administrative Residency (4 Cr)
In this residency course candidates serve in the role of a supervising administrator and perform duties of administrators in the actual work setting. Candidates must complete a minimum of 200 contact hours as well as engage in activities associated with the role and responsibilities of educational leaders. Candidates will perform structured residency experiences and projects including a vision project, school in the larger community project, and additional field experience activities related to the roles and responsibilities of leaders in an educational setting. **Prerequisites: EDLR 550 and EDLR 555. Prerequisites (concurrent registration allowed): EDLR 540, EDLR 560, EDLR 570, EDLR 590.**

EDLR 596 Administrative Residency (3 Cr)
In this residency course candidates serve in the role of a supervising administrator and perform duties of administrators in the actual work setting. Candidates must complete a minimum of 200 contact hours as well as engage in activities associated with the role and responsibilities of educational leaders. Candidates will perform structured residency experiences and projects including a vision project, school in the larger community project, and additional field experience activities related to the roles and responsibilities of leaders in an educational setting. **Prerequisites: EDLR 0575 and EDLR 0580. Prerequisites (concurrent registration allowed): EDLR 0535, EDLR 0560, EDLR 0545, EDLR 0590.**

EDLR 600 Seminar in Educational Leadership (3 Cr)
In this seminar course, candidates develop a portfolio which reflects mastery of competencies achieved throughout the program. Candidates will also utilize reflective practices and data-based decision-making to solve problems and apply effective evidence-based educational leadership practices to real-world scenarios. Candidates are provided with support in preparation for the Florida

Educational Leadership Exam (FELE) and Praxis II and have the opportunity to practice via weekly quizzes and a comprehensive exam at the conclusion of the course. **Prerequisites: EDLR 0500, 0510, 0520, 0530, 0540, 0550, 0555, 0560, 0565, 0570, 0590.**

EDLR 610 Educational Leadership Symposium (3 Cr)
In this course, candidates will complete their field project, a problem-based learning activity, and present it in an end of course symposium experience. As part of the field project, candidates identify a problem or issue at a chosen school site and demonstrate their ability to develop, articulate, and propose a school's mission and vision statements informed by the principles of social justice and equity. Then, during the symposium experience, candidates share their findings with their colleagues, program faculty, and district leaders.

EDLR 8410 Leading an Educational Organization: Theory, Practice, and Reflection (3 Cr)
This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups by integrating theory, practice, and reflection. This includes shaping educational culture and values, facilitating the development of shared strategic vision, formulating goals and planning change efforts with staff, and setting priorities in the context of community and district priorities for all student and staff needs. It links theory to practice in the exploration of topics such as models of educational leadership, organizational behavior, institutional change, resource allocation, conflict management, problem solving, decision making, and ethical considerations.

EDLR 8415 Strategic Planning for Educational Leadership (3 Cr)
This course establishes the knowledge and skills needed to assist an educational leader in planning more effectively for a constantly changing environment. The course covers components of the strategic planning processes that can be adapted to specific educational environments. Students will create a strategic plan that incorporates/facilitates the development of a vision, mission, core values, and a positive organizational culture. They will be assessed on their ability to incorporate/facilitate evidence-based practices when implementing effective instructional programs and: (1) respond to the diverse needs of the community served, (2) mobilize and effectively use resources, and (3) marketing of their school/organization.

EDLR 8420 Policy, Power, and Politics in Educational Leadership (3 Cr)
This course is designed to provide current and future school leaders with a view of the global process of policy making, while balancing the appropriate use of power with the political culture. Emphasis will be placed on the process of reviewing, constructing, implementing, and executing policy proposals and recommendations. Additionally, this course will explore the relevance and proactive approaches of political and power-based influences in regard to policy development and/or revision. While applying and sharing these concepts, school leaders will increase their knowledge base with the critical examination of policy analysis. Students will leave the course with a clearer understanding of their role as educational leaders and policy makers to their everyday experiences.

EDLR 8425 School-Based Inquiry and Transformation (3 Cr)
This course focuses on the identification and application of individual, school, and district data for school transformation. Using data driven decision making strategies, participants will address real life problems for curricular change and program development in PK-12 schools. Participants will pursue research focusing on the foundation to shape a vision of academic success for all students based on data and processes that are fundamental for school improvement.

EDLR 8430 Legal and Ethical Issues in Educational Leadership (3 Cr)
This course will focus on the major areas of school-related litigation, the implications of court rulings on school districts, school settings, personnel, and students and how to apply ethical frameworks to educational decision-making. Course assignments will require candidates to analyze, evaluate, and synthesize legal knowledge and ethics and present their views in a logical, coherent manner. Candidates will examine how changes in law and society impact their decisions. They will study legal issues using real-world, problem-based approaches that emphasize the knowledge, skills, and dispositions needed for successful leadership. They will examine how to deal in legally defensible ways with school- and community-based situations. Candidates will be armed with the knowledge to remain current with school related law and policy issues and equipped with the skills to positively and ethically impact the lives of the personnel and students with whom they interact and for whom they are responsible.

EDLR 8435 Current Topics in Educational Leadership (3 Cr)
This course focuses on the study of significant current topics and issues that impact educational institutions on a local, national, and global level. Emphasis will be placed on a critical review of trends and issues to include but not be limited to virtual learning, school choice, charter schools, privatization of schools, marketing a school, standards-based education, and other reform initiatives. Students will examine these issues through reading, research, and case study analysis in order to develop informed opinions and formulate logical, coherent arguments.

EDLR 8460 The Principal and School Leadership (3 Cr)
This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society, promoting the integration of technology into the operation of the school, and diversity as they relate to school leadership. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDLR 8461 The Superintendent and District Leadership (3 Cr)
This course will focus on individuals who are planning to enter the field of K-12 school administration at the central office of a district. The perspective of superintendents and district leaders will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout the district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal, and cultural context of society will be explored. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDLR 8490 Reflection and Vision for School Leaders (3 Cr)
This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the school-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a school-level vision; a positive school culture; the issues involved in the management of a school building; the collaboration between the school and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school.

EDLR 8498 Internship (Building Level) (3 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 200 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards.

EDLR 8499 Internship (District Level) (3 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with national standards for educational leaders and individual state standards.

EDU 502 Psychological Foundations in Education (3 Cr)
This course establishes a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.

EDU 503 Classroom Management and Organization (3 Cr)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior in a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively with the school's administrative structure. A field experience component is included. **Prerequisite/s: None.**

EDU 508 Effective Instructional and Assessment Strategies (3 Cr)
This course offers a comprehensive review and practical application of effective teaching and assessment strategies in the classroom. Areas covered include organization and development of instruction, instructional strategies that meet the needs of diverse learners, and effective assessment strategies, which include interpretation and utilization of data from state achievement tests. **Prerequisite/s: None.**

EDU 650 Curriculum Design for Secondary Educators (3 Cr)
The aim of this course is to challenge educators by engaging them in the curriculum design process of incorporating computer science standards into an academic lesson/course. Major topics include learning objectives, standards-based education, assessment, needs assessment, lesson design, and the formative and summative evaluation of instructional materials. Students will create several academic lessons with a set of learning objectives that align with academic subject and computer science standards.

EDU 665 Assessment and Data-Driven Decision-Making (3 Cr)
This course will focus on the study of assessment strategies that promote effective decision making to guide professional development and ensure continuous school improvement. Emphasis will be placed on development of a quality assessment plan that relies on valid and reliable data sources and includes analysis based on current and effective assessment tools. It also will focus on the importance of progress monitoring of assessments and the decision-making process. **Frequency: Every Fall, Winter and Summer.**

EDU 702 Curriculum Trends and Innovation (3 Cr)
This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included. **Prerequisite/s: None.**

EDU 708 Research Design in Education (3 Cr)
This course provides an in-depth analysis of educational research methodologies, including quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in analysis and interpretation of research findings to identify viable intervention strategies that could be used to address a critical academic need. **Prerequisite/s: None**

EDU 714 Families, Schools, and Communities: Current Perspectives in a Diverse Society (3 Cr)
In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multicultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed. **Prerequisite/s: None.**

EDU 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological are examined). Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: None.**

EDU 729 Evaluation and Assessment Practices (3 Cr)
The purpose of EDU 729 is to introduce elements of measurement and assessment essential to good teaching. The assessment of learning plays an important role in the instructional process and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms. **Prerequisite/s: None.**

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)
This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts. **Prerequisite/s: None.**

ELE 503 Reading in the Elementary Classroom (3 Cr)
This course focuses on the key theories and models of the reading process and a critical evaluation of competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction. **Prerequisite/s: None.**

ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)
This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials, and approaches for the learner's continuous improvement. In this course, emphasis is placed on the application of curriculum models as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s: ELE 503.**

ELE 505 Teaching Visual Arts and Music in the Elementary School (2 Cr)
This course focuses on the skills and techniques, cultural and historical connections, creation and communication, aesthetic and critical analysis, and design and use of appropriate assessment strategies in teaching visual arts and music in the elementary school. **Prerequisite/s: None.**

ELE 506 Teaching Physical Education and Health Education in the Elementary School (2 Cr)
This course focuses on physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education and health education in the elementary school. **Prerequisite/s: None.**

ELE 601 Teaching Language Arts in the Elementary School (3 Cr)
This course focuses on research, trends, professional improvement, and pedagogy in the area of language arts. Emphasis is placed on knowledge and comprehension of the language arts subject area, the design and implementation of instructional strategies that integrate technology and reinforce effective communication skills, and the use of performance-based assessment with diverse populations of elementary students. **Prerequisite/s: None.**

ELE 602 Teaching of Science in the Elementary School (3 Cr)
This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, Earth and life sciences. Emphasis is given to exemplary processes and projects. **Prerequisite/s: None.**

ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 Cr)
This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. **Prerequisite/s: None.**

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)
This course will require graduate students to complete an applied professional experience in Elementary Education. The applied professional experience is a synthesis of concepts learned throughout the Master's in elementary education program. Students will complete a capstone project that integrates educational research and professional development. This capstone project will be differentiated based upon the previous experience and needs of each student. **Prerequisites: 24 credits, including CUR 0526, ELE 0502, ELE 0503, ELE 0504, ELE 0505, ELE 0506, ELE 0601, ELE 0602, ELE 0603.**

EP 650 Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 Cr)
This course focuses on providing information and discussion about the major social, behavioral, communication, and learning characteristics of autism spectrum disorders (ASD). Theories as to etiology and prevalence will be discussed and researched. Screening and diagnostic tools used to identify individuals with ASD will be reviewed. A variety of discipline-specific tools and strategies to assist in educational planning will be reviewed. Methods for adapting assessment strategies to better evaluate individuals with ASD will be discussed. The role of the parents in the assessment process and methods to share assessment information with them will be studied. Field experience is embedded into the course through observations of individuals with ASD and interviews with families. **Prerequisite/s: None.**

EP 655 Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 Cr)
This course focuses on review of research-based interventions from classroom structure and organization through application and assessment of intervention strategies. Interventions designed to ameliorate deficits in the areas of academics, communication, learning readiness, independent functioning, social skills, and behavior will be highlighted. The class will also focus on accommodations and modifications needed to include individuals with Autism Spectrum Disorder (ASD) in the general education curriculum. The role of collaboration among school personnel, with families and community agencies to advocate and promote the success of the student with ASD will be addressed. Students will participate in field work through designing classroom environments, developing and/or analyzing Individual Education Program (IEP) goals and a teaching plan for a student, implementing an intervention, collecting and analyzing data from the intervention, and presenting it to the class. Special emphasis on transition planning will be included. **Prerequisite/s: EP 650.**

EP 660 Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 Cr)
Students will focus on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community for students with autism spectrum disorder (ASD). Students will learn to generate hypotheses about the functions of challenging behavior as they relate to communication skills and identify positive behavioral support strategies to implement to replace the negative behaviors. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional behavior management strategies will be discussed. Students will participate in a field experience that involves

completing a functional assessment through direct and indirect assessment and developing a positive behavioral support plan based on that assessment. **Prerequisite/s: EP 650 and EP 655.**

EP 665 Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 Cr)
Communication is one of the most significant deficits for most individuals with Autism Spectrum Disorders (ASD). This course will focus on the nature of the language and communication difficulties and methods for remediating them using high and low levels of technology. Research supporting the use of a variety of augmentative and alternative communication (AAC), language facilitation, and assistive technology to support communication development will be discussed. The role of assistive technology in language facilitation, teaching literacy, and providing a method for communication for children who are nonverbal will be reviewed. Students will complete field experiences to create communication and literacy activities for home and school settings. **Prerequisite/s: EP 650 and EP 655.**

EP 5265 Nature and Needs of Young Children with Disabilities (3 Cr)
This course provides an overview of the effects of disabilities and risk factors on the development of young children, birth to age five, and on their families. The referral, assessment, planning, and intervention process is reviewed. Models of intervention practices are explored. Legal and ethical issues related to early intervention/special education are examined. Field experience is integrated into course activities. **Prerequisite/s: EC 620, or equivalent.**

EP 5270 Assessing the Needs of Young Children with Disabilities (3 Cr)
This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment processes used with young children, birth to five. Legal and ethical issues related to assessment are covered. The types of measures used to gather information and the interpretation and utilization of data in developing an individualized program are reviewed. Field experience is integrated into course activities. **Prerequisite/s: EP 5265**.

EP 5275 Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 Cr)
This course covers the development and adaptation of curriculum, teaching methods, materials, and the physical environment for use with young children with disabilities. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards for behavior in the classroom setting. Field experience is integrated into course activities. **Prerequisite/s: EP 5265 and EP 5270.**

EP 5280 Working with Families of Young Children with Disabilities and the Community (3 Cr)
This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources and services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources. **Prerequisite/s: None.**

ESE 600 Survey of Exceptionalities of Children and Youth (3 Cr)
This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education. **Prerequisite/s: None.**

ESE 610 Speech and Language Development and Disabilities (3 Cr)
This course will provide students with a basic understanding of the nature of language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children. **Prerequisite: ESE 600.**

ESE 620 Behavior Management of Exceptional Students (3 Cr)
This course will provide students with various management techniques for managing classroom behavior promoting social adjustment of their students and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems. **Prerequisite: ESE 600.**

ESE 630 Educational and Psychological Assessment of Exceptional Students (3 Cr)
This course will introduce students to the various educational and psychological tests and assessment tools most widely used to evaluate exceptional students, with emphasis on the practical application of assessment in schools and on the assessment process from initial identification through the development of an Individualized Education Program (IEP). It will also prepare all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with both formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students. **Prerequisites: CUR 526 & ESE 600**.

ESE 640 Transition Skills and Services for Exceptional Students (3 Cr)
This course will introduce students to a variety of educational, career, and vocational choices available to exceptional students. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need in order to actualize their potential and become contributing members of society. Emphasis will be given to the concept of planning for transition within the educational program and the need to plan more carefully for the transition to adulthood. **Prerequisite: ESE 600.**

ESE 650 Instructional Strategies for Exceptional Students (3 Cr)
This course will focus on the various strategies and techniques used to educate and train exceptional students. Emphasis will be on normalization and on the array of services available to students with disabilities from elementary school to high school. Special attention will be devoted to strategies that help teachers develop individualized educational programs, strategies for classroom organization and management, and strategies to enhance learning through microcomputer technology. **Prerequisite: ESE 600.**

ESE 660 Curriculum and Instructional Materials for Exceptional Students (3 Cr)
This course will introduce students to the various curriculum and instructional materials used to teach exceptional students. It will provide students with specific suggestions for selecting and modifying the curriculum to promote learning and for developing

appropriate materials to use in the classroom. Students will also be provided strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction. **Prerequisite: ESE 600.**

ESE 670 Inclusive Education for Exceptional Students (3 Cr)
This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs. **Prerequisite: ESE 600.**

ESE 680 Teaching Social and Personal Skills to Exceptional Students (3 Cr)
This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities. **Prerequisite: ESE 600.**

ESE 690 Consultation and Collaboration in Exceptional Student Education (3 Cr)
This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultation, collaboration, and teamwork are essential in creating positive school learning environments. Students in this course will practice communication between school personnel and families, plan a parent-teacher conference, and conduct an informal in-home interview with the parents/guardians of a student with disabilities. Students will learn how teachers, administrators, and parents of exceptional students can work together and trust each other for the benefit of the students. **Prerequisite: ESE 600.**

ESE 699 Applied Professional Experience in Exceptional Student Education (3 Cr)
The applied professional experience is the culmination of each student's Master's program of study in exceptional student education and will focus on K-12 students with disabilities who have Individual Education Plans (IEPs). Students will apply pedagogical and content-area knowledge and skills and their prior experiences through a capstone project or a field experience that integrates educational research and professional development. Which option will be determined based upon the previous experience and needs of each student. **Prerequisites: CUR 526, ESE 0600, ESE 0610, ESE 0620, ESE 0630, ESE 0650, ESE 660, ESE 0670, ESE 0680.**

ESRP 9000 Strategic Research Project 1 (6 Cr)
This course represents the first phase in the development of the Strategic Research Project (SRP). Students will begin by developing their Strategic Research Project with a critical analysis of their organization. The students will research an issue/problem within an organization they are affiliated with by developing 40 factors based the SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) consisting of 40 factors of student-driven data within the student's primary organization. Once the student identifies an organizational factor by filtering through the SWOT process, students will research this factor and provide multiple forms of evidence that demonstrates a need to focus on the problem in the particular organizational context. Students will (a) identify potential gaps or areas of growth; (b) synthesize literature related to the problem; (c) describe the context of the problem, explain the scope and significance of the problem, discuss the rationale for investigating the problem including potential consequences, and a well-defined problem statement; (d) research possible solutions; and (e) select a solution. All of the above listed items must be supported with scholarly current research and literature. **Prerequisites: Enrollment for this course requires a minimum of a 3.0 GPA, completion of all courses (43 credits), and Academic Advisor registration.**

ESRP 9001 Strategic Research Project II (6 Cr)
This course represents the second phase in the development of the Strategic Research Project (SRP). Students continue their project as they complete the final components which include: (a) strategies to accomplish the selected solution; (b) evaluation of the strategies via a quantitative strategic planning matrix; (c) development of an action plan; (d) visual presentation, peer review, and oral defense of the SRP; and (e) conclusion and executive summary. While students are not required to implement the SRP, the final project should provide a detailed plan and evaluation strategy, backed by extensive research that would result in the expected improvement in the organization and/or successfully address the organization's challenges. **Prerequisite Course: ESRP 9000.**

FSC 8000 Summer Institute (1 Cr)
Required research and workshops will be held during the month of July. All of these events will offer unique opportunities for both individual and collaborative learning with a national and international network of faculty, students, and colleagues. **Prerequisite/s: None.**

FSC 8005 Summer Institute – Returning Students (1 Cr)
For students who have already attended the mandatory FSC 8000 required of all doctoral students and who wish to return for additional assistance with the applied dissertation process. Targeted sessions will be held on the dissertation benchmarks. **Prerequisite/s: FSC 8000 or ARC 9300.**

HCP 0510 Foundations in Child Protection Law (4 Cr)
This course will introduce students to the legal framework for child protection proceedings. It is designed to introduce students to the basic legal concepts governing child protection law, providing them with a background in the legal process and assisting them in understanding how that process responds to the particularized needs of children in the child protection proceedings. This background will also be helpful in analyzing material in other courses in the degree program that focus on the legal process of child protection.

HCP 0520 Foundations in Family Diversity & Conflict Resolution (4 Cr)
This course will focus on the fundamental concepts of family structure and interpersonal family dynamics that impact family functioning including communication and cultural diversity. Students will be introduced to the theoretical aspects of family systems functioning and investigate through practice the most effect application of theories introduced.

HCP 0530 Foundations in Child Development (4 Cr)

This course reviews child growth and development and individual differences in brain development, temperament and biology. Physical, social, emotional, intellectual, and language developmental sequences will be emphasized. Major theories of development will be reviewed.

HCP 0540 Foundations in Child Placement Risk & Protective Factors (4 Cr)

This course will provide an overview of perspectives on placement and permanency, child protection trends, children in need, and the processes used to support children and their families while moving them through the system.

HCP 0550 Foundations in Assessment and Case Planning (4 Cr)

This course introduces students to various forms of family assessments and case planning. It introduces students to multiple and holistic family assessments and provides students with skills to increase their effectiveness and efficacy while providing l services to their clients.

HCP 0560 Program Evaluation (4 Cr)

This course will provide students with the foundational knowledge and basic skills necessary to plan an evaluation of a human services program in the field of child protection, and to interpret and utilize evaluation findings. This comprises an understanding of the evaluation process including developing relevant evaluation questions, selecting an appropriate evaluation model, as well as exploring accurate and ethical interpretation and dissemination of evaluation findings. In addition to the opportunity to engage in the planning of a program evaluation of a child protection program, students will also be able to identify grant proposal opportunities that best fit the needs of specific human services programs.

HCP 6110 Intervention Strategies (3 Cr)

This course is designed to give students a foundation in the issues involved in interpersonal communication, basic intervention strategies, and interviewing techniques in a multicultural world. Effective interviewing relies on knowledge of child development, mental health diagnoses, culture, family systems, and conflict resolution. Emphasis will be placed on learning strategies to effectively deal with difficult individuals and minimizing potential for conflict situations. **Prerequisite/s: HCP 6120 and HCP 6130**

HCP 6120 Overview: Childhood and Adolescent Development (3 Cr)

This course covers how developmental maturation and social learning shapes personality in early childhood through the adolescent years. Theory and research in social and psychological development and learning are covered in topics such as attachment, aggression, sexuality, morality, cognitive development, self- regulation and self-concept. This course will also focus on the developmental process as it relates to special populations.

HCP 6130 Overview: Childhood & Adolescent Psychological Disorders (3 Cr)

Through the course readings, assignments and discussion boards, the students are expected to gain a working knowledge of the psychological disorders affecting children and adolescents and how these children with special needs are classified in the educational system. The objective of this course is to prepare students for assessing children and adolescents with the intent to understand how their needs will affect their ability to function in an academic setting.

HCP 6140 Overview: Children and Trauma (3 Cr)

This course will provide an overview of how to assist children who have been traumatized, and emphasis will be placed on understanding the developmental level of children and how that affects their behavior. This course will include information on building resilience in children.

HCP 6150 Special Topics: Seminar & Case Studies (3 Cr)

This course focuses on building concepts and skills in critical thinking and application. It will offer students the opportunity to consider cases and explore varying intervention and management strategies with consideration for ethical and legal issues. Topics of interest include: addressing the current and emerging models of the Mental Health Delivery System and the core principles of system care approach, testifying in court, waiver of juveniles to adult court, differences in family and juvenile court protection of children, competency for Miranda and other issues for children, placement decisions, report writing, case management, reducing work stress/burn- out and enhancing professional functioning, legal rights of children in termination of their parent's rights, what are the 'best interests of a child' in domestic violence or sexual abuse cases, and other contemporary issues. **Prerequisite/s: HCP 6110, HCP 6120, and HCP 6130**

HCP 6410 Family Law (3 Cr)

This course covers the law regarding the family relationship - including the rights and responsibilities of parents, spouses, grandparents, and children - and the creation and dissolution of the family. Topics include adoption, spouse and child abuse, alimony, property distribution, child support, and child custody.

HCP 6420 Children's Rights Seminar (3 Cr)

Children have distinct rights recognizable at law even though they are considered to be incompetent minors as a matter of law. Even though their legal status is not equivalent to those of emancipated adults, children are entitled to specific legal protections in a variety of specific situations. To some extent they are entitled to similar constitutional protections of their adult counterparts. The course will also examine parental authority over minor children when there is disharmony between parent and child.

HCP 6430 Juvenile Law (3 Cr)

This is a course examining the juvenile justice system, focusing on issues of delinquency, dependency (abuse and neglect), and status offenses (non- criminal misbehavior).

HCP 6440 Interviewing, Counseling, and Negotiating (3 Cr)

ALSV workshop examining and developing skills involved in investigating facts, interviewing and counseling clients, settling disputes, and negotiating transactions. Instructional techniques include readings, discussions, audiovisual presentations, and extensive participation in role-plays and simulations. Students also investigate doctrinal, procedural, and evidentiary issues in order to discharge effectively their role in each step of the process.

HCP 6450 Civil Rights of Children in State Care (3 Cr)
This course will provide the student with an introduction to Constitutional Law and federal legislation regulating the legal rights of children in state care. This field includes, among other subjects: (1) the constitutional/statutory rights of children in juvenile detention; (2) the constitutional/statutory rights of children in state protective custody, i.e., those children who have been adjudicated as state dependent. This second category includes, among other things, the rights of children: (a) while under state guardianship, (b) with respect to foster care and adoption resulting from an initial adjudication of dependency.

HCP 6460 Domestic Violence Seminar (3 Cr)
Domestic violence is a societal problem of epidemic proportions that affects families across America in all socioeconomic, racial, and ethnic groups. As information about the extent and impact of domestic violence emerges, it has been identified as a criminal justice issue, a public health crisis, and a costly drain in economic productivity. Domestic violence has a tremendous impact on the legal profession. Domestic violence and interpersonal family violence have direct connections to the child protection system and family court system as well. This course will explore those links from a legal standpoint and explore the system protections designed to stop the violence.

HCP 6610 Survey of Exceptionalities of Children & Youth (3 Cr)
This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education.

HCP 6620 Inclusive Education for Exceptional Students (3 Cr)
This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs.

HCP 6630 Teaching Social & Personal Skills to Exceptional Students (3 Cr)
This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities.

HCP 6640 Consultation & Collaboration in Exceptional Student Education (3 Cr)
This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultation, collaboration, and teamwork are essential in transforming school learning environments into settings where teachers, administrators, and parents of exceptional students work together and trust each other for the benefit of the students.

HCP 6650 Special Education Law (3 Cr)
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation with particular emphasis on school practices in special education.

HCP 6710 Family Systems (3 Cr)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

HCP 6720 Program Models (3 Cr)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

HCP 6730 Parent Support & Education (3 Cr)
This course examines the acquisition of knowledge and technical skills for practitioners working with families.

HCP 6740 The Profession in the Field of Family Support (3 Cr)
This course provides a historical review of the field of family support and a sociopolitical analysis of its status as an occupation and a human service.

HCP 6750 Public Policy in the Field of Family Support (3 Cr)
This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Social issues and principles of advocacy are covered.

HCP 6760 Assessment & Evaluation of Family Support Programs (3 Cr)
This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

HCP 6810 Supervision Methods & Approaches for Child & Youth Care Administrators (3 Cr)
This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youths.

HCP 6820 Public Policy & the Child & Youth Care Field for Program Administrators (3 Cr)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youths.

HCP 6830 The Development & Acquisition of Resources for Child & Youth Care Programs (3 Cr)
This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for child and youth care programs.

HCP 6840 Supervision of Family Support Programs (3 Cr)
This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

HCP 6850 Legal Aspects of the Management of Programs for Children & Youth (3 Cr)
This course examines many of the legal elements involved in the daily management of programs for children and youths. Personnel law, licensing, child abuse, and liability are among the topics addressed.

HCP 6860 Financial Aspects of the Management of Programs for Children & Youth (3 Cr)
This course covers the basic components of financial management in programs for children and youths. The budget process, fiscal management, and policy determination will be covered.

HEL 8300 The Faces of 21st Century Higher Education Institutions (3 Cr)
This foundation course focuses on the identification and analysis of issues, innovations, global trends, and policies of current importance in contemporary higher education. Topics will include the different types and characteristics of public, private, and for-profit colleges and universities and the key stakeholders; changing student demographics; student retention; faculty development; accountability and accreditation; life-long learning; the job market and higher education; and technology and distance learning. This course will examine the current landscape of higher education and explore the faculty, student, and administrative culture.

HEL 8310 Student Affairs in Higher Education (3 Cr)
This course will introduce student affairs components, its theoretical underpinnings, and how it operates within institutions of higher education. Student affairs can be comprised of the offices of academic advising, admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to ensure each student's sense of belonging and personal growth.

HEL 8320 Planning, Budgeting, and Financing of Institutional Resources (3 Cr)
Planning, Budgeting and Financing of Institutional Resources is an introduction to institutional finance for academic administrators or for those seeking to become involved in higher education, whether it be in for or not-for-profit institutions. An understanding of institutional finance is the key to the future health and stability of all organizations. It is integral to the accreditation process and an indicator for the institution's future. Students participating in the course are introduced to the budget process as an outcome to their institution's mission, vision, and strategic planning.

HEL 8330 Governance, Ethics, and the Law of Higher Education (3 Cr)
The effective governance and management of colleges and universities requires a broad understanding of not only the range of organizational frameworks that encompass the administrative and academic functions but an awareness of the state and federal agencies that exert regulatory authority and influence through laws, policies, statutes, and planning/coordinating/governing boards. Depending upon an institution's classification, structure, and type of control (public, private, for-profit), the approaches to governance can vary widely across multiple higher education settings, and in this course, students will have an opportunity to explore and analyze the various organizational paradigms and practices as they apply to governing boards, presidential leadership, administrative and academic units, stakeholders, and external government bodies. Special consideration will also be given to the sources of higher education law and ethics in the governance process.

HEL 8340 Leading the Academic Mission of Today's Colleges & Universities (3 Cr)
The extent to which a postsecondary institution achieves its purpose is a direct function of the intentional effort to establish coherent and educationally purposeful curricular and co-curricular academic programming. In this course, students will have the opportunity to review, analyze, and become more familiar with the purpose, principles, and impact of academic missions at two- and four-year public, private, and for-profit institutions. They will gain insight into the academic mission and its critical role in guiding curriculum and program planning, teaching and student learning, assessment and evaluation, faculty development, and institutional policy-and decision-making.

HEL 8350 Politics and External Relations of Higher Education (3 Cr)
This course introduces the future higher education leader to key roles in a complex external environment. It emphasizes the development of an awareness and recognition of the importance that external entities, diverse interests, and the external domain and processes have on the leadership of a higher educational institution. It includes the importance of developing productive relationships with boards, unions, professional organizations and associations, as well as the skills necessary to lead during crisis, and deal with public image control.

HEL 8360 Comparative Higher Education (3 Cr)
This course introduces students to the international aspects of higher education. Different interpretations of internationalization and globalization of higher education are considered; organizations that sponsor and support international activities are examined; and select national "systems" of higher education are considered in-depth. The purpose of this foundations course is to provide the student with information concerning the historical and philosophical roots of American and International higher education, with a focus on the societal contexts in which colleges and universities developed. The student will be required to demonstrate an ability to trace such roots from Medieval, Renaissance, and Reformation periods in Europe to the present. The course will also expose the student to the societal, economic, political, and cultural forces that have impacted various stages in the development of the world higher education enterprise.

HRM 5310 Managing Human Resources (3 Cr)
Students will gain a working knowledge of planning, organizing, and managing human resource systems; and will gain hands-on abilities to design, direct, and assess human resource systems in enhancing relationships with internal and external customers, leading to organizational effectiveness.

HSA 8600 Human Services Delivery Systems (3 Cr)
Systems of delivery within the human services field will be introduced and examined. Specifically, this course will focus on how different human services programs address myriad social problems including but not limited to, mental health, substance abuse, homelessness, domestic violence, child abuse, and poverty. Emphasis will be placed on how these programs intersect and work collaboratively to meet the needs of individuals and families in our communities. Factors which facilitate and impede access to care among different populations will also be discussed.

HSA 8601 Administration, Management and Policy Development of Human Services Agencies and Programs (3 Cr)
This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations at the community, state, national and international levels with a view to assess just how well they support consumer (i.e., patient) and family participation. Course study will include leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community settings and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized.

HSA 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)
The character and qualities of each human services organization are unique to the community in which it is placed and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. The incorporation of community members as human resources and the dynamics of community partnerships will be analyzed.

HSA 8603 Human Resource Development (3 Cr)
This course provides the principles of human resources and administrative supervision techniques for educational institutions, administrative offices, and public and private organizations and associations. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management toward effective objectives and organizational goals. Focused areas include job performance, employee development, management of a diverse work force, employment law, harassment and health issues and disabilities and discrimination in the workplace.

HSA 8604 Human Services and the Law (3 Cr)
A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice.

HSA 8605 Human Services Organizational Theory and Behavior (3 Cr)
All contemporary organizations, including human service organizations operate within a specific organizational culture. As part of exploring the various aspects of organizational culture, this course will examine varying organizational theories as these relate to organizational behaviors within human service systems. The implications for leadership practice will be analyzed within the context of the current literature.

HSA 8606 Special Topics in Human Services (3 Cr)
This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging human service administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.

HSDD 5000 Survey of Developmental Disabilities (3 Cr)
This course provides an overview of the various types of developmental disabilities as experienced throughout the lifespan. Students will have the opportunity to develop a working knowledge of the unique challenges faced by individuals with developmental disabilities, including problems associated with transitional periods in development. In addition, the course will provide an understanding of the assessment process in diagnosing developmental disabilities, as well as how to select the services that will meet the unique needs of individuals and assist them and their families in developing and implementing an individual plan. The course will also address cultural factors in the experience of developmental disabilities and in-service provision. The course will also outline strategies for working with families in order to improve access and engagement in services.

HSDD 5100 Program Design and Evaluation (3 Cr)
This course familiarizes students with the different components of program design such as developing a program philosophy, mission and vision, marketing, and budgeting. In addition, the process of program evaluation, including needs assessment, formative research, process evaluation, impact assessment, and cost analysis will be covered. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and development of an evaluation plan to measure impact. In addition, the course covers experimental, quasi-experimental, and non- experimental study designs, including the strengths and limitations of each.

HSDD 5110 Grant Writing (3 Cr)
Students in this course will learn the basic principles of grant writing and will develop the critical thinking and writing skills required to effectively define a problem or recognize an opportunity (Assessment), map a viable plan (Proposal Writing), weigh funding options and create funding relationships (Grant Development) and communicate information and leverage collaboration (Report Generation).

HSDD 5120 Leading for Change in Disability Services (3 Cr)
This course will examine the role that public policies currently in place play in providing quality services to individuals with developmental disabilities, as well as analysis of the costs of these services. Organizational factors will examine the impact of program

administration in public and private agencies servicing individuals with disabilities. Also, the design and evaluation of community-based services are addressed.

HSDD 5130 Trends and Issues in Disability Advocacy (3 Cr)
This course provides insight into disability policy through the examination of policy making. The course will focus on different political/ideological approaches to disability policy. In addition, examines how the federal government addresses discrimination against individuals with disabilities in public (e.g., transportation, housing education, and employment). Participants will gain basic skills and knowledge in: contextual analysis; problem/issue identification; analysis and prioritization; power mapping; goal/objective setting; analysis of advocacy arenas and strategies; message development, writing reports and working with the media; engaging in public outreach and mobilization; lobbying and negotiation; advocacy leadership and coalition building; and assessment of program success.

HSDD 5200 Disability and the Family Life Cycle (3 Cr)
This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. The course will discuss a wide range of issues in this area including: the sociology of the family; the experience of family members of persons with a disability; the educational system and its impact on outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform. Transitional issues from youth to adult life for individuals with disabilities will also be discussed. These will include: family life of adults with disabilities such as, marriage, parenting, and caring for aging parents; the importance of social networks and support in the lives of people with disabilities; and approaches to challenging dynamics, such as individuals dually diagnosed with intellectual disabilities and mental illness. Finally, the use of various treatment approaches and support options for individuals with disabilities will be discussed.

HSDD 5300 Legal and Ethical Issues in Disability (3 Cr)
This course discusses current laws related to disabilities such as ADA and IDEA as well as contemporary issues affecting the lives of individuals with disabilities and the daily responsibilities of disability professionals. This course further examines the application of ethical principles to matters associated with genetics, treatment decisions, and competency.

HSDD 5310 Aging and Disability Across the Life Span (3 Cr)
This course will provide an interdisciplinary focus on aging and disability from different theoretical perspectives. The dynamics of aging across the lifespan will be addressed and specific challenges faced by young adults, middle-aged individuals, and older adults with developmental disabilities will be reviewed. Students will be able to apply knowledge obtained to specialized populations and be able to assume leadership roles and engage in support efforts for these individuals as demonstrated through paper and presentations.

HSDD 5320 Students with Disabilities in Higher Education (3 Cr)
Examines the experience of students with developmental disabilities in higher education and crucial components related to their full participation in college life. Knowledge of demographic trends of students with developmental disabilities in higher education, awareness of important transition issues of students from K-12 to postsecondary education, strategies for increasing retention, and understanding the different types of accommodations typically required of students with developmental disabilities will be covered.

HSDD 5330 Employment and Independent Living (3 Cr)
This course provides an analysis of the integration of individuals with developmental disabilities into the community and within institutions. Challenges faced by individuals with developmental disabilities in obtaining and maintaining employment and independent living will be addressed as well as strategies for promoting successful community integration.

HSDD 5400 Healthcare Issues in Developmental Disabilities (3 Cr)
Provides an introduction to the health disparities experienced by individuals with developmental disabilities. This course will cover the Declaration on Health Parity for Persons with Disabilities issued by the American Association of Intellectual and Developmental Disabilities (AIDD). Challenges faced by individuals with disabilities in access to appropriate medical, dental, and mental health services will be discussed as well as the importance of health promotion for those with developmental disabilities. The significance of attention to inclusion of the impact of developmental disability upon individuals, families, schools, and other organizations and agencies in the education of health professionals will be addressed. **Prerequisite/s: HSDD 5000, HSDD 5100.**

HSDD 5410 Early Identification and Assessment of Developmental Disabilities (3 Cr)
This course will provide students with the opportunity to obtain knowledge of the assessment, evaluation, and diagnostic skills of young children with developmental disabilities from an interdisciplinary perspective. Risk factors and early warning signs of atypical development will be reviewed. Students will be exposed to commonly used assessments to identify developmental delays in various fields and will be exposed to different diagnostic approaches such as the DSM-IV, ICD-10, and Zero to Three. **Prerequisite/s: HSDD 5000, HSDD 5100.**

HSDD 5420 Early Intervention in Developmental Disabilities (3 Cr)
This course helps students apply their knowledge of challenging behaviors such as aggression, self-injury, tantrums, etc. and of different modalities of intervention typically applied with individuals with developmental disabilities such as developmental (speech, physical, occupational), behavioral [Applied Behavior Analysis (ABA), Relationship Development Intervention (RDI), and Floortime], and educational supports through case analysis and discussion. Factors that contribute to treatment success will be addressed.

HSDD 5430 Integrating Children with Disabilities in Educational Settings (3 Cr)
This course will focus on historical approaches to the education of children with disabilities. It will address current models utilized in educational settings such as inclusion, mainstreaming, and self-contained classrooms. Supports that can be provided to children with developmental disabilities to promote successful educational outcomes will be assessed. The common approaches to providing supports including individualized education plans, frequency assessments of behavior, behavioral intervention plans, and the role that they each play in the educational system will be critiqued.

HSDD 5500 Disability Services Administration (3 Cr)
The application of management and leadership theory and research in non-profit and public agencies will be addressed. This course

will focus on strategic planning, employee motivation, recruitment, retention, fiscal management, long-term planning, board development and succession planning. In addition, effective communication skills will be addressed and strengthened through interactive exercises with feedback.

HSDD 5510 Foundations in Child Life and Family-Centered Care (3 Cr)
This course will provide an introduction to the spectrum of direct and non-direct child life services practiced within the pediatric healthcare environment, including a historical review of the profession and its development in the evolution of children's healthcare settings. Students will develop an overall understanding of the impact of illness, injury and healthcare experience on children and families and will further gain an increased awareness of the values of supporting individual development, family-centered care, the therapeutic relationship and developmentally appropriate communication. Students will learn proven effective strategies to provide developmentally appropriate preparation for healthcare experiences in tandem with the elements of therapeutic play, as well as the benefits of play for children impacted by illness, injury and healthcare encounters. Upon completion of this course, students will be able to effectively articulate the components of child life practice and psychosocial issues of infants, children, youth and families and will have a thorough understanding of, and be able to effectively articulate, the official documents of the Association of Child Life Professionals. This course will provide students with effective strategies necessary to assess and support healthy interactions between families within the hospital and non-traditional settings.

HSDD 5515 Ethics in Child Life (3 Cr)
This course will provide students with the insight necessary to identify and manage ethical and professional issues within a multidisciplinary approach in clinical and research settings. Students will learn the ethical and legal issues surrounding healthcare, including transition of pediatric patients to adult healthcare; medical treatment; and medical technology, including: advance directives and living wills, resource allocation, transplantation issues, withholding and termination of treatment, and death and dying. Both the ethical and legal perspectives regarding how to support patients and their family members when making challenging medical choices will be explored. The official documents of the Association of Child Life Professionals (ACLP) including the Code of Ethical Responsibility, Child Life Competencies and Standards of Clinical Practice, the Child Life Mission, Values and Vision Statements, and the Code of Professional Practice and their role in ethics will also be addressed. Students will also develop the ability to evaluate child life services and make recommendations for program improvement. As part of this course, teaching and supervision of students and volunteers will be addressed.

HSDD 5518 Family Systems and the Hospitalized Child (3 Cr)
This course will provide students with in-depth training regarding family systems and their importance when working with children and families in healthcare settings. Focus will be placed on the family as a social system. We will discuss family relationships; the historical and contemporary theories related to family structure and functions; adaptations in family structure and interaction patterns; diverse family systems; parenting, caregiving and family life from a cross-cultural perspective; adult-child interactions; and exploration of current research and theory as it applies to family systems.

HSDD 5522 Theories of Child Growth and Development (3 Cr)
This course will examine theories of human development that are especially relevant to infants and children in early and middle childhood. Students will learn psychoanalytic, social learning, behaviorist, ecological, humanistic and psychosexual theories and will apply these theoretical perspectives to child growth and development. This course is also designed to present research and evidence-based practice concerning the physical, cognitive, emotional and social development of children. **Prerequisite/s: HSDD 5510.**

HSDD 5523 Theories of Adolescent Growth and Development (3 Cr)
Adolescent Development reviews the physical and sexual, cognitive, emotional, moral and social growth and development of young people as they transition between the immaturity of childhood and the maturity of adulthood. We will view adolescence from a scientific (rather than intuitive) research perspective within the context of the adolescents' lives. This requires a multi-disciplinary approach with input from the sciences of psychology, biology, sociology, anthropology and the disciplines of education and history. A critical examination of theories, methods of research, and findings from current research on human growth and development will assist in this review.

HSDD 5525 Medical Terminology for the Child Life Professional (3 Cr)
Students participating in this course will receive an introduction to medical terminology, designed to increase familiarity with medical terms while reviewing basic anatomy and physiology; an introduction to medical procedures and diagnoses; and will discuss ways to explain common tests, procedures, and diagnoses to children of different developmental levels and children with developmental differences. **Prerequisite/s: HSDD 5510.**

HSDD 5530 Interventions in Child Life (3 Cr)
This course will introduce students to theories and intervention techniques that help children and families cope with stress from hospitalization or other life events that disrupt normal development. Strategies to assist with issues such as pain management; adjustment to chronic illness and long-term hospitalization; and adherence to medication management and routine medical care will be covered. Students will learn to assess and implement developmentally appropriate interventions, based on empirical data, to create individualized treatment plans in collaboration with the treatment team. The central role of play therapy in child life services will be emphasized, along with the provision of a safe, therapeutic, and healing environment. **Prerequisite/s: HSDD 5510.**

HSDD 5532 Therapeutic Benefits of Play (3 Cr)
This course will provide students with training necessary to identify and understand the therapeutic benefits of various types of play. We will discuss the classical and contemporary theories of play, assessment of children's understanding using play, play principles and values, the role of play in the development of children, the structure of therapeutic play sessions, promoting creativity in play, providing guidance of play in a therapeutic context, the function of play in curriculum and program development, and the therapeutic benefits of play for the hospitalized child.

HSDD 5534 Death and Dying (3 Cr)
This course provides students with training regarding theories related to death and dying, developmental understandings of death and dying, and provision of interventions when working with the child and family experiencing death and dying. We will examine the cultural context of death and the effect of death upon surviving family members. This course will also cover historical and ethical viewpoints, along with exploration of one's own reactions to death, dying and bereavement.

HSDD 5535 Child Life Practicum (3 Cr)
This course provides an analysis of the study designs most commonly employed in experimental research with emphasis in basic and clinical pharmacological research. Upon completion of the course students will understand the considerations that go into selecting qualitative, quantitative and mixed methods of research design. The course prepares students to select the most appropriate design to better answer a specific research question, as well as to understand the strengths and limitations of such design. (16-0-1). **Prerequisite/s: HSDD 5510, HSDD 5515, HSDD 5522, HSDD 5523, and HSDD 5530.**

HSDD 5550 Child Life Internship I (3 Cr)
Students will be required to successfully complete a specified number of hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist who meets specific qualifications at an approved setting. During that time, the students will be expected to increase their competence in the areas of basic interviewing, assessment, and intervention skills. Furthermore, integration of ethical, legal, and professional issues inherent in child life service delivery will be addressed. Best practice and conflict resolution issues will also be incorporated. **Prerequisite/s: HSDD 5510, HSDD 5515, and HSDD 5532.**

HSDD 5560 Child Life Internship II (3 Cr)
Students will be required to successfully complete a specified number of hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist who meets specific qualifications at an approved setting. During that time, the students will be expected to increase their competence in the areas of basic interviewing, assessment, and intervention skills. Furthermore, integration of ethical, legal, and professional issues inherent in child life service delivery will be addressed. Best practice and conflict resolution issues will also be incorporated. **Prerequisite/s: HSDD 5510, HSDD 5515, and HSDD 5532.**

HSDD 6000: Developmental Disabilities Masters Research Project (3 Cr)
In this course, students are expected to work with a faculty member advisor to complete a research project in which they will design a social service program targeting individuals with developmental disabilities or will evaluate an existing program that serves developmentally delayed individuals. Program design and evaluation methodology, analytic thinking, and writing skills will be infused throughout the curriculum to prepare students to complete this research project. Specific deadlines will be provided so that the student can complete the project in a timely manner. **Prerequisite/s: HSDD 5000**

IDS 8092 International Applied Dissertation Services I (1 Cr)
Applied Dissertation Services 1 is continuing dissertation services for International students. International students entering their fourth (4th) year (37th month) in the program but have not completed the applied dissertation are required to enroll in IDS 8092.

IDS 8093 International Applied Dissertation Services II (1 Cr)
Applied Dissertation Services II is continuing dissertation services for International students entering the fifth (5) year (49th month) and beyond in the program but have not completed the applied dissertation.

IDT 7000 Research in Instructional Design and Technology (3 Cr)
This course will focus on research design, implementation, and analysis and its place in leading educational change in the fields of Curriculum and Teaching, and Instructional Technology and Distance Education with an emphasis on the overlap between these fields. Presents sources of important information about curriculum, instructional technology and distance education. Emphasizes scholarship and an understanding of the role of the scientist and researcher to guide the practice of the field. **Prerequisite/s: None.**

IDT 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: None.**

IDT 7007 Principles of Distance Education (3 Cr)
Historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; an exploration of the literature of the field, and an examination of effective techniques for teaching and learning within a distance education system. **Prerequisite/s: None.**

IDT 7123 Digital Media for Instructional Technology and Distance Education (3 Cr)
Designing digital media for classroom and online instruction will be the first unit of this course, with primary emphasis on planning, designing, producing, and publishing digital media instruction. The second unit will deal with planning, producing, and teaching with digital audio. Unit three will present strategies for planning, producing and teaching with digital photography in a variety of instructional settings, and the final unit will present strategies for planning, producing, and teaching with digital video lessons that incorporate narration, still pictures, and live motion video into a single concept lesson. Topics covered will include basic terminology, file formats, scripting and storyboarding, equipment and software for digital media, and digital media for teaching and learning.

IDT 7914 Curriculum, Teaching, and Technology (3 Cr)
This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with emerging technologies, development of media, integration of technology into the curriculum, evaluating the use of technology using rubrics, distance education, course design and online teaching, diffusion of innovations, and production of media for teaching.

IDT 8001 Instructional Design (3 Cr)
This course is a practical experience in the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. Students will produce and formatively evaluate an instructional unit. **Prerequisite/s: None.**

IDT 8006 System Analysis and Design (3 Cr)
An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system. **Prerequisite/s: None.**

IDT 8008 Principles of Instructional Technology (3 Cr)
An exploration of the historical, theoretical, and philosophical foundations of instructional technology and an examination of the literature and status of the field. **Prerequisite/s: None.**

IDT 8012 Management and Evaluation of ITDE Programs (3 Cr)
Theories and methods of planning, operating, and evaluating instructional technology and distance education are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager. **Prerequisite/s: None.**

IDT 8119 Contemporary Topics in ITDE (3 Cr)
Catalog Description: Policy issues related to technology implementation and utilization are studied in this course. The role of the distance education and technology leader is examined using video-based case studies. Special emphasis is on the practice of ITDE, and how the field is defined in a changing educational and training environment. Research related to barriers to the integration and adoption of instructional technology and distance education is analyzed and applied to the workplace. New content will be added as contemporary topics are identified. **Prerequisite/s: None.**

IDT 8120 Perspectives in Instructional Technology and Distance Education (3 Cr)
Instructional Technology and Distance Education are examined and compared to other professions. A special emphasis is made on the impact of media and technology on teaching and learning. In order to understand the dynamic nature of the field, the literature of ITDE is analyzed as a basis for increasing the impact of instructional technology on education and training. National expert's positions on the status of the field are closely examined using videos, audios, and discussions. The impact of instructional technologies on schools and training organizations is studied in this course. Case studies dealing with various perspectives for implementation of distance education initiatives are examined using videos, audios and interviews. **Prerequisite/s: None.**

IDT 8121 Advanced Instructional Design (3 Cr)
This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisite/s: None.**

IDT 8122 Professional Practice in ITDE (3 Cr)
Students in this course will examine the roles and responsibilities of individuals in the fields of instructional technology and distance education from the perspectives of K-12 education, higher education, business and industry, the military, and consulting. Through readings, discussions, activities, and presentations, students will better understand the scope of the fields while positioning themselves for employment and advancement. **Prerequisite/s: Six credits in IDT courses, or permission of the instructor.**

IDT 8123 Advanced Applications of ITDE (3 Cr)
This course deals with the examination of large-scale distance education projects, including statewide technology and distance education initiatives. Special attention is directed towards the changed roles of students, teachers and the curriculum. Virtual schools and virtual training are studied. The study of leadership for online learning is included in this course. Technologies for distance education are examined with special emphasis on the use of video for virtual instruction. **Prerequisite/s: None.**

IDT 8124 Theories of Learning (3 Cr)
This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in behaviornism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included. **Prerequisite/s: None.**

INED 691 Action Research in Practice (3 Cr)
This course is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the identification of a need or problem and the creation of a viable solution, based on educational research. A project proposal that is approved by the student's Advisor and the Reader will be the culminating product. **Prerequisite/s: CUR 526 and at least one additional course.**

INED 692 Action Research in Practice (Part 2) (3 Cr)
The students will actively engage in problem-solving in an educational setting. Each student will implement his/her approved INED 691 proposal for a minimum of 12 weeks, monitor progress toward the objectives, using formative and summative assessment strategies, analyze the resulting data, and write a final report. **Prerequisite/s: INED 691.**

ISEC 0615: Fundamentals of Cybersecurity (3 Cr)
An overview of the technical aspects of cybersecurity. Issues discussed include confidentiality, integrity, and availability (CIA), as well as authentication, access control, trust, and non-repudiation. Furthermore, topics covered include the threat types and attack vectors used for compromising computer and network security. Investigation of fundamental cybersecurity and assurance technologies that can be applied to mitigate threat vectors. The selection of appropriate information security applications, security lifecycles, as well as controls utilized to protect computers and networks from the variety of threat vectors will also be covered.

ISEC 0635: Information Security Operations Management (3 Cr)
Provides an understanding to implement effectively the information security vision and strategy set forth by the executive management. The emphasis will be on the management of an information security program. Focus is on the implementation of information security policy, information security planning, development of information security processes, and establishment of information security measures. Concepts and techniques from the management and organizational behavior disciplines will be integrated in order to identify and propose solutions to the problems of information security administration. **Prerequisite/s: ISEC 615**

ISEC 0655: Information Security Governance (3 Cr)
Challenges and opportunities of effectively governing an organization's information security requirements and resources. Information security governance lays out the vision for the information security program. Discussions include what constitutes good information

security governance, and development of an effective information security strategy and policy. Also focuses on how to improve information security accountability, regulatory compliance, and maturity.

ISEC 0675: Information Systems Auditing (3 Cr)
This course will evaluate fundamental concepts related to an information systems audit. Principles and practices related to secure operation of existing information technology. Information security accountability, development of internal control objectives and framework, and identification of appropriate information systems audit procedures covering security, compliance, risk mitigation, and business continuity. **Prerequisite/s: ISEC 0615 and ISEC 0635 or ISEC 0655.**

ISEC 0695: Information Security Management Project (3 Cr)
This project course focuses on integrating best practices for protecting critical information infrastructures through national cybersecurity standards and systems assessments in order to help students develop a final information security project focusing on Information Security Policy Development and Compliance. Students may enroll in this class only after completing all of the information security core courses. Upon request, the course may be taken concurrently with one of the prerequisite courses. Such a request will only be approved in the last term of a student's matriculation, and students taking a prerequisite concurrently are subject to the same expectations as those who have completed all prerequisites. Students will work in teams to enhance their team building and communication skills, along with working on a real-life organizational project focus on Information Security Policy Development and Compliance. **Prerequisite/s: ISEC 0615 or MMIS 0683, ISEC 0635 or MMIS 0684, ISEC 0655 or MMIS 0685, ISEC 0675 or MMIS 0675.**

LANG 530 Advanced Spanish Grammar and Composition 1 (3 Cr)
This master-level grammar course assumes that the candidate speaks Spanish and has studied Spanish grammar; therefore, this course is not a general review of grammar. It essentially focuses on the most problematic topics of Spanish grammar even though all grammar topics are open to discussion. **Prerequisite/s: None.**

LANG 531 Advanced Spanish Grammar and Composition II (3 Cr)
This master-level composition course assumes that the candidate speaks Spanish and has had experience writing in Spanish. The purpose of this course is to further develop the writing abilities of the candidates by applying the Process Writing Method. Grammar topics and writing methodologies are discussed as needed. **Prerequisite/s: None.**

LANG 545 Peoples and Cultures of Spain (3 Cr)
This course will cover the history and culture of Spain from Roman times to the present. Elements of culture such as ethnicity, art, architecture, and music are intertwined with the history. **Prerequisite/s: None.**

LANG 550 Spanish Linguistics for Teachers (3 Cr)
This course in applied linguistics helps teachers gain a better understanding of the inner structure of the Spanish language, words and their meaning, pragmatics, the history of the language, and second language acquisition. **Prerequisite/s: None.**

LANG 551 Teaching Spanish to Heritage Speakers (3 Cr)
This course will examine how to teach Spanish to students who grew up in homes where Spanish was spoken. **Prerequisite/s: LANG 581** or permission from the Content Professor.

LANG 556 Peoples and Cultures in Early Latin America (3 Cr)
This course examines Latin American history and culture from Pre-Columbian times to the present. Elements of culture such as ethnicity, art, architecture, and music are intertwined with the history. **Prerequisite/s: None.**

LANG 560 Representative Spanish Authors (3 Cr)
Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: LANG 530 or LANG 531.**

LANG 561 Representative Spanish Authors II (3 Cr)
Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: None.**

LANG 575 Spanish Children's Literature (3 Cr)
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works written in Spanish in Latin America, Spain and the USA. Guidelines for the selection, design, and implementation of appropriate Spanish literature-based activities will be addressed throughout the course. **Prerequisite/s: None.**

LANG 576 Readings in Content Area Spanish (3 Cr)
Candidates will acquire the pedagogy and the vocabulary that will enable them to teach in Spanish in the areas of social studies, science, and math at the elementary level. **Prerequisite/s: None.**

LANG 581 Foreign Language Methods (3 Cr)
This course presents teachers with a wide spectrum of techniques and strategies that promote more effective foreign language learning. Teaching strategies for listening, speaking, reading, and writing will be explored. Candidates will have an opportunity to understand the differences between the presentational, interpretive, and interpersonal communicative lesson plans. **Prerequisite/s: None.**

LANG 699 Applied Professional Experience in Spanish Language Education (3 Cr)
This course will require graduate students to complete an applied professional experience in Spanish Language Education. The students will demonstrate mastery of the concepts and skills learned throughout the Master's degree program in Spanish Language education. The students will have two options to fulfill the course requirements: a capstone project or the student field experience. **Prerequisite/s: 24 credits from the individual candidate's Program of Studies, including LANG 0551, LANG 0581, and CUR 0526.**

LDR 8501 Effective Instruments and Designs for Effective Curriculums (0 Cr)
The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style. The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars linking the end of each study area with the beginning of the next study area: and therefore, providing a continuum between the last session of a study areas and the next study area.

LDR 8502 Effective Instruments and Designs for Effective Curriculums (0 Cr)
The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style. The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars linking the end of each study area with the beginning of the next study area: and therefore, providing a continuum between the last session of a study areas and the next study area.

LDR 8503 Effective Instruments and Designs for Effective Curriculums (0 Cr)
The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style. The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars linking the end of each study area with the beginning of the next study area: and therefore, providing a continuum between the last session of a study areas and the next study area.

LDR 8504 Effective Instruments and Designs for Effective Curriculums (0 Cr)
The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style. The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars linking the end of each study area with the beginning of the next study area: and therefore, providing a continuum between the last session of a study areas and the next study area.

MAT 504 Algebra in the Secondary School (3 Cr)
This course engages participants in the study of the algebraic concepts necessary for teaching in grades 5-12 in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Concurrently, participants will examine research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners in grades 5-12. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning, modeling with mathematics, strategic use of technology, use of mathematical structure, and attention to precision in mathematical language. **Prerequisite/s: None.**

MAT 506 Strategies for Teaching Calculus (3 Cr)
This course engages participants in the study of the concepts necessary for teaching a beginning calculus course at the secondary level. Topics will include functions and their graphs, limits and continuity, differentiation, and applications of derivatives. Concurrently, participants will examine research related to effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 504 and MAT 509.**

MAT 507 Linear and Abstract Algebra for Teachers (3 Cr)
This course investigates the concept of linear and abstract algebra through real-life problem-solving situations. Graduate students will be exposed to a variety of successful teaching strategies that will facilitate the learning of these concepts. **Prerequisite/s: MAT 504.**

MAT 508 Conquering the Teaching of Calculus (3 Cr)
This course engages participants in the study of the concepts necessary for teaching a second-year calculus course at the secondary level. Topics will include applications of derivatives, integration, applications of definite integrals, and infinite sequences and series. Concurrently, participants will examine research related to the effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 506.**

MAT 509 Learning and Teaching Geometry in the K-12 Classrooms (3 Cr)
This course engages participants in the study of the geometric concepts necessary for teaching at the middle and secondary levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions will be examined. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning and proof writing, connecting geometry to algebra, and strategic use of technology for developing geometric concepts. Concurrently, participants will examine research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to create effective technology-based, geometry lessons, unit plans, and analyze student thinking with respect to geometry. **Prerequisite/s: None.**

MAT 511 Teaching Probability and Statistics in the K-12 Classroom (3 Cr)
This course will examine issues related to probability and statistics. Graduate students will explore means of collecting, classifying, representing, analyzing, and interpreting data. Given certain data and conditions, the graduate students will make connections to everyday-life occurrences and be exposed to hands-on strategies in the teaching of probability and statistics in the classrooms. **Prerequisite/s: None.**

MAT 513 Problem Solving Strategies in Mathematics Classroom (3 Cr)
This course will concentrate on the role of problem-solving in the mathematics classroom. Through the exploration of various mathematics contexts, students learn to solve and pose problems, and communicate their problem-solving strategies, by engaging in mathematical demonstrations. The goal is to provide the skills and strategies needed for developing and implementing successful problem-solving lessons. **Prerequisite/s: None.**

MAT 514 Topics in Applied Algebra and Geometry (3 Cr)
This course covers concepts in number theory, the real number system as well as algebra and geometry. The emphasis is on algebraic models (linear, quadratic, and exponential) and their applications. Additionally, this course will serve students well as a foundation course leading to further study in more advanced topics in algebra, geometry, trigonometry and calculus. **Prerequisite/s: None.**

MAT 515 Probability and Statistics (3 Cr)
This course is designed to give students an introduction to probability and statistics with a focus on problem solving. The course includes set theory, Venn diagrams, combinations and permutations, probability, and expected value and concludes with a unit on descriptive statistics and normal distributions. A class project requires students to think and write critically as well as apply the concepts learned in the course. **Prerequisite/s: None.**

MAT 516 Elements of Differential Calculus (3 Cr)
This is the first course in a two-course graduate calculus sequence Topics include Limits, Continuity, Definition of the Derivative, Rules of Differentiation, Implicit Differentiation, Applications of the Derivative: Curve Sketching, Related Rates, and Optimization Problems. **Prerequisite/s: MAT 514.**

MAT 517 Elements of Integral Calculus (3 Cr)
This is the second part of a two-course graduate calculus sequence. Topics include differentiation and applications of exponential and logarithmic functions, indefinite integrals via the antiderivatives, definite integrals, calculating areas using Riemann sums and The Fundamental Theorem of Calculus, properties of the definite integral, integration by substitution, integration by parts, use of integration tables, additional applications of the definite integral to probability theory, volumes of revolution, and separation of variables. **Prerequisite/s: MAT 516.**

MAT 518 Linear Algebra (3 Cr)
This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include an introduction to determinants, geometric vectors in 2-space and 3-space, algebraic (component) vectors in n-space, properties of vectors in n-space, dot products, projections, orthogonality, geometric applications, lines and planes in 2-space and 3-space, distances from a point to a line or to a plane, distances between lines, cross-products, properties of real vector spaces and subspaces, spanning subsets and linear combinations, linear dependence and independence, basis vectors. **Prerequisite/s: None.**

MAT 519 Abstract Algebra (3 Cr)
This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include a review of sets and set theory, properties of finite and infinite groups, elementary properties of groups, definition and properties of subgroups, representations of functions and mappings, permutation groups of finite sets, definition/properties of isomorphisms, partitions and equivalence relations, definition and elementary properties of rings. **Prerequisite/s: None.**

MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)
This course provides an overview of current practices in curriculum and instruction in middle and secondary schools with emphasis on using mathematics-specific technology and varied instruction for teaching grades 6-12 Mathematics content. This course draws on current research-based instructional practices to integrate STEM education through project-based learning activities implemented in the grades 6-12 classrooms. Candidates engage in a series of open-ended, hands-on activities related to a thematic topic that addresses important concepts related to STEM disciplines. These activities sharpen and enhance candidates' instructional practices by focusing on real-world authentic activities, reflecting on the problem-solving process, and collaborating with peers to teach students more effectively. **Prerequisite/s: None.**

MAT 662 History, Current Trends, and Technology in Mathematics Education (3 Cr)
This course traces the development of several branches of mathematics, including logic, algebra, and analysis of functions from ancient to modern times. The aim of the course is to familiarize graduate students with developments in a rapidly changing field, with particular attention given to curricular patterns and instructional practices in mathematics. It further examines the role of technology in mathematics education and its impact on teaching, learning, assessment, and teacher preparation. **Prerequisite/s: MAT 513, MAT 504, and MAT 509.**

MAT 680 The K-12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity (3 Cr)
This course will help teachers integrate the National Council of Teachers of Mathematics (NCTM) standards with their own mathematics curriculum. A major emphasis will be to help teachers improve classroom teaching practices and to assess learning outcome. In addition, application of conceptual understanding and issues related to diverse learners will be emphasized. **Prerequisite/s: None.**

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)
This course provides an overview of those conditions which impair learning mathematics. Graduate students will focus on analyzing various inhibitors in K–12 mathematics, such as dyscalculia and "math anxiety". The content will include reviewing policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs. There will be an examination of differentiated instructional strategies for teaching math to students who have fear of mathematics or limited math comprehension. **Prerequisite/s: None.**

MAT 697 Applied Professional Experience in Mathematics Education (3 Cr)
This course will require graduate students to complete applied professional experiences in Mathematics Education. The applied professional experience is a synthesis of concepts, skills, and competencies learned throughout the master's in mathematics education. Students will have two options to fulfill the applied professional experience requirement. The two options are: a capstone

project or the student field experience. **Prerequisite/s: CUR 0526, MAT 0504, MAT 0506, MAT 0507, MAT 0508, MAT 0509, MAT 0510, MAT 0513, MAT 0522, MAT 0662, and MAT 0687.**

MAT 700 Incorporating Calculus Ideas in the Classroom (3 Cr)
This course is intended to deepen and enlarge the participant's understanding of calculus in order to incorporate calculus ideas in their lessons. Participants will learn innovative strategies to introduce the concepts of basic calculus in their classrooms. It introduces Graphing Lines, Graphing half-planes, conic sections, functions, limits, and integrals. It also includes computational calculus. Highlights of the course include several scientific projects that participants will be building and utilizing the product as models for their math students. **Prerequisite/s: None.**

MAT 701 Creative Geometry for the Classroom (3 Cr)
This course is intended to enhance participants understanding of the geometric concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections within this content as well as to algebra topics along with appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to geometry topics. **Prerequisite/s: None.**

MAT 702 Probability and Statistics for the Educational Specialist (3 Cr)
This course will help demonstrate to teachers' ways to present the concepts of chance phenomena. Participants will examine charts, tables, and methodology for collecting, analyzing, and interpreting data. Teachers will learn to use these tools to enhance learning for their students. **Prerequisite/s: None.**

MAT 704 Algebra for Teachers (3 Cr)
This course is intended to prepare participants to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to algebra topics. Participants will review the study of the algebraic concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections in this content as well as appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a leader in their school. **Prerequisite/s: None.**

MAT 705 Advanced Problem-Solving Strategies for Teachers (3 Cr)
This course provides teachers with techniques and strategies to help their students solve a variety of word problems. Learners will be introduced to inductive and deductive reasoning, scientific notation and estimation, and operations with sets. **Prerequisite/s: None.**

MGT 5105 Managing Organizational Behavior in a Dynamic and Complex World (3 Cr)
Students will gain a thorough understanding of individual, group and organizational behavior. Students will utilize this knowledge to build practical skills in leading individuals and teams to high performance. Through a variety of learning experiences, students will learn to diagnose the business environment, identify and analyze problems, and develop well supported, and socially responsible solutions to help organizations thrive in a complex and uncertain world.

MGT 5380 Building and Leading Teams (3 Cr)
This course focuses on how to build and lead successful teams to strengthen the overall performance of organizations. Team building models will be analyzed with emphasis on actionable steps that can be taken to overcome common hurdles and build cohesive, high performing teams. An emphasis will be placed on the role of the leader in developing successful work teams, project teams, virtual teams, and inter-organizational teams. **Prerequisite: MGT 5105 or MGT 5020.**

MGT 5631 Leading People and Organizations (3 Cr)
This course investigates strategies and skills for influencing individuals and groups for organizational effectiveness. Students will learn leadership models and skills that can be used in a diverse and global environment. Attention will be given to important leadership issues in the 21st century such as ethics, change, and innovation. Students will have the opportunity to assess their own skill sets and consider development plans for enhancing those skills sets.

MGT 5686 Leading Creativity and Innovation (3 Cr)
Leading Creativity and Innovation is designed to address the emerging trends and demands of the real world and equip students with a broad understanding of key elements of a successful innovation programs. The course focuses on the management of innovation and technology in business organizations. It views innovation management as a strategic process and covers how managers formulate and implement strategies for innovation. The role of competitive dynamics and organizational competencies in shaping innovation programs are examined. The content is based on theory and research on creativity and innovation; however, through case studies, discussions and course project, practical applications are emphasized. **Prerequisite: MGT 5105.**

MKT 5125 Marketing Decisions for Managers (3 Cr)
Students will gain a working knowledge of the decisions marketing managers make by learning to think strategically. Students will develop marketing plans aligning marketing decisions and strategies. Students will be able to implement marketing decisions to optimize customer and organizational value.

MMIS 0623 Ethics in Computing (3 Cr)
In this course we examine the impact of the computer and the Internet on our society. Topics include ethical decision-making and frameworks, professional codes, free speech, intellectual property, cybercrime, privacy, security, and digital identity.

MMIS 0653 Telecommunications and Computer Networking (3 Cr)
This course provides a framework for understanding computer network functionality, characteristics, and configurations. Topics include network topologies, protocols, and architectures and emerging trends in network technologies and services. The role of optical

technologies in supporting national and international implementations is explored. Strategies for network planning, implementation, management, and security are introduced. Recent advances in standardization, internetworking, and deployment of LANs (local area networks), MANs (metropolitan area networks), and WANs (wide area networks) are introduced.

MSIT 0501 Foundations of Programming, Data Structures, and Algorithms (3 Cr)
Concepts and foundations of computer science, including procedural and object-orient programming, data structures, algorithms, and algorithm design, are introduced through programming in Python.

MSIT 0630 Database Systems (3Cr)
Methodologies and principles of database analysis and design are presented. Conceptual modeling and specifications of databases, database design process and tools, functional analysis, the entity-relationship model, and advanced semantic modeling methods are discussed. Topics include theories of database systems, including the architectures of database systems, logical and physical database organizations, data models for database systems (network, hierarchical, relational, and object-oriented model), relational algebra and calculus, query languages, normal forms, null values and partial information, relational database design utilizing dependencies, view design and integration, concurrency control, query optimization, client-server database applications, distributed databases, object-oriented databases, and the current research and development trends of database analysis, design, modeling, and applications.

MSL 680 Leadership Theory and Practice (3 Cr)
This is the introductory leadership course in the MS in Leadership program. The course examines leadership as a process with a tri-fold focus: the leader, the followers, and the situation. Students will have the opportunity to explore leadership theories and build leadership skills. An additional focus will be on leadership development. **Prerequisite/s: None.**

MSL 681 Leading Change (3 Cr)
Leaders in organizations are continuously required to lead their organizations through the change process. Participates will explore various organizational systems such as organizational culture, diversity, effective work relationships and steps necessary in the change process. Armed with this knowledge, the effective leader will succeed in moving their organization through change. **Prerequisite/s: None.**

MSL 682 Ethical Leadership (3 Cr)
Leadership studies have acknowledged the significance of the ethical dimensions of leadership and their effects on organizations and personnel. Ethics and values have attained prominent status as factors which can shape behaviors and performance in organizations. This course is designed to analyze and consider the practical and fundamental relationships between leadership and ethics. Topics include moral reasoning, confronting ethical dilemmas, analyzing power and authority, managing ethics in organizations, communicating values in an organization, and the personal and professional manifestation of ethical leadership. **Prerequisite/s: None.**

MSL 683 Research for Leaders in Education and Human Services (3 Cr)
This course introduces the student to the role and importance of research as an organizational and educational leadership tool. Identifying a research topic, developing a problem statement, developing a hypothesis, reviewing the research, sampling, measurement, data collection, proposal writing, and ethical considerations of research are topics included in this course. Basic statistical techniques are also introduced. **Prerequisite/s: None.**

MSL 684 Organizational Systems (3 Cr)
This course examines the role of leadership in diverse educational and human service organizations. Various models and paradigms presented through use of metaphors stretch the students' imagination and invite further analyses of the students' own places of work. By learning how to read and apply organizational metaphors, students will better understand their own organizations and how they function. **Prerequisite/s: None.**

MSL 685 Leading Learning Communities (3 Cr)
This course examines the concept of learning communities from organizational and individual leadership perspectives. Emphasis is placed on developing leadership skills and strategies needed to create and sustain learning communities. Models from educational and human service organizations are examined. Creating, leading and sustaining learning communities along with visionary leadership are needed to promote organizational effectiveness and move organizations forward. **Prerequisite/s: None.**

MSL 686 Strategic Leadership in Education and Human Services (3 Cr)
This course focuses on the critical analysis of strategic leadership. Students identify organizational strengths and needs in order to develop a strategic plan to achieve organizational mission, vision, and objectives. Nowhere is this so important as for individuals leading educational, human services and non-profit organizations. The essential elements of strategic leadership, team building, and team collaboration are highlighted as essential elements of the developmental process. **Prerequisite/s: None.**

MSL 687 Current Organizational Issues and Trends in Educational and Human Services (3 Cr)
This course is designed to offer students the opportunity to explore current issues and trends in the context of their workplace. Changing social conditions, cultural influences, and ethical considerations are discussed in relation to educational and human services organizations. **Prerequisite/s: None.**

MSL 689 The Business of Leadership: Special Topics (4 Cr)
The course offers students the opportunity to apply the concepts of leadership and problem solving to real life experiences as they explore an area of individual interest. Readings from the "masters" in the field provide a framework for case studies, web seminars, and projects. **Prerequisite/s: None.**

MSL 690 International Leadership Perspectives (3 Cr)
The course focuses on the key leadership behaviors and practices involved in leading institutions and organizations internationally. It provides insights on current international affairs, cultural diversity issues, social responsibility and the ramifications for leading an organization in a global environment. **Prerequisite/s: None.**

MSLR 5201 Training Management and the Warfighting Functions (3 Cr)
Examines skills that underlie effective problem solving and leadership styles, analyze military missions and plan military operations, and execute squad battle drills. Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. The training is intended to prepare the student for the ROTC Advanced Camp experienced normally in the summer prior to the senior year or 4th year of ROTC. Lecture 3 hours, laboratory 3 hours per week, plus 3 hours of physical training are conducted weekly. One weekend field training exercise is required per semester. **Frequency: Every Fall.**

MSLR 5202 Applied Leadership in Small Unit Operations (3 Cr)
Probes leader responsibilities that foster an ethical command climate, develop Cadet leadership competencies, apply principles and techniques of effective written and oral communication. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. Lecture 3 hours, laboratory 3 hours, physical training 3 hours per week. Cadet's plan and participate in 1 field training exercise per semester. **Prerequisite: MSLR 5201. Frequency: Every Winter**

MSLR 5301 The Army Officer (3 Cr)
Discuss staff organization, functions, and processes, analyze counseling responsibilities and methods, and apply leadership and problem-solving principles to a complex case study/simulation. Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. Students explore training management, mentoring subordinates, methods of effective staff collaboration, and developmental counseling techniques. **Prerequisites: MSLR 5201 and MSLR 5202. Frequency: Every Fall.**

MSLR 5302 Company Grade Leadership (3 Cr)
Capstone course to explore topics relevant to Second Lieutenants entering the Army, describe legal aspects of decision making and leadership, analyze Army organization from tactical to strategic level. Includes case study analysis of military law and practical exercises on establishing an ethical command climate. Officership and Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. Lecture 3 hours, laboratory 3 hours, physical training 3 hours per week. Cadet's plan and participate in 1 field training exercise per semester. **Prerequisites: MSLR 5201, MSLR 5202, MSLR 5301. Frequency: Every Winter.**

MSLR 5400 United States Military History (3 Cr)
Examines the Military Heritage of the United States from colonial wars to the present; focuses on the tactical, operational, and strategic levels of warfare. **Frequency: Every Fall and Winter**

MSLR 5900 Supervised and/or Independent Student (3 Cr)
Supervised reading and independent study in United States Military History, writing requirements. Program requirement: Permission of the Department Chair is required. **Frequency: Every Fall and Winter.**

ORGL 8730 Virtual and Global Leadership (3 Cr)
This course is designed for leaders of teams to explore characteristics of individuals and organizational cultures to drive performance and quality in the virtual and global workplace. Students will develop the required skills to interact virtually and globally in any organization to include its location. Through this curriculum, students will develop the ability to recognize the importance of the culture and the cultural distinctions and characteristics in the virtual and global workplace. Students will become acquainted with various behaviors, attitudes, and emotions while building global trust and relationships.

ORGL 8740 Organizational Behavior and Human Development (3 Cr)
The course addresses the theories, techniques and models necessary to develop the behavior of individuals and groups in the 21st century, within organizations. Participants will examine practices and strategies necessary for enhancing the efficiency and effectiveness of an organization's human capital. Topics include: employee motivation, leadership styles, organizational culture and climates, change and conflict management, workplace health and safety, workplace diversity, training and policies and employee performance enhancements.

ORGL 8750 Strategic Planning (3 Cr)
This course will focus on the concept of strategic planning and different research strategies within an organizational structure that involves exploring the perceptions, experiences, and needs of individuals. This course aims to inform students about the main conversations in the field of strategic planning while mastering scholarly literature. The following research tools/matrices will be utilized to identify potential gaps or areas of growth to improve organizational performance: Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, Internal/External Factor Evaluations (IFE/EFE), and Quantitative Strategic Plan Matrix (QSPM). Based on strategic research, students will identify the statement of the problem and synthesis of literature related to the problem through research methods and pertinent models, frameworks, or theories. The course aims to make students more informed users and reviewers of a wide variety of methodological approaches to strategic planning regarding solutions and strategies.

ORGL 8760 Change Management (3 Cr)
Leadership, by characterization, is about change. This course emphasizes the need for leaders to understand the importance of mastering the change process and identifying the leadership opportunities in the process. This course will examine change and the inevitability of change in organizational environments. The course will focus on identifying the targets for change, the economic and social forces driving change, levels of change, models for managing change, and the different leadership intelligences involved in the process.

ORGL 8770 Critical Thinking for Decision Making (3 Cr)
This course aims to improve decision-making policies by applying critical thinking and decision-making techniques that minimize risks and maximize the impact of an organization's mission and vision. Through this course, students will be able to provide a framework to enhance creative and critical thinking toward applying a structured decision-making process within the context of an organization. This course will also give students the ability to analyze situations by using logic, reasoning, and evaluational techniques. Moreover,

techniques on how to focus on prospective organizational leader's knowledge, skills, abilities, and other characteristics impacting and enhancing organizational challenges will be developed. Lastly, students will develop and explore solutions toward making informed decisions using resources when planning and evaluating strategies.

ORGL 8780 Emerging Theories of Organizational Leadership (3 Cr)
Leadership theories and practice serve to focus on the designed to prompt self- awareness. The goal is to focus on what is effective leadership and what it means to be a good leader. The emphasis is on the practice of leadership. The course includes an examination of the nature of leadership, recognition of leadership traits, development of leadership skills, the creation of a vision, displaying excellent organizational goals, setting the authoritative tone, communication with group members, overcoming obstacles, and the recognition of values and ethics in leadership.

ORGL 8790 Diversity Dynamics (3 Cr)
This course highlights the need for leaders to understand the importance of diversity and cultural values within an organization. Diversity and cultural proficiency is imperative to the success of an individual and organization. The goal is to help students develop the skills necessary to interact in a diverse environment. Methodologies of organizational and cultural diagnosis will be explored as well as methodologies between organizational structure and culture, and cultural development and deployment. Topics will include minorities and women in leadership role and the contribution to leadership and organizations.

PSY 0691 Forensic Psychology (3 Cr)
This course will cover topics dealing with the interaction of psychology and criminal law. Topics to be covered include: insanity, competency to stand trial, clinical assessment of dangerousness, delinquency, and the evaluation of malingering.

PSY 0692 Police Stress and Mental Health (3 Cr)
This course provides and overview of stress management in law enforcement. The course will cover the physiological and psychological basis of the stress response. The physical, emotional, mental, rational, and spiritual signs of distress will be examined. Understanding, recognizing, and coping with the stressors associated with modern policing helps prevent maladaptive responses such as domestic violence and suicide. Lectures and case studies will emphasize the application of successful stress management techniques within a law enforcement context.

PSY 0693/PSY 0913 Behavioral Criminology (3 Cr)
This course will familiarize the student with various techniques for analyzing and understanding criminal behavior through crime and crime scene analysis. These techniques include an introduction to the fundamentals of criminal investigative analysis and profiling. Critical thinking skills will be emphasized in crime and crime scene analysis in order to draw logical inferences regarding any underlying psychopathology, motive, criminal history or other dynamics unique to that particular offender.

PSY 0694/PSY 0920 Police Psychology (3 Cr)
The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g., stress, family problems, critical incident debriefings, and domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist also will be covered.

PSY 0695 Law and Mentally Disordered Offender (3 Cr)
This course provides students with knowledge of the various forms of mental disorders and disabilities that law enforcement officers will likely see in people during their policing careers. Understanding the origin of various forms of mental illnesses together with practical application for law enforcement officers in how to recognize and techniques for handling victims and offenders will be addressed. Topics include distinguishing behavioral problems such as those caused by temporary situations such as grief or abuse impact from those of a long-lasting and pervasive impact from internal events like delusions and hallucinations, differentiating impulsive behavior caused by immaturity, bi-polar disorder, or brain dysfunction, understanding mental retardation versus psychotic behavior, figuring out who needs to be immediately taken to a detoxification center, and identifying those who might be attempting to avoid consequences of their violent behavior. Focus is also on helping law enforcement officers identify those who need to be deferred into specialty courts such as mental health, drug, and domestic violence courts as well as management of the mentally ill once they are detained. Victim impact will also be discussed.

PUB 5409 Public Administration in Theory and Application (3 Cr)
This course provides an overview of the field of public administration by focusing on theoretical foundation and practical knowledge. The aim of this course is to familiarize students with the basic principles, context, environment, organizational structure, and contemporary issues in public administration. This course addresses the cultural, institutional, political, and ethical constructs of public administration in theory and practice.

PUB 5438 Public and Non-Profit Strategic Management (3 Cr)
This course provides a hands-on approach to public and non-profit strategic management. Special emphasis is placed on budgeting, long-term financial planning, and operations management.

PUB 5439 Administrative Law and Ethics in the Public Sector (3 Cr)
This course introduces students to fundamental legal concepts regarding administrative law and the administrative process. The course also introduces students to the field of ethics and shows how ethical principles are applied to administrative agencies to ensure not only legal but also moral government decision-making. Administrative law is the body of law concerned with the actions of administrative agencies, frequently called the "4th branch of government" in the United States. The course thus examines how administrative agencies are created, how they exercise their powers, how they make laws and policy, formally as well as informally, the laws that govern agency rulemaking and adjudications, especially the Administrative Procedures Act, Constitutional and other legal protections afforded against agency actions, and how agency actions are reviewed and remedied by the courts and legislative branch of government. The course also examines the intergovernmental relations and the political and practical constraints that influence administrative policy.

PUH 5016 Health Promotion Program: Planning, Implementation, Evaluation (3 Cr)
Health promotion program planning and evaluation includes everything from assessing needs, setting goals and objectives, planning activities, implementation and measuring outcomes.

PUH 5510 Mental and Child Health (3 Cr)
This course addresses public health issues pertaining to mothers and children. It also addresses programs for prevention, both in the United States and globally.

PUH 5512 Health Policy Plan/Management (3 Cr)
Discusses principles and logic involved in health policy, planning and management. Address history, political and environmental contexts, and their incorporation into population research.

RED 552 Diagnosing Reading Difficulties of Diverse Learners (3 Cr)
This course familiarizes the students with a variety of techniques both formal and informal, for assessing reading levels diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. **Prerequisite: RED 0570.**

RED 554 Assessment in Reading (3 Cr)
This course familiarizes the students with a variety of techniques both formal and informal, for assessing reading levels diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. **Prerequisite/s: RED 570.**

RED 555 Supervised Reading Practicum I: Individual Remediation (3 Cr)
This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction, and evaluation of remedial reading techniques and materials. **Prerequisite/s: RED 554.**

RED 560 Literature for Children and Adolescents (3 Cr)
Students will become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants will analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants will develop skills for broadening children's understanding of literature in specific content areas. **Prerequisite/s: None.**

RED 565 Language Arts in the Secondary School (3 Cr)
The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite/s: RED 570.**

RED 567 Teaching Reading in the Secondary School (3 Cr)
The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite: RED 0570.**

RED 570 Foundations of Reading: Theory and Practice (3 Cr)
This course examines and presents a general overview of the nature of reading and reading models; describes and defines the reading process including patterns that make it possible for readers to decode words that are unfamiliar to them. The course also explores the theoretical basis for different reading systems including research-based methods in the instruction of phonics and phonemic awareness. It also provides opportunities for practical application of the reading theories. **Prerequisite/s: None.**

RED 575 Contemporary Foundations of Reading (3 Cr)
This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level. There will be an emphasis on differentiating instruction to meet the needs of students from varying cultures, and those with special needs and varying learning styles. Practical application of the theories will be addressed. **Prerequisite/s: CUR 526.**

RED 577 Reading Assessments (3 Cr)
This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades 1-12. **Prerequisite: RED 0570.**

RED 580 Educational Measurements (3 Cr)
This course explores a variety of assessment tools for the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct, select, and interpret tests that would provide valid measures of instructional objectives. **Prerequisite/s: RED 554, RED 555, and RED 570.**

RED 582 Reading Assessments for Classroom and School Improvements (3 Cr)
This course explores a variety of assessment tools for the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct, select, and interpret tests that would provide valid measures of instructional objectives. **Prerequisite/s: RED 0552, RED 0555 and RED 0570.**

RED 585 Reading in the Content Area (3 Cr)
The focus of this course is to provide classroom instructional strategies for reading across the content areas, such as social studies, science, and mathematics. Candidates will explore strategies for reconciling text difficulties, identify skills that can be applied for maximizing information from text, identify strategies for improving study skills, and identify strategies for determining suitability of content area text for individual students, including diverse and ELL learners. **Prerequisite/s: RED 570.**

RED 586 Reading Supervision and Curriculum Development: Theory and Practice (3 Cr)
This course focuses on the administration and interpretation of reading programs in grades pre-K-12. The role of the reading specialist in supervising and improving reading instruction will be researched. **Prerequisite: RED 0570.**

RED 587 Supervised Reading Practicum II: Group Remediation (3 Cr)
The candidate will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the candidate will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including RED 554, RED 555, RED 570, and RED 575.**

RED 590 Administration and Interpretation of Instructional Assessments (3 Cr)
This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades 1-12. **Prerequisite/s: RED 570.**

RED 5271 Reading Supervision and Curriculum Development—Theory and Practice (3 Cr)
This course focuses on the administration and interpretation of reading programs in grades pre-K-12. The role of the reading specialist in supervising and improving reading instruction will be researched. **Prerequisite/s: RED 570.**

RED 9001 Issues and Trends in Literacy Education (3 Cr)
This course will critically analyze historical perspectives and current issues in literacy education. These issues include social, cultural, political, economic, scientific and technological developments on how literacy is developed and instructed in today's world. **Prerequisite/s: None.**

RED 9002 Theories of Reading (3 Cr)
This course will introduce the foundational literacy practices that provide the frameworks for teaching reading. Special attention will be paid to the evidence-based theories of reading that support contemporary reading instruction, including the structured frameworks and strategies used in today's PK-12 schools. **Prerequisites: None.**

RED 9004 Teaching Reading in Diverse Classrooms (3 Cr)
This course will examine critical issues, challenges, and research perspectives on teaching reading in multicultural, multilingual and other diverse classroom settings. Students will discuss the research on how issues of literacy learning intersect with policy decisions that affect diverse learners. **Prerequisite/s: None.**

RED 9005 Literacy Across the Curriculum (3 Cr)
This course focuses on the many definitions of literacy in modern reading instruction. Special attention is given to how disciplinary literacy is manifested in the content areas. Students will also explore the socio-cultural theories on literacy learning and how to develop and sustain subject-specific reading instruction for all learners. **Prerequisite/s: None.**

RED 9006 Reading Assessment and Intervention PK-3 (3 Cr)
This course discusses the importance of early (birth through eight) learning environments and how they affect later performance. Specific focus will be given to evidence-based instructional practices and appropriate assessments from grades PK-3 that fit within the guidelines of the Response to Intervention model. Students will examine research on how to best address the needs of struggling early readers before they enter the upper grades. **Prerequisite/s: None.**

RED 9007 Reading Assessment and Intervention for Adolescents and Adults (3 Cr)
This course offers a survey in the principles and practices of literacy assessments geared towards adolescent and adult learners. Specific focus will be given to intervention strategies for addressing and remediating the unique needs of students in upper elementary and secondary grades, as well as adult learners with reading and writing difficulties. Students will examine how struggling to make the transition from learning-to-read to reading-to-learn can affect readers for the rest of their schooling and beyond. **Prerequisite/s: None.**

RED 9009 Literature for Children and Young Adults: Critical Analysis (3 Cr)
This course will provide an extensive review of current and classic children's literature, as well as literature geared towards adolescents and young adults. Contemporary issues, including topics such as race, culture, gender, and class, will be critically analyzed. This course will deepen students' understanding of the cultural contexts of literature for children and young adults and the methods of thematic text selection for classroom use. **Prerequisite/s: None.**

RED 9010 Advanced Seminar in Foundations of Reading Education (3 Cr)
Candidates will examine critical issues, problems, and perspectives involved in best practices in literacy education. They will be able to define problems and propose and incorporate solutions when teaching to a heterogeneous audience. **Prerequisite/s: None. Frequency: Every Winter.**

RES 8100 Nature of Knowing: Introduction to Research Methods (3 Cr)
The purpose of this common course is to provide an intellectual foundation for conducting educational research. Students will (a) understand the differences between quantitative and qualitative research; (b) locate, read, and evaluate educational and social science research articles; and (c) identify a research problem. Students will engage in scholarly writing using appropriate format and style, while learning concepts such as paraphrasing and plagiarism. In addition, students will develop the necessary skills to be successful in an online course environment; participate in synchronous and asynchronous course activities; and utilize technology for productivity, communication, and engagement. **Prerequisite/s: EDD 8100.**

RES 8200 Research Methods II (3 Cr)
The purpose of this core course is to cultivate doctoral students' scientific inquiry in social science research to ensure informed decision making grounded in empirical research. After developing an understanding of the utilization of library database applications and identifying a research problem in the workplace or field of interest in RES 8100, students will (a) refine the research problem, (b)

identify a theoretical framework to investigate this problem; (b) evaluate, summarize, and critique empirical research to develop an annotated bibliography; (c) organize the research literature using a literature map; and (d) synthesize the literature into a coherent review. Additionally, students will gain an understanding of the predominant quantitative, qualitative, and mixed methods research designs. **Prerequisite/s: RES 8100**

RES 8910 Quantitative and Qualitative Research Methods (3 Cr)
This course is centered around the premise that today's scholarly practitioner in the field of education needs to have an in-depth understanding of qualitative and quantitative research methodologies utilized to solve practical problems. This level of understanding is necessary for students to make decisions about the most appropriate methodology that is needed to both design research and interpret findings in real-world settings. This course is designed for graduate students with the aim of designing, communicating, and applying the conceptual and procedural components of qualitative and quantitative methods. **Prerequisite/s: RES 8200**

RES 8911 Quantitative Research Design (3 Cr)
Quantitative Research Design is the first course in a two-course sequence in the Quantitative Research Track. Students will gain an in-depth understanding of the various quantitative and mixed methods research designs and be introduced to various factors affecting the integrity of different research designs, including conditions required to establish cause-and-effect, types of reliability and validity, and threats to internal and external validity. Students will learn how to select instruments to operationalize study variables and understand the various ways to collect quantitative data in order to answer their research questions. **Prerequisite/s: RES 9300 or RES 8200.**

RES 8913 Program Evaluation (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course. **Prerequisite/s: RES 9300 or RES 8200.**

RES 8916 Qualitative Research Design (3 Cr)
Qualitative Research Design is the first course in a two-course sequence in the Qualitative Research Track. The purpose of the Qualitative Research course is to introduce doctoral students to the principles of qualitative research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate appropriate qualitative methods; however, mixed methods designs will also be discussed. **Prerequisite/s: RES 9300 or RES 8200.**

RES 8921 Quantitative Data Analysis (3 Cr)
Quantitative Data Analysis is the second course in a two-course sequence in the Quantitative Research Track. Students will gain an in-depth understanding of parametric and nonparametric data analytic approaches used for the most prevalent research designs. Students will learn how to analyze data using the following methods: (a) descriptive statistics, including measures of central tendency, dispersion, and shape of sample distributions, as well as graphical methods for representing data; and (b) inferential procedures, including correlational approaches that describe associations among variables and comparative procedures that evaluate the differences between two or more means. Students will also understand how to apply statistical methods to evaluate the quality of measurement instruments. Students will use IBM SPSS© and G*Power statistical software to apply the appropriate data analysis procedures to answer their research questions and write-up the results in accordance with the current APA publication manual. **Prerequisite/s: RES 8911 or RES 8930.**

RES 8924 Data Visualization for Strategic Planning (3 Cr)
Data visualization is a course designed for the scholarly practitioner to understand the underlying theory and practical concepts in creating visual representations based on data derived from work environments. The course will cover data representation, types of visualization toolkits, perspectives on scientific visualization, information visualization and flow visualization. This will allow students to find meaningful ways to reveals trends in data and demonstrate potential relationships with the ultimate goal to make data-driven decisions when presenting data to stakeholders. Students will learn to bridge the gap between synthesizing the data and then converting it into meaningful stories. **Prerequisite/s: RES 8911, RES 8910, or RES 8916.**

RES 8926 Qualitative Data Analysis (3 Cr)
Qualitative Data Analysis is the second course in a two-course sequence in the Qualitative Research Track. This course covers best practices in qualitative data analysis and qualitative report writing. Students will learn and practice core competencies of qualitative data analysis such as coding, categorizing, and thematic development. In addition, students will learn and practice Descriptive/Case Study, Interpretative Phenomenological Analysis (IPA) and constructivist grounded theory. Students will also learn quality control measures such as bracketing, constant comparison, member checking, and use of an audit trail. **Prerequisite/s: RES 8916.**

RES 8930 Single Subject Design in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course focuses on basic concepts and methods relating to experimental research designs and various issues relating to conducting experimental research. A major focus of this course will be devoted to single-subject research designs including data collection, analysis, and applicable statistical procedures. Additional topics covered include direct measurement, graphing data, and ethical issues in Applied Behavior Analysis (ABA) research. **Prerequisites: SPED 9654 or completion of both SPED 9651 & SPED 9652.**

RES 9300 Methods of Inquiry (3 Cr)
The purpose of this core course is to cultivate doctoral students' scientific inquiry in educational and social science research to ensure informed decision making grounded in empirical research. After developing an understanding of the utilization of library database applications and various research methodologies, students will formulate (a) the elements of a research study based on a problem in the workplace or field of interest, (b) a related theoretical framework, (c) a purpose statement, and (d) preliminary research questions. This course is to be taken concurrently with DISR 8966: Applied Dissertation I Prospectus. Students will work directly with their dissertation chairs to finalize their Prospectus, the first of four benchmarks in the NSU/FCE&SCJ dissertation process. **Prerequisite/s: RES 8100.**

SCI 523 Methods of Teaching Secondary School Science (3 Cr)
This course provides an overview of current practices in curriculum and instruction in the modern science classroom with emphasis on special methods for teaching Middle and High School Science. The student will explore a variety of techniques utilized in an inclusive and effective learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). Effective laboratory management will be discussed in terms of legal, safety and ethical issues. The student will design an investigative report, develop a Unit Plan and present a lesson in a local school. **Prerequisite/s: None.**

SCI 600 Foundations of Physical Science for Teachers (3 Cr)
This course examines content and methods for teaching physical science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The topics of the subject matter content are concepts in force and motion which are developmentally appropriate for elementary, middle, and secondary school students. There will be a field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 601 Inquiry-Based Space Science (3 Cr)
This course examines content and methods for teaching space science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Space science is a growing field, yet not well established in public school curricula. There is an emphasis on integrating space science concepts with established science topics in standards-based coursework. There will be a field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 602 Teaching Comprehensive Ocean Science (3 Cr)
This course examines content and methods for teaching ocean science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The ocean is a vast unknown relative to our knowledge of other regions of the world. This course explores methods of instruction to introduce the natural composition of the oceans and the growing effect of human activities on the ocean environment. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 603 Teaching Inquiry-Based Life Science (3 Cr)
This course examines content and methods for teaching life science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are Limited in English Proficiency (LEP). This is an ESOL infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 604 Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 Cr)
This course examines content and methods for teaching concepts in matter and energy leading to chemistry in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Elementary and middle school students study concepts in matter and energy in a hands-on activity-based learning method which creates a foundation of understanding for later high school study of chemistry which utilizes both concrete and abstract learning strategies. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)
This course examines content and methods for teaching concepts in earth science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Earth science has become increasing important in the modern school curriculum as the conservation of the natural environment has become more of a concern to society. This course explores the relationship between science, technology, and society in our endeavor to understand and preserve Earth's environment. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523.**

SCI 699 Applied Professional Experience in Science Education (3 Cr)
This course will require graduate students to complete an applied professional experience in science education. The applied professional experience is a synthesis of concepts, skills, and competencies learned throughout the master's in science education program. Students will have two options to fulfill the applied professional experience requirement: a capstone project or field experience. Students will demonstrate achievement of professional and state standards. **Prerequisite/s: 33 credits, including CUR 0526, EDU 0600, and SCI 0523.**

SPED 8401 Special Education Law and Policy (3 Cr)
This course focuses on law and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights Act (FERPA). In, addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education. **Prerequisites: None.**

SPED 8402 Families, the Law, and Exceptionalities (3 Cr)
This course focuses on the rights and responsibilities of individuals with disabilities across the lifespan and their families. Candidates will demonstrate their understanding of the history of special education legislation, case law, and policies and current legal and ethical issues. They will do a literature review to identify best practices to recruit, induct, and retain special education teachers and to support and advocate on behalf of individuals with disabilities and their families. **Prerequisites: None**

SPED 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)
The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations.

SPED 8404 Organization and Administration of Special Education Programs (3 Cr)
The purpose of this course is to contribute to the development of special education leaders who are equipped to think and act more effectively for the benefit of individuals with disabilities, families, and the organizations that serve disability populations. Students will

examine the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services, with particular emphasis on the role of the special education leader within such organizations. Students will research the development, implementation, and evaluation of effective program designs, and the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of federal legislation, as well as state and local regulatory policies and procedures, on the development and implementation of effective programs will be addressed.

SPED 8405 Collaboration and Consultation (3 Cr)
This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories and methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through materials and related experiential activities. Additionally, this course is designed to teach students the theory and practice of collaborative consultation, increase pedagogical knowledge, and to prepare students to become reflective decision makers with the skills to facilitate and employ collaborative consultation in work and life settings. The instructor acts primarily as a facilitator providing discussion and related materials on the topic of collaborative consultation; otherwise, the course is student driven. The course is designed so that every aspect is collaborative, including selecting the activities in which to engage collaboratively with peers.

SPED 8406 Transition, Career Development and Independent Living (3 Cr)
The course will focus on the strategies and methodologies professionals need to devise and methodologies professionals need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for port-secondary life. Students will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational abilities, and interpersonal skills.

SPED 8409 Multicultural Issues in Special Education (3 Cr)
In this course students will examine relationships among race, gender, culture, social class, and disability as well as fundamental information on individual, group, and social responses to disability. Anthropological, social, and psychological theories about origins of cultural diversity will also be discussed. At no time in history has there been greater diversity in our population. Students entering the public, parochial, and private school system bring a wider array of culture, ethnicity, language, and ability than ever before. Preparing teachers to work with this diversity, creating curricula to adequately represent this profile, and impacting the social, political, economic, and ideological conditions for a truly multicultural education demands a transformation of policy and practice at many levels. Students with special needs who bring non-majority backgrounds to school often face a double whammy-the very ethnic and/or language differences these students exhibit can both serve to mask or exacerbate underlying learning, social, and/or behavioral challenges. Thousands of students are misidentified, while thousands more are denied special education services.

SPED 8410 Assessment and Evaluation of Special Needs: Cognitive and Behavioral Domains (3 Cr)
This course will emphasize the acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive and behavioral/emotional development. The selection, administration, and uses of cognitive and behavioral assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placements, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring and interpretation of various academic and behavioral instruments will be provided.

SPED 8411 Issues in Special Education Administration (3 Cr)
This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

SPED 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 Cr)
This course will include the use of actual assessment tools to perform a functional analysis of behavior upon which hypotheses regarding the function of challenging behaviors will be made. Intervention techniques which focus on the development of functional communication will be researched and implemented. Applied behavior analysis will form the basis of assessment and intervention strategies for individuals with autism and other developmental disabilities. **Prerequisite/s: None.**

SPED 8802 Seminar in the Nature of Students with Autism Spectrum Disorder (3 Cr)
This course will include an in-depth coverage of the multiple etiological factors of autism and the current research in the bio-medical field. Literature, which links theory with research and practice, in the areas of symptomatology, interventions, and outcomes, will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature. **Prerequisite/s: None.**

SPED 8803 Advanced Topics in the Assessment of Students with Autism Spectrum Disorder (3 Cr)
This course will focus on diagnostic frameworks, the instruments and tests, which form the basis of diagnosing children with autism spectrum disorders. The diagnostic process in older adolescents and adults will also be covered. The use of assessment in program planning will be covered through both discipline specific and transdisciplinary procedures. The research behind the development of instruments specific to autism will be discussed. **Prerequisite/s: None.**

SPED 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 Cr)
The number of interventions used with individuals with autism spectrum disorders continues to increase. The theoretical foundation and research base behind the interventions will be covered in depth. The literature that links assessment to intervention will be used to form the base of intervention planning for individuals with autism. Helping families make decisions based upon their child's symptom presentation will be a focus of this course. **Prerequisite/s: None.**

SPED 8805 Seminar in Professional Issues in Leading Programs for Individuals with Autism Spectrum Disorder (3 Cr)
This course is designed to prepare individuals in leadership positions of programs for students with autism. Topical content will include essential elements for educational programs, planning and implementing professional development activities, strategic planning for school districts and agencies, legal issues in the education of student with autism, dealing with resistant staff, and resolving conflicts with parents. **Prerequisite/s: None.**

SPED 8806 Special Topics Across the Lifespan for Individuals with Autism Spectrum Disorder (3 Cr)
This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included. **Prerequisite: SPED 8802.**

SPED 9651 Concepts and Principles of Applied Behavior Analysis I (3 Cr)
This 45-hour graduate-level course is Part I of a two-part series of ABA principles and concepts. History of the development of Applied Behavior Analysis (ABA) as a science, its relationship to education and psychology, and an overview of the present applications of ABA provide an introduction to the application of ABA in a variety of settings. The majority of the course will focus on the basic underlying principles of ABA upon which all more advanced assessments and applications are based. Specifically, this course covers the following BACB Fifth Edition content areas: A: Philosophical Underpinnings and B: Concepts and Principles. **Prerequisite: None.**

SPED 9652 Concepts and Principles of Behavior Analysis II (3 Cr)
This 45-hour graduate-level course is Part II of a two-part series of ABA principles and concepts. Topics include increasing desired behaviors, ethical/research-based approaches to reducing unwanted behaviors and evaluating the effectiveness of behavior intervention programs. Specifically, this course covers the following BACB Fifth Edition content areas: B: Concepts and Principles. **Prerequisites (or may be taken in conjunction with SPED 9652): SPED 9651.**

SPED 9653 Theory and Philosophy in Behavior Analysis (3 Cr)
This 45-hour graduate-level course provides a comprehensive foundation to the theory of Applied Behavior Analysis (ABA) including philosophical underpinnings. Topics will include a history of the development of ABA as a science, its relationship to education and psychology, and applications of the philosophical assumptions as it applies to ABA. This course will focus on the perspective of radical behaviorism upon which all more advanced assessments and applications are based.

SPED 9654 Concepts and Principles of Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course provides an overview of Applied Behavior Analysis (ABA) concepts and principles. Topics include increasing desired behaviors, ethical/research-based approaches to reducing unwanted behaviors and evaluating the effectiveness of behavior intervention programs. Students will develop competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

SPED 9656 Assessment in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will build upon the concepts and principles courses to introduce methods of assessment grounded in the science of ABA. The primary focus will be on selecting assessment strategies and determining the appropriate intervention utilizing research in ABA. Methods of sharing assessment information with a variety of audiences as well as functional assessment technologies for assessing the purpose of challenging behaviors, methods for assessing effects of intervention, and methods of data collection in multiple areas of investigation and practice will be discussed. Specifically, this course covers the following content areas: behavior assessment and interventions. **Prerequisites: SPED 9654 or completion of both SPED 9651 & SPED 9652.**

SPED 9661 Applications of Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will focus on behavioral intervention strategies and change procedures as they are applied to individuals, classrooms, schools, and organizations. Models of evidence-based practice using ABA procedures will be highlighted. Additional focus will be placed on selecting effective interventions based on multiple sources of assessment data and methods of performance-based training and collaboration with systems of support. Specifically, this course covers the following content areas: behavior assessment and selecting and implementing interventions. **Prerequisites: SPED 9654 or completion of both SPED 9651 & SPED 9652.**

SPED 9666 Supervision and Management in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will review the current BACB standards and how to apply them to best practices in supervision. Students will explain the role, characteristics, and skills of a supervisor; identify the principles of management at the supervisory level; determine appropriate steps to be taken when addressing supervisee concerns; and explain motivational techniques used by a supervisor in various environments. This course covers the following BACB Fifth Edition content areas: I: Personnel Supervision and Management, F: Behavior Assessment, and G: Behavior-Change Procedures. **Prerequisites: SPED 9651 and SPED 9652.**

SPED 9667 Organizational Behavior Management (3 Cr)
This 45-hour graduate-level course will highlight organizational behavior management and behavior analytic supervision. Students will learn to apply empirically validated and culturally responsive performance management systems. Focus will be placed on the development of supervision goals utilizing assessment and performance diagnostics. **Prerequisites: SPED 9654 or completion of both SPED 9651 & SPED 9652.**

SPED 9671 Ethical and Professional Conduct in Applied Behavior Analysis (3 Cr)
This 45-hour graduate-level course will delve into ethics and professional behavior in applied behavior analysis as set forth by the Behavior Analyst Certification Board (BACB). The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing evidence-based interventions and protecting confidentiality as it relates to the behavior analytic field. This course also emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field. Students will gain a comprehensive understanding of the current ethical guidelines for behavior analysts and demonstrate ethical behavior. **Prerequisites: SPED 9654 or completion of both SPED 9651 & SPED 9652.**

SPL 8000 Leadership and Organization in Sports (3 Cr)
This course examines a range of strategic leadership approaches for athletics administrators to properly respond to contemporary challenges while developing a winning culture. The success of a sports organization requires strong ethical leadership and an infrastructure developed with systematic organizational planning. Topics include motivation, team building, goal setting, as well as diversity, inclusion, and critical human resources functions within sports organizations. **Prerequisite/s: None.**

SPL 8010 Sport Psychology (3 Cr)
This course is designed to provide the student with a general overview and understanding of the theoretical foundations of sport psychology, the associated research, and the implications for practical applications. The primary focus of the course will be to connect the theory of sport psychology to the practical domain. Topics covered in the course will include confidence, emotional regulation, personality, assessment, motivation, attention, imagery, ethics, the injured and over-trained athlete, youth sport, group dynamics, and characteristics of elite athletes. Students will have the opportunity to apply their knowledge in selected areas within sport psychology through class discussions, assignments, and presentations. **Prerequisite/s: None.**

SPL 8020 Athletic Fundraising (3 Cr)
Athletic Departments must have a strong financial foundation in order to grow and sustain their mission and goals. This requires athletic administrators to develop creative strategies for revenue generation. Topics covered in this course include donor relation strategies for Athletic Development offices, as well as the primary types of giving, including the annual fund and endowments. Additionally, the importance of incorporating name, image, and likeness (NIL) into fundraising campaigns is highlighted. Students will interview a professional athletic fundraiser as the culminating assignment for this course. **Prerequisite/s: None.**

SPL 8030 Risk Management in Sports (3 Cr)
Provides a broad overview of legal and business matters that pertain to the various segments of the sports industry. Students gain an understanding of the legal terms, concepts, and issues that influence the sports world. Students review current issues and landmark cases, as sports organizations must proactively plan to reduce risk and liability in all aspects of their business operation. Risk assessment and foreseeable hazards in sports are researched and discussed, as well as labor issues and collective bargaining. **Prerequisite/s: None.**

SPL 8040 Athletic Compliance (3 Cr)
This course focuses on the governance and legislation that guides member institutions in the NCAA. Athletic administrators must maintain institutional control through the application of the articles and bylaws set forth by the NCAA and its legislative process. Student-athlete wellness, academic success, and life-skill training for career success are addressed. Compliance issues within a collegiate athletic department, as well as adherence to Title IX laws governing gender, equity, and subsequent regulations issued by the Office of Civil Rights, are covered in this course. **Prerequisite/s: None.**

SPL 8050 Sports Sponsorship (3 Cr)
Sponsorship creation has become an integral component of the marketing strategy of sports organizations. A systematic commitment to strategic approaches allows sports executives to identify sponsorships that create value for their organizations. Emerging branding and sponsorship opportunities including name image and likeness (NIL) in the NCAA, are addressed. This includes creating a sponsorship program with specific benefits that fit the needs of the sponsor as well as the consumer and sports property. **Prerequisite/s: None.**

SPL 8060 Sports Communication & Social Media (3 Cr)
Athletic administrators must have a comprehensive understanding of the communications function of their organization. The emergence of social media has provided a variety of communication channels to promote sports organizations and reach a wide audience of stakeholders. Students will research the history and foundations of sports public and media relations and the evolution of the Digital and New Media Age in the sports world. Creating effective media campaigns using these new technologies is essential and will ensure that the message that is received by the media and your fan base is consistent with the mission and values of your sports organization. **Prerequisite/s: None.**

SPL 8070 Athletic Facilities & Event Management (3 Cr)
Sports and entertainment are part of a global industry that requires key leadership skills to plan, organize, communicate, and promote events in multi-million-dollar athletic facilities. It is critical that athletic administrators understand the financial feasibility and economic impact created by the construction of these facilities and the communities that they serve. Students in this course will analyze the processes for organizing and running an event from conception through post-event evaluation, as well as fiscal responsibility and forms of financing that can be utilized to build sport-specific venues. **Prerequisite/s: None.**

TEFL 525 Teaching English to Children (3 Cr)
Through this course student examine the conceptual and developmental background of the process of second language acquisition during the early childhood years (birth-age 8). Classroom applications to support young children's acquisition of the English language are discussed. Appropriate field experiences are integrated. **Prerequisite/s: None.**

TEFL 530 Technology in TEFL (3 Cr)
This course explores the various technological options at the disposal of English as a Foreign Language (EFL) teachers which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective countries. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their EFL classrooms. **Prerequisite/s: None.**

TEFL 535 Teaching English to Adolescents and Adults (3 Cr)
This course describes the different learning styles that adolescents and adults bring to learning English as a foreign language. The role of the teacher in the various stages of the teaching and learning process and in various learning contexts is examined. Information is presented regarding the planning and implementation of teaching methodologies that address the specific needs and interests of adolescent and adult learners of English as a foreign language. **Prerequisite/s: None.**

TEFL 563 International English: Historical Development and Usage (3 Cr)
This course investigates the historical development and usage of varieties of International English. The English language has the standing of the major international language. How English has developed, and arrived at that status, what are its current varieties, and what the future holds for international communication through this language are the major themes presented. Through analysis of online international news journals, students will compare how similar issues are presented differently, from a cultural and a technical writing perspective. The varieties of English throughout the world will be compared to local usage. Students will gain an appreciation of how language changes through cultural contact. **Prerequisite/s: None.**

TEFL 575 Structure of English (3 Cr)
This course is primarily designed to provide course participants with a survey of the major components of the structures of English and their grammatical functions. Course participants will review English grammar websites in order to determine their applicability to the TEFL classroom. **Prerequisite/s: None.**

TEFL 580 Second Language Acquisition and Learning (3 Cr)
This course provides an introduction to the field of second language acquisition (SLA). It covers research, theory and data analysis. Major theories of SLA are discussed in both naturalistic and instructed settings. Issues and problems in current SLA research and theory will be addressed to determine what insights the theories offer to second and foreign language teachers. The course will also focus on the role of affective variables, interaction, learner strategies, and learner factors in the language acquisition process. **Prerequisite/s: None.**

TSOL 500 Foundations of Bilingual Education (3 Cr)
This course provides a broad foundational basis for understanding the history and legal basis of bilingual education in the United States and in the NSU candidate's state of residence. Ethical, legal, historical, and linguistic aspects of second language education are explored. Florida students learn the basics of the Florida Consent Decree and explore its specific remedies. The course is not applicable towards the Florida add-on TESOL endorsement but is required of all M.S. in TESOL degree candidates and Nevada bilingual endorsement programs. **Prerequisite/s: None.**

TSOL 510 Classroom TESOL, Theory and Strategies for Teachers (3 Cr)
This course presents an integrated view of TESOL for secondary classroom teachers and ICP candidates who are not majoring in TESOL. It provides a broad conceptual framework and many practical strategies for teachers to understand the potentials and hurdles of the ELL student in all classroom settings. It surveys the Florida Department of Education newest ESOL performance standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This course is required of all approved program M.S. education majors including Secondary English Education, Elementary Education, Pre-K Primary Education, Exceptional Student Education, and Reading, who are seeking initial certification. It may be used to fulfill the Category II teacher ESOL requirement. **Prerequisite/s: None.**

TSOL 515 Curriculum Development for TESOL (3 Cr)
This course is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement. **Prerequisite/s: None.**

TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
TSOL 520 is the second ESOL course required by all ICP candidates enrolled in an approved Florida ESOL infused program. The course also fulfills the Nevada bilingual endorsement requirement for acquisition of theories of second language acquisition. It focuses on applying second language development, language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The student is expected to be able to locate and use research and resources in ESOL methods and assessment. This course is divided into six modules plus a comprehensive assessment. Each module addresses one of the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students. **Prerequisite/s: TSOL 510.**

TSOL 525 Teaching Reading and Literacy Development in Spanish (3 Cr)
This course offers students an in-depth analysis of methods and approaches to teach reading in the Spanish language. Students will analyze various techniques used in the bilingual classroom in order to teach children strategies to foster literacy and writing development in Spanish. The course will engage students in the selection of age-appropriate classroom materials, curricular planning and appropriate field experiences. This course fulfills the requirement for the M.S. degree in TSOL and a TSOL endorsement to meet Nevada State bilingual certification. **Prerequisite/s: None.**

TSOL 547 Testing and Evaluation in TESOL (3 Cr)
This course is written for those who are working with English Language Learners (ELLs) in elementary and secondary schools, and in sheltered and mainstreamed English for Speakers of Other Languages (ESOL) programs (K–12). This course will help all educators to recognize the progress ELL students make, and to identify ways of documenting that growth. Reliable and valid evaluations assume the need for substantial assessment skills on the part of the evaluator to deal effectively with a wide range of issues that arise. **Prerequisite/s: None.**

TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)
The course examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues as they are viewed by different theoretical perspectives. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom so that it will facilitate better learning. This course is required for a M.S. in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None.**

TSOL 567 Applied Linguistics (3 Cr)
This course provides an introduction to the linguistic principles and terminology that inform English Language Learning (ELL) methodology. Students will analyze phonological, morphological, syntactical, and lexical aspects of the ELL student. Emphasis will be on first and second language acquisition. Students will gain insight and understanding about linguistic issues and stay current with important linguistic research. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None.**

TSOL 569 Methodology of TESOL (3 Cr)
A survey of approaches, methods, techniques, and procedures for teaching English to non-native speakers in grades K-12. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None.**

TSOL 575 Critical Issues in TESOL (3 Cr)
This course offers an in-depth analysis of a wide range of issues affecting the programs and teaching of ESOL. Issues such as linguistics, foreign language teaching, second language acquisition, the teaching of phonics, educational politics, and multicultural education are analyzed and discussed with the help of current textbook and online reading assignments. Students are expected to examine the various sides of each issue and to form and support their own viewpoints. This course is required for the M.S. in TESOL degree. **Prerequisite/s: None.**

TSOL 580 Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 Cr)
This course covers various aspects of teaching English language learners (ELLs) in order to determine what conditions can enhance their achievement in math, science, and social studies. It provides an exploration of advanced methods of teaching ELLs in the content areas, integrating all language production and reception skills within a content/theme-based pedagogical framework. Key issues in content area teaching and learning will be explored with the goal of identifying specific concepts, components, and strategies for optimum subject area instruction in ESOL and bilingual classroom settings. This course fulfills the Nevada bilingual endorsement requirement for methods of teaching math, science, and social studies in the native language. **Prerequisite/s: None.**

TSOL 699 Applied Professional Experience in TESOL (3 Cr)
This course will require graduate students to complete an applied professional experience in TESOL. Students will apply pedagogical and content-area skills by completing a capstone project that integrates educational research and professional development in TESOL. This capstone project will be differentiated so that it can be completed either in a K-16 educational setting or an online English language learning platform. **Prerequisite: 24 credits.**

NSU Florida

Abraham S. Fischler College of Education and School of Criminal Justice

NOVA SOUTHEASTERN UNIVERSITY

2023–2024
Student Handbook
Policies, Regulations,
Procedures, and
General Student Information

The FCE&SCJ Catalog and FCE&SCJ Student Handbook have been combined into one document. Policies and programs set forth in this handbook are effective through the academic year 2023–2024 or until superseded. Changes in the content of the *NSU Student Handbook* may be made, at any time, by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. The student handbook is the governing document for all program-related information. Students are required to comply with all policies and procedures written in the entire handbook. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the policies and procedures contained in it.

General Student Information

NSU Student Handbook

For the purpose of promoting its educational mission, Nova Southeastern University (NSU) has the inherent right to preserve order and maintain stability through the setting of standards of conduct and the prescribing of procedures for the enforcement of such standards. In addition to maintaining order and stability, whenever possible, the university aims to utilize its disciplinary procedures as a developmental process. In accordance with this philosophy, educational assignments may be added to any disciplinary penalties. The foundation underlying such student standards relies on the tenet that the exercise of individual rights must be accompanied by an equal amount of responsibility. This assures that the same rights are not denied to others. By becoming a member of the university community, a student acquires rights in, as well as responsibilities to, the whole university community. These rights and responsibilities are included in this handbook.

Students are required to comply with all NSU regulations as well as all local, city, county, state, and federal laws at all times. All students are subject to the policies and procedures as contained herein. The term "students" includes any individual enrolled in a course or academic program offered by NSU, whether in a degree-seeking program or not. In addition, any student residing in university residence facilities is subject to these policies and procedures for violations occurring within those facilities. Any act that constitutes a violation or an attempt to violate any of the policies or procedures contained herein may establish cause for disciplinary and/or legal action by the university. In circumstances where this handbook defines a violation more stringently or differently than local/state law, the handbook's definition shall supersede. The university is not limited to or bound by the definitions contained in the local/state statutes or case law in addressing student conduct violations.

Students are also subject to rules and regulations that apply to academic programs of the various schools and colleges of the university, including, but not limited to, the Code of Student Conduct and Academic Responsibility. Students should familiarize themselves with their individual college academic, conduct, and professionalism standards, in addition to the information contained in the *NSU Student Handbook*.

Students who engage in conduct that endangers their health or safety, or the health or safety of others, may be required to participate and make satisfactory progress in a program of medical evaluation and/or treatment if they are to remain at the university, reside in university housing, participate in any program, service, or activity offered by NSU, or if their physical presence is to be permitted on campus or university properties. The determination as to the student's participation and progress is to be made by the NSU Student Behavioral Concerns Committee. The university reserves the right to place conditions upon or require the withdrawal of a student from enrollment, university housing, or participation in any program, service, or activity offered by NSU, and/or to prohibit the student's physical presence on university campuses and properties when the student's continuation or presence therein, in the university's judgment, is detrimental to the health or safety of the student or others. Policies and procedures associated with the Student Behavioral Concerns Committee can be found on the NSU Student Conduct website at *Student Behavioral Concerns Committee Policies (nova.edu)*.

In lieu of, or in addition to, disciplinary action, NSU also reserves the right to impose fines, take legal action, rescind housing privileges, revoke study abroad privileges, withhold student records, revoke other privileges, and impose other penalties as may be deemed appropriate. Students should also be aware that disciplinary action may impact eligibility for scholarships or other institutional financial aid. Furthermore, admission of a student to Nova Southeastern University for any semester does not imply or guarantee that such student will be reenrolled in any succeeding academic semester. Students may also be subject to disciplinary proceedings for acts committed before their admission and/or enrollment at Nova Southeastern University.

The most current version of the *NSU Student Handbook* is available at: *https://www.nova.edu/studentaffairs/.*

Reservation of Power

The *Fischler College of Education and School of Criminal Justice Graduate Catalog and Student Handbook,* and *NSU Student Handbook,* are not intended to be a contract or part of a contractual agreement between NSU and the student. From time to time, it may be advisable for the university to alter or amend its procedures or policies. Reasonable notice may be furnished to the university community of any substantive changes but is not required.

Whenever specific titles are used in these procedures, they shall include the appropriate designee of the person bearing these titles. Whenever references to the singular appear in this handbook, the plural is also intended; whenever the plural is used, the singular is also intended. Wherever a reference is made to the masculine gender, the feminine gender is included.

Failure to read the *Fischler College of Education and School of Criminal Justice Graduate Catalog and Student Handbook* and *NSU Student Handbook* does not excuse students from the rules, policies, and procedures contained therein. The rights and responsibilities that follow take effect immediately upon publication of this document.

Nova Southeastern University and Fischler College of Education and School of Criminal Justice Policies, Regulations, and Procedures

NSU Code of Student Conduct and Academic Responsibility

The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct and Academic Responsibility, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college or center. Student violations of conduct standards, university policies and/or procedures, will be handled by the Office of the Vice President of Student Affairs, or through the individual college when appropriate. An academic unit, as a result of professional education standards/requirements, may have additional procedures to address student misconduct. Reports of sexual misconduct are subject to the Title IX/Sexual Misconduct Policy and related procedures, which may ultimately result in sanctions as described in the Code of Student Conduct and Academic Responsibility. When a report of student sexual misconduct falls outside of the jurisdiction of Title IX, it will be referred for adjudication in accordance with the Code of Student Conduct and Academic Responsibility. Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

All **student organizations** are subject to university rules and regulations concerning conduct as set forth in the *NSU Student Handbook*, whether an incident occurs on campus or anywhere off campus.

Procedures for investigating and adjudicating each kind of incident are provided in the *NSU Student Handbook*.

In circumstances where the *NSU Student Handbook* or the *Fischler College of Education and School of Criminal Justice Graduate Catalog and Student Handbook* define a violation more stringently or differently than local or state law, the handbook's definition shall supersede. The university is not limited or bound to the definitions contained in local or state statutes or case law in addressing code of conduct violations.

NSU Academic Standards

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:
- cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code
- plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:
- Original work—Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may

include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation. Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, DALL-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

- Referencing the works of another author—All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each academic program's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their program and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center. At NSU, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at NSU.

- Tendering of information—All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

- Acts prohibited—Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to, the following:
    o plagiarism
    o any form of cheating
    o conspiracy to commit academic dishonesty
    o misrepresentation
    o bribery in an attempt to gain an academic advantage
    o forging or altering documents or credentials
    o knowingly furnishing false information to the institution

- Additional matters of ethical concern—Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

The most current version of the *NSU Student Handbook* is available at: *https://www.nova.edu/studentaffairs/.*

Abraham S. Fischler College of Education and School of Criminal Justice: Honor Code and Academic Misconduct Standards

FCE&SCJ Honor Code

As a student at Nova Southeastern University's Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ), I will abide by the NSU Code of Student Conduct and Academic Responsibility (i.e., the Code) and be true to my responsibilities as a student and member of the university community. To this end, and in upholding the core values of the university, I will conduct myself in a moral, civil, ethical, respectful, and collegial manner with my fellow students, the faculty, staff, and administration of the college/university, and members of the community at large, both inside and outside the classroom, on and off campus.

In furtherance of the Code, and in that any academic misconduct undermines the very essence of the educational enterprise, it is acknowledged that all work prepared and submitted, in whole or in part, for any academic exercise, will be my own, absent of any unauthorized aid. This, I do freely and of my own volition in furthering the academic integrity of the college/university. In doing so, it is also understood that it is incumbent upon me as a student to be familiar with the Code in support of these standards, and all it represents.

FCE&SCJ Academic Misconduct Standards

The university, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting

program and degree requirements. As such, all FCE&SCJ students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct and violate the NSU Code of Student Conduct and Academic Responsibility contained in the *NSU Student Handbook*, *https://www.nova.edu/studentaffairs/.*

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:
1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct.
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

NOTE: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course may be administratively reversed and a grade of F may be entered on the student's transcript for that course. All students are entitled to due process pursuant to the *Abraham S. Fischler College of Education and School of Criminal Justice* policies and procedures*.*

Academic Inactivity
NSU requires all students to make consistent progress toward obtaining an eligible degree or certificate program at the university. Any student who does not complete a course and earn credit(s) for three consecutive semesters/four terms will be considered inactive and withdrawn from the University, excluding any semesters/terms where the student is on an approved leave of absence. Students withdrawn pursuant to this policy who wish to continue their academic program are required to follow the readmission process as detailed in their college or academic program's student handbook/catalog. Readmission is solely at the discretion of the student's college or academic program and may include specific conditions, including the repeat of courses or the entirety of the academic program, when deemed appropriate by the college/academic program. Additionally, students may be subject to the admissions standards and academic program requirements as outlined in the student handbook/catalog for the academic year in which the student is seeking readmission. While this policy is intended to set forth the maximum period of academic inactivity, colleges and academic programs are permitted to adopt more stringent standards, i.e., shorter time periods of inactivity that will lead to withdrawal. Students should consult with their college or academic program for additional information about the maximum period of academic inactivity applicable to their course of study.

Academic Progress
Academic progress is the steady progression from one term/semester to the next by completing all required courses and benchmarks within a specified time frame, absent of failing grades, grades of incomplete, withdrawal from courses, or academic probation.

Students receiving financial aid should refer to the standards for Satisfactory Academic Progress (SAP) as set forth in this catalog, or on the Office of Student Financial Assistance (OSFA) website at *nova.edu/sap.*

Academic Standing
Students who maintain the requisite passing grades and minimum cumulative grade point average (GPA) for their respective program of study and proceed through the program at a pace compatible with established program completion timelines, are considered in good academic standing.

Academic Warning, Probation, and Dismissal–M.H.S., M.S., Ed.S., Ed.D., and Ph.D. Students

Academic Warning

Students will receive an academic warning letter when their GPA is at or below the required 3.0 and any of the following conditions exist:

- First grade of 'C' earned
- First grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)
- Second grade of 'C' earned
- Second grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)

Academic Probation

Academic probation will occur when any of the following conditions exist:

- First grade of 'F' earned
- Cumulative GPA drops below the required 3.0

To clear academic probation status and return to good academic standing, students must repeat any required course in which a failing grade (F) was earned. Students can also choose to retake an elective course. Please note, once a failed course is successfully repeated, the original failing grade will remain on the transcript, but will not be calculated in the GPA.

Academic Dismissal

Academic dismissal may occur when any of the following conditions exist:

- Second grade of 'F' earned
- Third grade below 'B' earned
- Third grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)
- Cumulative GPA remains below 3.0 for more than two consecutive semesters (subject to course availability)

NOTE: Notification of academic probation or academic dismissal may occur during the succeeding term/semester of registration. Students who are academically dismissed have the option to appeal (see Student Appeal Process).

NOTE: Students receiving financial aid should refer to the standards for Satisfactory Academic Progress (SAP) as set forth in this catalog, or on the Office of Student Financial Assistance (OSFA) website at *https://www.nova.edu/financialaid/eligibility/satisfactory-academic-progress.html*.

Address and Name Changes

NSU maintains student contact information through the Student Information System Banner Self-Service, accessible to students through *SharkLink,* Students must keep their contact information current in Sharklink at *https://sharklink.nova.edu* at all times, including preferred and permanent mailing addresses and phone numbers, to ensure that they can be contacted in an emergency, receive financial aid refunds, and any important information sent by postal mail. Students may update their address anytime in SharkLink by clicking on "View My Profile" on the home page.

To make a change to other personal information, such as a legal name, Social Security Number, date of birth, or gender, Nova Southeastern University requires official documentation. Students must submit a completed Data Change Request available at *nova.edu/registrar/ forms1.html* along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at: *nova.edu/registrar/services.html*.

NOTE: Relocating during the course of a program may affect a student's ability to meet educational requirements for licensure/certification. Students are encouraged to check state requirements and to notify the university of their new address.

Advisement Services

Academic and Faculty advisors in the Abraham S. Fischler College of Education and School of Criminal Justice provide students with support services to assist them in successfully completing their educational goals. These services include confidential academic, social, and developmental advising to ensure students receive the individual attention they need to succeed. Advisors assist students with:

- Selecting the most appropriate education major to fulfill their professional goals in the field of education;
- Reviewing, selecting, and assisting with registration for appropriate courses to ensure successful progress and completion of all degree requirements;
- Determining potential career goals; and
- Facilitating assistance from other services and departments provided by the University.

Alumni Discount

Students must have completed a previous undergraduate degree at NSU. The tuition reduction offered herein is not retroactive for semesters completed or in progress with respect to any College Students currently enrolled in FCE&SCJ programs. Additionally, the tuition reduction is contingent upon degree completion as follows: two years for completion of a certificate, Master's degree, and Educational Specialist, and four years for completion of the Doctoral degree. Students must be enrolled for consecutive semesters. The alumni tuition discount cannot be combined with any other tuition discount at the Fischler College of Education and School of Criminal Justice.

Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of a disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The University's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations can be obtained by contacting the NSU Office of Student Disability Services at (954) 262-7185 or visit the Web site at *http://www.nova.edu/disabilityservices*.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be completed and on file in the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

Attendance

Each course professor/instructor may advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests may be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear during the first week of the course.

Religious Holidays Policy

See the *NSU Student Handbook*, Religious Holidays Policy section. Visit *https://www.nova.edu/studentaffairs/* for more information.

A student with a personal religious belief requesting to be excused from class, or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development at bj379@nova.edu or (954) 262-7482 within three (3) calendar days after the start of the semester.

Cancellation of Courses

The University reserves the right to cancel any course or section. If a course section is canceled and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course. If the student registered for only one course, the registration fee and student services fee will also be refunded.

Enrollment Status

Students enrolled in the Master of Science and Educational Specialist degree programs are considered full-time students when enrolled in a minimum of six (6) credit hours. Master's and Educational Specialist students must be registered for both parts-of-term in a semester (i.e., a minimum of three [3] credit hours in both the first **and** second session of a semester). Master's and Educational Specialist students not registered for both sessions of a semester, irrespective of the number of credits taken in any one session, are still considered half-time. Master's and Educational Specialist degree seeking students registered for a practicum, internship, externship, or applied professional/field experience (minimum of six [6] credit hours) are considered full-time.

Doctoral students are considered full-time when registered for a minimum of six (6) credit hours per semester, and part-time when registered for three (3) credit hours per semester only. Doctoral students registered for continuing dissertation services, or a dissertation benchmark course, are considered full-time.

Grades and Grading

Letter Grade	Quality Points	Percentage
Doctoral Programs: Ph.D. and Ed.D.		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70
Master's and Ed.S. Programs		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70

Additional Grading Codes
I Incomplete
NPR No Progress (continuing dissertation services and applied dissertation benchmarks only)
P Pass
PR Progress (continuing dissertation services and applied dissertation benchmarks only)
W Withdrawn
All applied dissertation benchmarks (prospectus, proposal development, proposal, and applied dissertation) will be graded Pass (P), Progress (PR), or No Progress (NPR). Some courses to include the Strategic Research Project (SRP) and Summer Institute, will be graded Pass/Fail (P/F) and are identified accordingly.

Incomplete Grades
A grade of incomplete (I) may be granted at the discretion of the professor/instructor to students who are in good academic standing, but who may have experienced an unexpected medical, personal, or professional emergency. A grade of "I" may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (e.g., postings, responses, written assignments, references, etc.) by the end of the course. Incomplete grades are *not* automatically awarded. Students are responsible for contacting the professor/instructor to initiate their request for an incomplete grade prior to the end of the course. If the professor/instructor agrees to the request, the student is responsible for submitting the Incomplete Grade Agreement Form for approval. The form is located on the FCE&SCJ website at: *https://app.nova.edu/graft/student_incomplete_grade_form*.

Students may be asked to provide documentation if requested by the professor/instructor. All incomplete coursework must be submitted within one term/semester of the final class meeting of the course, or sooner as stipulated by the professor/instructor. Assignments may not be accepted after the date indicated on the Incomplete Grade Agreement Form. If the incomplete (I) is not resolved within the time frame established by the professor/instructor, the following may occur:
- The professor/instructor submits a change of grade form to issue a final course grade based on the coursework submitted, or
- The incomplete (I) grade is administratively changed to a grade of F.

Students who receive an Incomplete grade must submit the outstanding coursework within the timeline specified by the instructor. If the incomplete deadline is not met, a final course grade will be assigned based on the coursework submitted.

NOTE: Students may not withdraw from a course once they have been issued a grade of Incomplete.

Repeated Course/Grade Replacement

Repeated course/grade replacement allows students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average (GPA). The following applies to all repeated courses and all students who are pursuing a degree.
- If a student repeats a course, then the highest grade will be applied to the cumulative GPA calculation. The lowest grade will be displayed on the record but will not be calculated in the cumulative GPA.
- If a student repeats a course two times, then the highest grade will be applied to the cumulative GPA calculation. The two lowest grades will be displayed on the record but not calculated in the cumulative GPA.
- If a student repeats a course three or more times, then the two lowest grades will be excluded (forgiven) from the cumulative GPA calculation. All other grades will be applied to the cumulative GPA calculation.

Only courses taken at NSU qualify for grade replacement. Students must gain prior approval of the equivalency of the course before enrollment. In cases where students believe courses to be identical, although the course number or title may differ, it will be necessary to obtain validation from the department offering the course.

Repeated coursework will be included when determining financial aid enrollment status with the exception of a limitation on previously passed coursework. A previously passed course is financial aid eligible one time only. For details, refer to the *Repeat Course Policy for Financial Aid.*

If a student is receiving financial aid, please be aware that the Standards of Satisfactory Academic Progress (SAP) is separate from the Grading Policy. Repeated coursework does affect SAP measures. All repeated courses must be counted towards the maximum time frame which could negatively affect the student's eligibility for financial aid. Questions regarding satisfactory academic progress should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Students should direct questions to the Office of Veterans Affairs.

Graduation Requirements

M.H.S., M.S., and Ed.S. Students

Students enrolled in any FCE&SCJ M.H.S., M.S., or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete a degree application (refer to the General Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the university for the diploma and transcript to be released.

In addition, state-approved certification/licensure programs contain additional graduation requirements. Again, it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment.

Ed.D. Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- attend the mandatory Summer Institute,
- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete an applied dissertation or a Strategic Research Project,
- complete all state testing requirements as applicable, dependent upon program concentration (students should consult a faculty member or doctoral advisor),
- complete a degree application (refer to the Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the University for the diploma and transcript to be released.

Ph.D. in Criminal Justice Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete and defend dissertation,
- complete a degree application (refer to the Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the University for the diploma and transcript to be released.

Commencement Participation

Students must satisfy all NSU and Abraham S. Fischler College of Education and School of Criminal Justice requirements, including degree conferral, by the end of April of the same year. Students not conferred by the end of April of the same year, and who meet the below criteria for their respective program, may petition the College to participate in the commencement ceremony. A Commencement Participation Petition Form is available at *https://education.nova.edu/commencement/index.html*.

- Ed.D.:
  - Final Applied Dissertation Report approved for content and/or in Format Review prior to the end of the winter semester of the same year; all course work completed.
  - Scheduled/registered to have the Strategic Research Project completed by the end of the summer semester of the same year.
- Ph.D.:
  - Final Dissertation completed and/or oral defense scheduled or taken place prior to the end of the winter semester of the same year; all course work completed.
- M.H.S., M.S., and Ed.S.:
  - Scheduled/registered to have all course work completed by the end of the summer semester of the same year (i.e., students must be registered for their last two courses [maximum of 9 credits] for degree completion).
  - All exams completed and submitted to the program office prior to the end of the winter semester of the same year (i.e., receipt of passing scores on all required exams for degree conferral).
  - Must meet GPA requirements for degree conferral.

NOTE: Names of students not conferred by the end of April and approved for participation may not be listed in the commencement program.

Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time.

Any determination of plagiarism on a practicum, the SRP, or dissertation, or any part thereof (prospectus, proposal development, proposal, final report), also may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time.

Course assignments, practicums, the SRP, and dissertations submitted in partial fulfillment of degree requirements may be checked for plagiarism. Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course may be administratively reversed and a grade of F entered on the student's transcript for that course (see Academic Misconduct). Student access to online courses, and attendance at site-based courses, may be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Abraham S. Fischler College of Education and School of Criminal Justice policies and procedures.

Program Completion Timelines

M.H.S., M.S., and Ed.S. Program Completion Timeline
Master's and Educational Specialist students are allotted five (5) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this five year time frame will be subject to dismissal.

Doctoral Program Completion Timeline
Doctoral students are allotted eight (8) years from the initial term of enrollment in which to complete all program/degree requirements. An additional two (2) years (not to exceed 10 years in total) will be made available for dissertation students with an approved dissertation proposal by the end of year 8 in which to complete the remainder of their program/degree requirements. Students unable to complete all program/degree requirements within these time frames will be subject to dismissal.

NOTE: Graduate students who seek to re-enroll after exceeding the Program Completion Timeline must reapply to the program/university consistent with the Readmission Policy detailed below.

Leave of Absence
A leave of absence (LOA) is a university-approved temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. Students who experience extenuating and unavoidable circumstances that prevent them from maintaining an active status through continuous enrollment must consult with their advisor/program office to determine whether their circumstances warrant an LOA request and to discuss the impacts of an approved LOA on their degree/program completion, academic standing, course grades, and conditions for return. Financial aid recipients who wish to request an LOA must also consult with a financial aid counselor to learn about impacts on their financial aid eligibility. An LOA request must be submitted at least 14 days prior to the beginning of the semester/term for the leave. Leaves requested after the semester/term has begun will be considered for approval only in a documented extreme circumstance. An approved LOA may be granted for up to 180 days within a 12-month period. For more details, including the Leave of Absence Request Form, visit the Office of the University Registrar's website at *https://www.nova.edu/registrar/policies/leave-of-absence-policy.html.*

Readmission

Any student who fails to register or enroll (academic inactivity) in any courses at the Fischler College of Education and

School of Criminal Justice, and/or fails to complete a course and earn credit within three (3) consecutive semesters/one-year, will be considered withdrawn from the program/college and must apply for readmission. Students who are dismissed or withdrawn from the program may reapply to the program under the following conditions:

NOTE: *Students withdrawn from NSU due to academic inactivity and seeking readmission to their academic program will be required to petition for readmission. Students dismissed for disciplinary reasons are ineligible for readmission.*

- Students must wait one (1) term/semester from the date of dismissal or withdrawal before reapplying.
- Students who reapply must submit the following:
    o Completed application
    o Application fee
    o Personal statement (must address prior academic challenges and plan for success if readmitted to the program)
- Previously earned credits may be applied under the following conditions: *
    o Credits were earned within the past five (5) years for Master's and Educational Specialist students, eight (8) years for Doctoral students.
    o A grade of B, Pass, or better was earned in the courses to be applied.
    o Credits are consistent with concentration, major, and degree requirements as stated in the current catalog.

*Previously earned credits in the following areas are not applicable: Supervised Teaching Internship or Teaching Internship, Core Courses (CUR 526, EDU 708, CIMA 700, CIMA 720), Capstone Courses (Administrative/Educational Leadership Internship, Applied Field Experience, Applied Professional Experience, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum, Applied Dissertation Benchmarks, Strategic Research Project, Summer Institute).

Registration
All students must be officially registered and pay tuition and fees to attend class, receive a grade, and receive academic credit. Prior to registration, students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) each year or risk being dropped from their courses. Students should register via SharkLink for the fall, winter, and summer term/semester during the open registration period before the registration deadline. Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Petitions for changes to course registrations will only be accepted up to 20 calendar days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Student Financial Assistance to properly process and disburse the student's financial aid. An official grade will not be recorded, and credit will not be given to anyone who attends class as an unregistered student.

Once access to registration is no longer available in Sharklink, adds, drops, and withdrawals should be requested using the Student Transaction Form available online at*: https://www.nova.edu/registrar/forms1.html.* For additional information or assistance, please call the Office of Advising at (954)262-8500.

Transcript Issuance
Students may request an official paper or electronic transcript through SharkLink. After entering your SharkLink ID and Password, click on the "Grades & Transcripts" tab and navigate to the "Useful Links" section. Alumni select the "Alumni" page from the navigation bar.

For detailed instructions and additional information regarding transcript requests, visit: **_Academic Transcript Requests (nova.edu)._**

Withdrawal
Withdrawal from a Course
Students must submit withdrawal requests on or before the *'Last Day to Withdraw'* date listed in the current academic calendar/tuition refund schedule. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation includes, but is not limited to:
- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studies in the course.

Students who seek to withdraw from a class after the Last Day to Withdraw date must submit a written request to their academic advisor prior to the end of the term. Approvals will be based on extenuating circumstances, and documentation may be required.

NOTE: Unless withdrawal procedures have been completed within the stated deadline (see Tuition Refund Policy and Schedule), students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Advising has received written notification of the drop/withdrawal via a Student Transaction Form (STF) available online at: *https://www.nova.edu/registrar/forms1.html*.

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a course.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below. Students must notify the Office of Advising, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account to *fceadvise@nova.edu*. Students must include their full name, NSU ID number, program and major/concentration information, and effective date for program withdrawal.

Upon receipt of written notification from the student, the Office of Advising will process the program withdrawal and will send an official confirmation to the student via NSU email. Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must also withdraw from those courses by following the course withdrawal procedure.

NOTE: Any student who fails to register or enroll in any courses at the Fischler College of Education and School of Criminal Justice, and/or fails to complete a course and earn credit within three (3) consecutive semesters/one-year, will be considered withdrawn from the program/college and subject to the readmission policies detailed above. *

*Excludes any semesters/terms where a student is on an approved leave of absence.

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a program.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students are required to read and accept with their first registration each academic year, students consent to the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel who are acting on behalf of NSU to take and/or obtain my photograph, name, alias, video and/or audio recording, or other likeness of myself, or any combination thereof, at any public NSU-related events or at any public areas on NSU's property (hereinafter collectively referred to as "my likeness"). I further grant NSU permission to utilize my likeness for commercial purposes including publicity, marketing, and promotion for NSU and its programs, without compensation to me, to the extent permissible under the Family Educational Rights and Privacy Act (FERPA). I understand and consent to NSU copying, reproducing, and distributing my likeness in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing and waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns all rights to my likeness and understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the use, dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness which was granted.

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FCE&SCJ Student Judicial Affairs by email at *osja@nova.edu* or the website, at *http://education.nova.edu/judicial-affairs/index.html*.

The appeal process for the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) serves to provide a formal means of resolving disputes between students and the administration or faculty. The recommended protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of academic standards), first consult the appropriate administrator (i.e., chair, dean, or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

- For disputes over a *final course grade* or *other course related academic matters*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the academic department chair or designee. A written account of any perceived discrepancies may be requested by the chair or designee prior to his/her review. The chair or designee may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed through Student Judicial Affairs by completing a *Student Appeal Form*. This form must be completed and on file in Student Judicial Affairs within fifteen (15) calendar days following notification by administrator of their decision, or if appealing a grade, fifteen (15) calendar days from the date the final course grade is posted (for an incomplete, fifteen [15] calendar days from the date a final course grade is posted), for consideration by the committee.

A. A three-member committee comprised of faculty and/or administrators from within the college, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty against whom an appeal is filed, attend the committee's review. Students are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.
   1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the student. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
      a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and the college. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence; not merely a statement to this effect.
      b. Should the committee's decision favor the student, one of the following measures will ensue:
         - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
         - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
   2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the student. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
      a. Should the committee's decision favor the student, one of the following measures will ensue:
         - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
         - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
      When appealing an *administrative action* (e.g., dismissal; violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. If it is determined that a decision cannot be reached based on the documentation provided, the committee may request additional information from the student and/or the administrator or faculty. Documentation must be provided within ten (10) calendar days prior to the following scheduled meeting. If documentation is not provided within ten (10) calendar days, the committee may proceed with the appeal without such documentation.

C. Written notification of the committee's decision is provided within a reasonable time frame of its review via email and first-class U.S. mail.
   1. The committee may request additional information from the student, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.
      - When additional information from the student, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.
   2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D. If the student is not satisfied with the decision of the committee and wishes to pursue his/her dispute, a formal grievance may be filed through the FCE&SCJ Student Judicial Affairs.
1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.
    • Grievance forms must be received within fifteen (15) calendar days following receipt of correspondence disclosing the appeal committee's decision.
2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FCE&SCJ Student Judicial Affairs via email at *osja@nova.edu* or the website, at *http://education.nova.edu/judicial-affairs/index.html*.

The Student Grievance Procedure for the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) serves as a second and final level of appeal for resolving disputes between students and the administration or faculty. Students who do not achieve a satisfactory resolution through a formal appeal may file a grievance through Student Judicial Affairs.

This level of appeal provides students with an opportunity to (a) counter (not rebuke) an unfavorable outcome by the appeals committee and/or (b) introduce new information that may not have previously been disclosed. The written grievance statement should describe concisely (a) all relevant facts in response to the appeal committee's decision, and (b) the desired resolution; the statement should not be merely a reiteration of the appeal.

The grievance material (i.e., the Grievance Form, written statement, and supporting documentation) must be properly completed and on file in Student Judicial Affairs within fifteen (15) calendar days following receipt of correspondence disclosing the appeal committee's decision.

A three-member committee comprised of faculty and/or administrators from within the college, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis, or as needed, to review grievances. Faculty and/or administrators serving on the committee will not have had any prior knowledge of the grievance under review. Neither the student, nor the administrator or faculty member against whom a grievance is filed, may attend the committee's review in person. All parties involved (i.e., students, administrators or faculty members) are represented by written statements and any applicable supporting documentation setting forth their position. In addition to submitting written statements, each party involved is provided an opportunity to address the committee during its review and answer questions from committee members via an optional teleconference.
1. Teleconferences are scheduled no less than one week in advance of the committee's meeting date. Only the individual party involved may participate in a teleconference with the committee; no other person may participate or listen to the teleconference. Teleconferences with the parties involved are conducted separately with the student addressing the committee first. Each party involved in the grievance will be given a 30-minute window during which the committee will call a previously provided telephone number. Dates, times, and telephone numbers are verified via e-mail.
    a. If either of the parties involved is not responsive to attempts to schedule a teleconference, the teleconference for that party will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
    b. If either of the parties involved does not respond to the committee's scheduled call, the teleconference for that party will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
    c. If either of the parties involved chooses not to participate in the optional teleconference, the committee will base its decision on the written information provided.
2. Grades and Other Academic Matters (e.g., final course grades, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form are forwarded to the faculty member within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the faculty member's written response, the matter is then taken under review by the Grievance Committee.
    a. The committee does not substitute its judgment for the professional academic discretion of faculty in assessing the quality of students' work; the qualitative/quantitative assessment of students' work by faculty in awarding grades is not subject to review. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence, not merely a statement to this effect.
3. Administrative Actions (e.g., dismissal, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response. Upon receipt of a written response from the administrator, the matter is then taken under review by the Grievance Committee.

NOTE: The committee may request additional information from the student, and/or the administrator or faculty if it determines that a decision cannot be reached based on the information provided. When additional information is deemed necessary, the grievance will be placed on hold pending receipt of the requested information. Additional information must be received within ten (10) calendar days. If additional information is not submitted within ten (10) calendar days, the committee will proceed with the grievance without such documentation. Upon receipt of the requested information, the committee will complete its review at its next meeting. Additional teleconferences with either party may be scheduled as deemed necessary by the committee.

A. Grievances are decided by a majority vote of the committee. If the grievance is found to have no basis, to be insubstantial, or to be wholly a question of academic discretion*, the grievance will be dismissed without further action.

   *   See above reference to faculty assessment of students' work in assigning grades (A.2.a.)

   1. The decision of the committee is final, and it shall be binding upon both parties.
   2. Written notification of the committee's decision is provided within a reasonable time frame via e-mail and first-class U.S. mail.
   3. Grades and Other Academic Matters, and Administrative Actions, are subject to review one (1) time only.

Distance Education Student Complaint Process: Nova Southeastern University provides several means through which a student may address complaints and grievances. Distance education students that are enrolled in a Florida institution that operates under National Council for State Authorization Reciprocity Agreements (NC-SARA), who have completed the internal institutional grievance process and applicable state grievance process, may appeal non-instructional complaints. For additional information on the distance education complaint process, please visit: *https://www.nova.edu/academics/distance-education.html#DistanceEducationStudentComplaintProcess2.*

Venue shall lie in Broward County, State of Florida, for any and all Abraham S. Fischler College of Education and School of Criminal Justice student disputes, grievances or appeals.

Office of International Affairs (OIA)

The Office of International Affairs (OIA) serves as a base for the university's international initiatives. OIA provides ongoing assistance and support for all members of the university community engaged in campus internationalization, global partnerships and exchanges and other globalization efforts. Under the OIA umbrella are the following offices.

Office of International Students & Scholars

The Office of International Students and Scholars (OISS) is committed to welcoming international students, scholars, and their families while facilitating their transition to life in the United States and at Nova Southeastern University. Specifically, OISS provides immigration assistance to international students and their dependents on F visas and exchange visitor scholars and their dependents on J visas. OISS is committed to providing timely, thorough, and accurate information to enable international students and scholars to maintain valid immigration statuses and achieve their educational objectives.

Admitted students: OISS communicates with admitted students regarding the process and required documentation for I-20 and DS-2019 issuance and provides pre-arrival support. All prospective international students must follow these steps in order to receive an I-20 AB Form Certificate of Eligibility:

- You must apply and be fully accepted to an academic program (see eligibility criteria for your specific program).
- You must provide proof of English language competency (please see language req*uirements at: https://www.nova.edu/internationalaffairs/students/prospective/language_proficiency.html*.
- You must provide a statement of financial capability (a bank statement with funds available to cover the cost of one year's tuition and living expenses). Email *intl@nova.edu* to get the Cost of Attendance for your specific program.
- If you attended a U.S academic institution and had a previous F-1 visa, you must download and have your current institution's international office complete a *Transfer of Authorization* form.
- In order to be considered an international student in good standing and maintain your status, you must pursue a full course of study as required by your specific program.

NOTE: For more information on maintaining your status, including the required number of credits to be considered full time and how many courses you are permitted to take online, please visit the *Office of International Affairs* website.

New Students: OISS facilitates online and in-person International Student Orientations each semester.

Continuing students: OISS communicates regularly with students regarding immigration regulations and requirements. OISS offers workshops and events for international students and promotes opportunities for international students to share their cultures with the entire NSU community. International student advisors within OISS provide walk-in and by-appointment immigration advising to enable students to maintain their valid immigration status.

Graduating students and alumni: OISS supports graduating international students and their alumni through the Optional Practical Training (OPT) and STEM OPT application and reporting process.

Additional information and resources for international students and scholars are available at *https://www.nova.edu/internationalaffairs/students/*. Questions may be directed to *intl@nova.edu* or (954) 262-7240.

Office of Education Abroad (OEA)

The Office of Education Abroad (OEA) provides comprehensive assistance to all students who wish to travel abroad on any of the many international travel experiences offered at the institution including summer, semester, and academic year study abroad programs, faculty-led travel study programs, international internships, and international service-learning opportunities. Nova Southeastern University is committed to providing students with study abroad opportunities, the flexibility to earn college credit at a university abroad and receive financial assistance.

All International Travel by NSU Students, Faculty and Staff: NSU faculty, students, and staff travel across the globe to teach, conduct research, present at seminars and workshops, attend conferences, and study. The university maintains a central international travel registration program that assists travelers on NSU-related business or study. It provides assessment of health and safety issues associated with traveling to international destinations, and it supplies important contact information for services and assistance in the event of an emergency.

As per university policy, all faculty and staff members and students traveling to international destinations on NSU-related trips are required to complete the NSU Travel Registration process.

Study Abroad: Participation in approved NSU study abroad programs allow NSU students to take courses at foreign institutions and earn credit which can be transferred back to fulfill requirements toward an NSU degrees. All expectations are outlined in the Sharks Abroad Canvas course. Students will be enrolled in this course upon receiving their NSU approval to study abroad.

- *Application and Deadlines*: In order to be approved to study abroad, a student must submit the NSU Study Abroad Application by the posted deadline. Summer, fall, and academic year programs have a deadline in early March and winter and spring programs have a deadline in October. Applications are reviewed by staff within the Office of Education Abroad and approvals are granted following consultation with the assistant dean of student development, the student's academic advisor, and premier program coordinators, as appropriate. Students should not apply externally until their internal NSU Study Abroad Application has been approved. Some external program application deadlines are prior to the NSU application deadline so students should plan ahead to ensure they are able to meet both deadlines.
- *Pre-Departure Requirements*: In order for a study abroad program to be fully approved, students must complete all mandatory pre-departure requirements including the submission of all required documents, the successful completion of all required financial aid and credit transfer paperwork, and completion of the mandatory pre-departure orientation. Students who fail to complete all mandatory pre-departure requirements will not have their participation approved by the Office of Education Abroad which will impact a student's ability to utilize financial aid and/or have study abroad credits transferred back to NSU.
- *While Abroad and Re-Entry Requirements*: Students who have been approved to study abroad are expected to remain in contact with the Office of Education Abroad throughout the duration of their program and upon re-entry back to NSU.

Additional information regarding financial aid availability, the credit transfer process, and program destinations is available at *nova.edu/sharksabroad*. Questions may be directed to NSU's Sharks Abroad team at *sharksabroad@nova.edu.*

Travel Study: Several NSU colleges, in cooperation with the Office of Education Abroad, offer organized faculty-led travel study programs that are part of established courses and may satisfy specific major, minor, and/or general education elective requirements. Additional information regarding application deadlines, payments, and pre-departure is available at *nova.edu/sharksabroad*. Questions may be directed to *guimarae@nova.edu*.

Technology Requirements

All applicants, students, employees and alumni are assigned an NSU ID that uniquely identifies them and provides them access to our administrative system (Self-Service Banner). In addition, students, employees and alumni are assigned a SharkLink ID which is also their NSU email name.

Your NSU Email Name is created automatically when you become a new student, faculty, or staff member of NSU. Your NSU Email Name & Password is used for:
- Your SharkLink Login
- Your Canvas Login
- Security access to various NSU Web Applications

Canvas

Canvas is a course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching. Canvas enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center and more.

SharkLink

SharkLink combines the NSU computing systems by providing a single sign-on environment. What this means for you is an environment in which you only need to remember a single username and password to access all the tools needed to stay informed, communicate and participate at the university. This also means that the security and integrity of your access credentials must be safeguarded as it opens many doors. SharkLink is also specially tailored for each individual and recognizes your role as has been defined at the university. In SharkLink you will have access to the following areas; Canvas, Email, Self-Service Banner, Calendars, Groups, Events, and Activities. Access SharkLink at *sharklink.nova.edu.*

Self-Service Banner

Self-Service Banner (SSB) is available to all students, faculty, and staff members. Students can use SSB to register for classes online, view grades and transcripts and also pay tuition and fees. Faculty members can view their courses, contact students, and enter grades. Employees are able to sign up for benefits, view pay stub information, and tax forms. Access SSB at *ssb.nova.edu.*. You will need your NSU ID and password to enter the system.

Need Technical Help?

NSU Shark IT Services is dedicated to serving the NSU community from enrollment to graduation and beyond. Services include, but are not limited to, computer and browser configuration for NSU online resources; SharkLink account support; academic specified program installations; email configuration; basic network troubleshooting and configuration, and mobile device support. For technical help contact:

NSU Shark IT Services:
Hours: Monday through Thursday 7:00 a.m. to 9:00 p.m.
        Friday 7:00 a.m. to 7:00 p.m.
        Saturday 8:30 a.m. to 5:00 p.m.
Phone: 954-262-4357 or 800-541-6682, ext. 24357
Email: *sharkitservices@nova.edu*
Self Service: *OIIT Service Portal*
Web: *https://www.nova.edu/help*

For Canvas support, students may visit *nova.edu/canvas/support.html*.
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Library Support Overview

Nova Southeastern University Libraries provide NSU students with services from a variety of sources including:

- Alvin Sherman Library, Research, and Information Technology Center,
- Martin and Gail Press Health Professions Division Library,
- Panza Maurer Law Library,
- Oceanographic Library,
- Tampa Bay Regional Campus Library,
- NSU Libraries' collection of electronic resources,
- Interlibrary loan and document delivery,
- SEFLIN consortium libraries in southeast Florida, and the
- ICUF consortium libraries throughout Florida

The NSU Libraries have designed, developed, and implemented an up-to-date collection to support the research needs for students from undergraduate to doctoral level. Librarians, teaching faculty, and researchers at NSU share in the development of collections, and NSU has policies that define their involvement.

Stunningly modern and towering a full five stories, the 325,000-square-foot Alvin Sherman Library, Research, and Information Technology Center is one of the largest library buildings in the state of Florida. The Alvin Sherman Library serves as the main library at NSU and includes multiple service points; high-density, movable shelving; over 1,000 user seats; 13 electronic classrooms; 31 group study rooms; 6 conference rooms; a 25-seat teleconference room; the 75-seat, technology-rich Circle of Friends Collaborative Study Room; the Ann Porterfield Digital Media Lab; Makerspace Lab; assistive technology room; a café; and the University Archives. It is also the host to NSU's 2,800-square-foot *Write from the Start Writing and Communication Center,* the *Farquhar Honors College*, the *Alan B. Levan | NSU Broward Innovation Center*, and the *Craig and Barbara Weiner Holocaust Museum of South Florida*.

The Alvin Sherman Library provides online students with the same full array of resources and services available to the students on the Fort Lauderdale/Davie campus. The Alvin Sherman Library offers a number of methods to support online students, including more than 500 research databases accessible online, and an NSU print collection that is accessible via Document Delivery. Students can request, at no additional cost, items that are not available full text online, including books, copies of journal articles, NSU dissertations, and more. Resources that can be scanned are disseminated electronically through the ILLiad system, while books available only in print are mailed to students' homes.

The Alvin Sherman Library provides all students with reference assistance via a toll-free telephone number, email, online chat, and text messaging. Students can also request a face-to-face or online appointment with a librarian to receive individual assistance. The library offers synchronous training embedded in various courses across the NSU colleges and through online workshops. Additional asynchronous instruction is available through the *Razor's Research Bytes* introductory modules, short videos on *LibraryLearn*, and an extensive collection of library guides and other digital instructional materials. All of this can be easily accessed through *sherman.library.nova.edu/,* the Alvin Sherman Library website.

NSU Writing and Communication Center (WCC)

The NSU Writing and Communication Center (WCC) is an innovative workspace where students, consultants, and faculty from all disciplines come together, in person and online, to discuss and develop writing and communication skills. Located on the fourth floor of Alvin Sherman Library, the WCC offers all NSU students one-on-one assistance at any stage of the writing process, from brainstorming through final editing. WCC consultants help students develop and strengthen general writing and communication skills during face-to-face or online consultations. Services include assistance on academic projects (essays, lab reports, theses, dissertations); digital projects (presentations, posters, infographics); professional projects (articles for publication); personal projects (creative writing); and oral presentations. For more information or to make an appointment, students can visit the WCC website at *nova.edu/wcc* or call (954) 262-4644.

Financial Aid and Academic Records (FAAR) Policies, Regulations, and Procedures

Financial Aid

Financial aid policies and information in this section are provided by Financial Aid and Academic Records (FAAR). Policies listed in this section apply to all FCE&SCJ master's, educational specialist, and doctoral students and programs, unless otherwise stated within this text.

Means of Communication with Students

NSU's official means of communicating with students is via SharkLink and NSU email. Students are encouraged to access SharkLink at *https://sharklink.nova.edu* to complete the following tasks:

- check their NSU email
- access their financial aid information
- request official transcripts and view unofficial transcripts
- view their student account
- make payments
- access their grades
- register for and drop courses
- view their course schedule and unofficial transcript
- access their online degree evaluation (Degree Works)
- obtain enrollment verification
- order official transcripts
- change their primary and mailing addresses and phone numbers
- apply for student employment jobs
- sign the Student Enrollment Agreement (SEA)

The Office of Student Financial Assistance

The Office of Student Financial Assistance (OSFA) is dedicated to assisting students in making well-informed decisions regarding the funding of their education at NSU. The OSFA administers grants, scholarships, and loans and prepares student financial aid award offers based on federal and state regulations and institutional guidelines. The OSFA provides information on the application processes for financial aid and veterans educational benefits, and counsels students on proactive debt management strategies and financial literacy. The office also monitors student Satisfactory Academic Progress (SAP) for financial aid eligibility and awards scholarships from internal and external sources. Students may receive financial aid guidance in person, by email, or by telephone. For more details, including contact information, visit *nova.edu/financialaid/* or call (954) 262-3380 or 800-541-6682, ext. 23380.

Financial Aid Checklist

1. **Complete the FAFSA.**
   Students should complete the Free Application for Federal Student Aid (FAFSA) at *studentaid.gov/* annually. The application generally becomes available each October 1 for aid in the following award year. For the 2024-25 aid year, the FAFSA is expected to become available in December 2023. The NSU federal school code is 001509. The earlier students apply, the better chance they have of being considered for the maximum available funds.
2. **Identify and apply for scholarships.**
   Institutional and external scholarship opportunities are available to assist students in meeting their educational goals. The best resource for up-to-date information is the NSU scholarship website located at *nova.edu/financialaid/scholarships*. Students will find information on how to apply, as well as resources to help them identify scholarships. Students should commit to continuously identifying and applying for scholarships. This type of financial aid does not have to be repaid.
3. **Plan for housing and meal expenses.**
   The budget includes a housing and meal component. Students should ensure that they budget for these expenses.
4. **Check financial aid account regularly.**
   Students are expected to log in to SharkLink at *sharklink.nova.edu* and regularly check their financial aid status to ensure that there are no outstanding requirements. Students who must submit additional documents to be awarded financial aid will also be notified via NSU email.
5. **Accept, decline, or modify loan and federal work-study award(s).**
   The financial aid award offer provides students with detailed instructions on how to accept, decline, or modify their financial aid offer. Loan offers are not disbursed, and students are not able to apply for student employment in JobX until this step has been completed. Step-by-step instructions are also available online.
6. **Complete Master Promissory Note and Entrance Counseling.**
   Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at *studentaid.gov/* before loan funds can be disbursed.

7. **Register for classes (early).**
    Students are to use NSU's online degree evaluation system, Degree Works, to keep track of completed and outstanding degree requirements when registering for courses. For more information, on Degree Works visit the *Registrar's website*. In order for students to receive any federal Title IV, state, or institutional financial aid (grants, scholarships, Federal Work-Study, and loans), they must register for a minimum number of credits that are required for degree/certificate completion (degree-applicable) as published in the catalog from the year the student matriculated. Enrollment requirements for federal and state grants vary. Students awarded federal direct loans must be enrolled at least half time in degree-applicable courses to receive loans. Half-time status varies by program. Private loan enrollment requirements vary by lender. Students should register as early as possible to ensure timely disbursement of their financial aid funds.

Grants and Scholarships

Grants and scholarships generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any unearned funds (See Return of Title IV Funds).

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides grants of up to $2,000 per semester to students in an eligible TEACH Grant program who meet certain qualifications and intend to teach in a high-need field in a public or private elementary or secondary school that serves students from low-income families. TEACH Grant recipients must teach at least four academic years within eight calendar years of ceasing enrollment or completing the program of study for which they received TEACH Grant funds. Failure to complete this service agreement will result in the TEACH Grant funds being converted to a Federal Direct Unsubsidized Loan with interest charged retroactively from the date of each TEACH Grant disbursement. For more information, visit the financial aid website *nova.edu/financialaid/graduate-professional/grants/teachgrant.html*

Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. The NSU scholarship webpage at *nova.edu/financialaid/scholarships/* provides resources to help students locate and apply for scholarships. New scholarships are regularly added to the website.

Student Employment

There are four student employment programs: Federal Work-Study (FWS), Florida Work Experience Program (FWEP), Nova Student Employment (NSE), and Job Location and Development (JLD). The NSE and JLD programs provide jobs to students regardless of financial need. Even though the JLD program is not need-based, students who wish to participate in the program must complete the FAFSA. FWS and FWEP are need-based and require the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. More information and instructions on how to apply for positions, are available at *nova.edu/financialaid/employment/*. New and exciting on- and off-campus jobs are added throughout the year.

Loans

A student loan, unlike a grant and student employment, is borrowed money that must be repaid with interest. Student loan repayment is a legal obligation, so before students decide to take out a student loan, they should determine the amount they will have to repay on the loan. Detailed information on loans is available on the financial aid website at *nova.edu/financialaid*.

Return of Title IV Funds

Any student who drops or withdraws from all Title IV eligible courses within an academic semester may be required to return unearned financial aid funds. The Return of Title IV Funds regulation is based on the premise that students earn financial aid for each calendar day that they attend classes. Students are strongly encouraged to consult with a financial aid counselor before dropping or withdrawing from courses so that they may be prepared for what may happen to their financial aid. For complete information, please review *nova.edu/financialaid/apply-for-aid/title-iv-return.html*.

Satisfactory Academic Progress (SAP)

To receive financial assistance, a student must continually meet Satisfactory Academic Progress (SAP). Different definitions of SAP apply for Florida state and federal aid. According to federal regulations, NSU has established university-wide annual quantitative, qualitative, maximum time frame, and pace SAP requirements.

Students who fail to meet SAP during the 2023–2024 academic year will not be eligible for Title IV federal and Florida state financial aid during the 2024–2025 academic year. Comprehensive information is available on the financial aid website at *www.nova.edu/sap*.

Veterans Education Benefits

Department of Veterans Affairs educational benefits are designed to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Office at (954) 262-7236; toll free 800-541-6682 ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., by email at *vabenefits@nova.edu,* or visit the office in the Horvitz Administration Building on the Fort Lauderdale-Davie Campus. Detailed information is also available on the veterans' education benefits webpage at *nova.edu/financialaid/veterans/*. If you have any questions concerning eligibility, you may also contact the U. S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their website at *va.gov*.

Enrollment Certification Request

Public Law 116-315, Sec 1018, 38 USC § 3679(f) prohibits the automatic renewal of veteran education benefits. Therefore, students using educational benefits are required to submit an authorization each semester that benefits will be used. In addition, should there be an increase or decrease in total credits for the semester or a change in courses, a new request form must be submitted. The Enrollment Certification Request Form is available in SharkLink and can be accessed by following the steps below:

- Log in to SharkLink at *sharklink.nova.edu.*
- Click on the "Finances" tab on your home screen.
- Navigate to the "Resources for Veteran Students" section in the lower right corner and click on the 2023-2024 VA Enrollment Certification Request.

Please note you will be required to submit a PDF copy of your schedule which you may obtain in SharkLink/Self-Service Banner.

Pending Veterans Affairs (VA) Payment Policy

BACKGROUND: Section 103 of PL 115-407, 'Veterans Benefits and Transition Act of 2018', amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

POLICY: In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Nova Southeastern University (NSU) will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment), Chapter 33 (Post 9/11 GI Bill®), or Chapter 35 (Survivors' and Dependents' Educational Assistance [DEA]) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). NSU will not:

- Prevent the student from attending or participating in the course of education during periods in which there is a delayed disbursement.
- Assess late payment fees if the financial obligation is fully funded by the Department of Veterans Affairs (VA).
- Require the student to secure alternative or additional funding for delayed disbursements.
- Deny the student access to institutional facilities and services (e.g., access to the University Center RecPlex, grades, transcripts, and registration) available to other students who have satisfied their tuition and fee bills.

To qualify for this provision, students are required to:

- Produce a Certificate of Eligibility (COE) by the first day of class;
- Submit a VA Enrollment Certification Request;
- Provide additional information needed to properly certify enrollment as described in other institutional policies.

Grade/Progress Reports for Students Receiving Veterans Benefits

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/or attempted. This transcript can be obtained from the One-Stop Shops at the Horvitz or Terry Administration Buildings or online at *sharklink.nova.edu/*.

Office of the University Registrar

The Office of the University Registrar offers a variety of diverse services to the university community. These services include, but are not limited to, course registration, transcript processing, name and address change, loan deferment, enrollment and degree verification, grade processing, commencement, degree conferral, and diploma printing. The essential responsibility of the registrar's office is to create, maintain, and protect students' academic records, as well as interpreting and upholding university policy. For more information, visit *Office of the University Registrar | NSU (nova.edu)* or call (954) 262-7000, 800-262-7200, or 800-541-6682, ext. 27200.

Holds

NSU employees must submit an online STF available at: *https://www.nova.edu/sbin/report/ess/student-transaction-form/unique.cgi* to register.

Other holds such as a Bursar or academic hold, may prevent students from registering. Students must contact the respective hold originator to resolve the hold before registering in SharkLink. Students may view their holds in SharkLink (My Account page).

Degree Works

Degree Works is the university's online degree evaluation system and can be accessed in Sharklink. Degree Works helps students achieve their academic goals efficiently. The system is used to compare your completed coursework against degree requirements published in the college catalog. Degree Works is not meant to replace your academic advisor/program office or the college catalog but is a reference tool to help you track your progress toward degree completion. Degree Works enables students and advisors to measure academic progress toward degree requirements at any time through SharkLink. Please note that **your Degree Works Evaluation is not official**. You should consult your academic advisor/program office for detailed program requirements and course options. For further information about Degree Works, please visit the University Registrar's website at *nova.edu/registrar/degreeworks.html*.

Enrollment Requirements for Financial Aid Eligibility

In order for students to receive any federal Title IV or state financial aid (grants, scholarships, student employment, and loans), they must be enrolled in a minimum number of courses that are required for degree/certificate completion (degree-applicable). Students may only receive financial aid for courses that are required for degree/certificate completion. Financial aid funds will only be disbursed to students who meet the minimum enrollment requirements for financial aid eligibility with degree-applicable courses. A student may maintain maximum financial aid eligibility while enrolled in nondegree-applicable courses if the student meets the enrollment requirements for each respective Title IV program with degree-applicable courses. For instance, in order to be eligible for federal loans, a student must be enrolled at least half time. Since half-time enrollment is defined as 3 credits per semester/term, students must be enrolled in at least 3 degree-applicable credits to be eligible for federal loans. If a student enrolls in one 3-credit course that is not degree-applicable, the student will not be eligible for federal loans, even though the student is enrolled half time.

Roster Reconciliation

Students are required to attend the first class of each course in order to start academic work for the semester unless they have obtained prior approval for an absence from the instructor. Without such approval, a student will be reported as not in attendance and will be dropped from the class through the university's roster reconciliation process.

Dropping and Adding Classes

During the drop and add periods, students may modify their schedule by changing classes without any further academic implications. However, even during the drop and add period, dropping or adding classes may result in a change in tuition and fees and impact a student's financial aid. Students may withdraw from a class after the drop period has ended. In extenuating circumstances, requests for changes to course registrations will be considered up to 20 calendar days after each semester ends and before grades have been posted. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status, eligibility for financial aid, and loan deferment. If a student drops below half-time or full-time status, (whichever was the basis for financial aid awarded), the student may become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. Students receiving financial aid are strongly encouraged to consult a financial aid counselor before dropping or withdrawing from classes to ensure compliance with federal and state standards of Satisfactory Academic Progress (SAP). Student athletes should also contact the athletic compliance officer.

Withdrawal from Classes

Students may withdraw from a class after the drop period has ended and prior to the last three weeks of the semester. Withdrawn courses will remain on student transcripts with a grade of W but will not affect the student's GPA. Before withdrawing from classes, students are advised to consult with their academic advisor to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid consequences such as loss of financial aid eligibility or reversal or reduction of funds received. International students must be mindful that their immigration status can be affected by changes in schedule.

Office of the University Bursar

The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, sending invoices and receipts, distributing student educational tax forms, issuing refunds from excess financial aid funds, and verifying students' eligibility for a student loan. Students should be aware of the following policies:

- Payment is due in full at the time of registration.
- The registration will be processed unless there is a hold on the student's account.
- Electronic bills are sent the middle of each month via email to the student's NSU email address. No paper bills are sent. Students can authorize additional users to receive an NSU eBill notification by signing the person on as an authorized user.
- If a student owes a balance 30 days after the start of the session/term, a hold and a $100.00 late fee will be placed on the account. This hold prevents future registrations, the viewing of grades, and access to the RecPlex at the Don Taft University Center.
- If a balance exists after 90 days, the account will be placed in collections.

Method of Payment

NSU accepts Visa, MasterCard, and American Express as well as payments made by traveler's checks, cashier's checks, personal checks, money orders, and wire transfers. For international payments from accounts outside of the U.S., NSU uses Flywire. Electronic checks can be used through NSU eBill or Sharklink. International checks must be in U.S. funds only and drawn on a U.S. bank.

Online Payment

The fastest and most convenient option is to pay online via NSU eBill. NSU eBill notifications are sent to students' NSU email the middle of each month. Students may pay their NSU eBill by echeck or credit card.

Payment by Mail

Students may **mail your check** with your name and NSU ID to:
Nova Southeastern University
Bursar's Office
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

You may mail your money order/cashier's check to:
Nova Southeastern University
Bursar's Office
PO Box 290060
Fort Lauderdale, FL 33329

Payment in person

Students may pay in person at the One-Stop Shop, located in the Horvitz Administration Building and the Terry Administration Building on the Fort Lauderdale-Davie Campus. Please visit the One-Stop Shop online to view hours of operation.

Instructions on payment by wire transfer or Flywire are available on the Bursar's website at: *nova.edu/bursar/payment/pay_my_bill.html*.

Payment Plans

NSU students who wish to defer payment of their tuition, fees, and other institutional charges, due at the time of registration, may sign up for an NSU Payment Plan in NSU eBill. Detailed information, including application deadlines, is available at: *nova.edu/bursar/payment/payment_plans.html*.

Tuition Assistance Plans

- **Tuition Direct Billing**

  A student whose employer, sponsor, or guarantor has agreed to be direct billed by NSU must notify the Office of the University Bursar – Student Accounts department at *studentaccts@nova.edu* via email accordingly prior to the start of the semester. Examples include other countries, State Vocational Rehabilitation Services, State 529Plans, and military (non-GI related). Students must complete the following at the time of registration and prior to the start of the semester:
  - provide a voucher, financial guarantee, letter of credit or authorization from the respective payer including the authorized amount, enrollment period, student's name, authorized signature, and complete billing information.
  - when applicable, pay any amount due not covered by the billed party

The bursar's office provides provisional credits before the tuition and fee payment deadline for students whose sponsors pay with an invoice. Any difference in the amount of the provisional credit and the sponsor payment will be the student's responsibility.

If your sponsor pays only according to specific caveats, such as upon course completion or after acceptable grades are submitted, you will not qualify for a provisional credit, and we will process your sponsorship as a tuition reimbursement.

- **Tuition Reimbursement**
  Some employers/sponsors/guarantors make payments directly to the student under tuition reimbursement programs. These programs are between the student and the employer only.
  To avoid holds on the account, students must complete the following upon registration.
  - Pay charges in full for the semester/term.
  - Send an email to *studentaccts@nova.edu* from their SharkLink (NSU) email account to request a receipt of paid charges.

Please note that students under employer tuition reimbursement programs are not exempt from the university's payment policy. Students must ensure that their accounts remain free from holds so that they may access their transcripts at the end of each semester for tuition reimbursement purposes.

Financial Aid and Academic Records Contact Information

University Contact Center
The University Contact Center is available seven days a week to answer financial aid, bursar, and registrar questions.

University Bursar:	(954) 262-5200 or 800-806-3680
Office of Student Financial Assistance:	(954) 262-3380 or 800-806-3680
University Registrar:	(954) 262-7200 or 800-806-3680

Hours of Operation (E.T.)
Monday-Friday: 7 a.m. to 10 p.m.
Saturday-Sunday: 8:30 a.m. to 5 p.m.

Student Health Insurance Department
Hours of Operation : Mon-Fri 8:30 a.m. to 5:00 p.m.
(954) 262-4060
studenthealth@nova.edu
Walk in: One-Stop Shop
Horvitz Administration Building
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

The One-Stop Shop (Horvitz Administration Building)
The One-Stop Shop is the central point of contact for information and service for walk-in prospective, new, and continuing students. Staff members are cross trained to answer inquiries about financial aid, registrar, and bursar functions. Students can also obtain their SharkCard and parking permit at the One-Stop Shop, conveniently located in the Horvitz Administration Building on the Fort Lauderdale/Davie Campus. For hours of operation and an online service directory, visit the *One-Stop Shop online.*

The University Call Center and the One-Stop Shops are closed on holidays observed by NSU.

Full-time Faculty
and
Campus Locations

Full-Time Faculty Academic Year 2023–2024

Julie Alemany
Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Associate Professor

Elizabeth M. Aguila
Ph.D., Florida International University
M.S., Florida International University
Assistant Professor

Jennifer Allen
Ph.D., Southern Illinois University
M.S., Southeast Missouri State University
Professor

Georgina Arguello
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Assistant Dean/Associate Professor

Jia Borror
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Stephanie G. Brown
Ed.D., Florida Atlantic University
M.B.A., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Lisa J. Carbone
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Director/Associate Professor

Marcelo Castro
Ph.D., University of Miami
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina
Associate Dean/Chair/Professor

Mel D. Coleman
Ed.D., Teacher's College, Columbia University
M.Ed., Ohio University
Associate Professor

Melinda Coleman
Ed.D., Nova Southeastern University
M.Ed., Ashland University
Associate Professor

Maribel Del Rio-Roberts
Psy.D., Carlos Albizu University
M.A., Florida International University
Associate Professor

Charlene M. Desir
Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Professor

Wayne T. Driscoll
Ed.D., Teacher's College, Columbia University
M.Ed., Wright State University
Assistant Professor

W. Alex Edmonds
Ph.D., Florida State University
M.S., Florida State University
Professor

Brooke Elvington
Ph.D., Nova Southeastern University
J.D., Pennsylvania State University
Assistant Professor

Suleira Fontanez Quinones
Ed.D., Nova Southeastern University
M.A., Inter American University of Puerto Rico
Administrative Director/Assistant Professor

Dana L. Fredebaugh
Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands
Associate Professor

Michael W. Gaffley
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

David Griffin
Ed.D., Florida International University
M.A., State University of New York
Professor

Steven Hecht
Ph.D., Florida State University
M.S., Florida State University
Professor

Tammy Kushner
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Executive Associate Dean/Associate Professor

Maria Levy-Minzi
Ph.D., Nova Southeastern University
M.A., Boston College
Assistant Professor

Jamie D. Manburg
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean/Assistant Professor

Tatjana Martinez
J.D., Widener University
M.S., University of Miami
Associate Professor

Emmy Maurilus
Ph.D. Columbia University
M.Phil. Columbia University
M.A. Columbia University
Assistant Chair/Assistant Professor

Gabriela Mendez
Ph.D., The Pennsylvania State University
M.S,, The Pennsylvania State University
Associate Professor

Maria Grethel Mendez
Ed.D., Nova Southeastern University
M.S., Barry University
Associate Professor

Dana S. Mills
Ph.D., University of Rhode Island
M.A., University of Rhode Island
Associate Dean/Assistant Professor

Roxanne V. Molina
Ph.D., Florida International University
M.S., Florida International University
Assistant Dean/Associate Professor

Rashid A. Moore
Ph.D., Indiana University
M.A., Southern Illinois University
M.A., Illinois State University
Associate Professor

Anymir M. Orellana
Ed.D., Nova Southeastern University
M.S., University of Florida
Professor

James M. Pann
Ph.D., University of Miami
M.S.Ed., University of Miami
Professor

Gina Peyton
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Professor

Jennifer Gunter Reeves
Ph.D., Florida State University
M.S., Florida State University
Professor/Director

Herminia Janet Rivera Rodriguez
Ph.D., The Ohio State University
M.Ed., University of Puerto Rico
Associate Professor

Wilma J. Robles de Melendez
*Ph.D., Universidad Complutense de
Madrid, Spain*
M.A.Ed., University of Puerto Rico
Professor

Kenneth Rockensies
Ed.D., University of Virginia
M.S., University of Kentucky
Associate Dean/Associate Professor

David Ross
Ed.D., Florida Atlantic University
M.J.P.M., Florida Atlantic University
Professor

Timothy R. Scala
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Carmen Session
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean/Chair/Assistant Professor

Tara Sheehan
Ph.D., Florida International University
M.S., Florida International University
Program Administrator/Assistant Professor

Michael R. Simonson
Ph.D., University of Iowa
M.S., Iowa State University
Professor

Vanaja Sivalingam
Ph.D., Cornell University
M.A., University of London
Associate Professor

Martha (Marti) Snyder
Ph.D., Nova Southeastern University
M.Ed., University of Missouri
Professor/Director

Zandra Stino
Ph.D., Florida State University
M.S., Florida State University
Associate Professor

Hui Fang Huang Su
Ed.D., Nova Southeastern University
M.Ed., Texas A & M University
Professor

Grace A. Telesco
Ph.D., Fordham University
M.A., John Jay College of Criminal Justice New York
Associate Professor

Sandra M. Trotman
Ph.D., University of Waikato
M.Ed., University of Waikato
Associate Professor

Teri Triguba Williams
Ph.D., Nova Southeastern University
M.S., Nova Southeastern University
Assistant Professor

Angela Yehl
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Assistant Dean/Associate Professor

NSU Campus Locations

Fort Lauderdale/Davie Campus
3300 S. University Drive
Fort Lauderdale, FL 33328-2004
Phone: 800-541-NOVA (6682)
Email: *nsuinfo@nova.edu*

East Campus
3100 SW 9th Avenue
Fort Lauderdale, FL 33315-3025

Oceanographic Campus
8000 North Ocean Drive
Dania Beach, FL 33004-3078
Phone: 800-39-OCEAN
Email: *imcs@nova.edu*

NSU Regional Campuses and Instructional Sites

NSU Denver Campus
6881 S. Yosemite Street
Centennial, CO 80112
Email: nsu-regionalcampuses@nova.edu

NSU Fort Myers Campus
3650 Colonial Court
Fort Myers, FL 33913-6636
Phone: (239) 274-6070
Email: *nsu-fortmyers@nova.edu*

NSU Jacksonville Campus
6675 Corporate Center Parkway
Suite 115
Jacksonville, FL 32216-8080
Phone: (904) 245-8910
Email: *nsu-jacksonville@nova.edu*

NSU Miami Campus
8585 SW 124th Avenue
Miami, FL 33183-4600
Phone: (305) 275-2601
Email: *nsu-miami@nova.edu*

NSU Miramar Campus
2050 Civic Center Place, 3rd Floor
Miramar, FL 33025-7878
Phone: (954) 262-9498
Email: *nsu-miramar@nova.edu*

NSU Orlando Campus
4850 Millenia Boulevard
Orlando, FL 32839-6012
Phone: (407) 264-5601
Email: *nsu-orlando@nova.edu*

NSU Palm Beach Campus
11501 North Military Trail
Palm Beach Gardens, FL 33410-6507
Phone: (561) 805-2100
Email: *nsu-palmbeach@nova.edu*

NSU Puerto Rico Regional Campus
Professional Office Park IV
997 San Roberto Street
San Juan, PR 00926-2750
Phone: (787) 773-6501
Email: *nsu-puertorico@nova.edu*

NSU Tampa Bay Regional Campus
3400 Gulf to Bay Boulevard
Clearwater, FL 33759-4514
Phone: (813) 574-5200
Email: *nsu-tampa@nova.ed*

NSUFlorida

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