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

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

2018

2018-2019 Catalog and student handbook

Nova Southeastern University

2018–2019

Graduate Catalog and Student Handbook

NSU
Florida

Abraham S. Fischler
College of Education
NOVA SOUTHEASTERN
UNIVERSITY

NSU Florida

Abraham S. Fischler College of Education

NOVA SOUTHEASTERN UNIVERSITY

Catalog and Student Handbook 2018 – 2019

Department of Curriculum and Instruction

Department of Higher Education Leadership and Instructional Technology

Department of Human Services

School of Criminal Justice

The Abraham S. Fischler College of Education (FCE) Catalog and Student Handbook is the governing document for all program-related information and FCE policies/procedures. Please become familiar with the policies and procedures listed within. Failure to read this publication does not excuse students from the rules and procedures contained in it. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents. Personal factors, illness, and contradictory advice from any other source are not acceptable reasons for seeking exemption from the contents of these publications. If there is any conflict between the information contained on program websites and that contained in this document and/or its addenda, the information in this document and/or its addenda prevail.

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Abraham S. Fischler
College of Education

Catalog and Student Handbook
2018 – 2019

The Abraham S. Fischler College of Education (FCE) *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, 2018, through June 30, 2019. Regulations and requirements, including fees, are necessarily subject to change without notice anytime at the discretion of the Nova Southeastern University (NSU) administration. FCE 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 persons 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, 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 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, political beliefs or affiliations, 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.

Accreditations and Approvals

Nova Southeastern University (NSU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctoral degrees and professional degrees. For questions about the accreditation of Nova Southeastern University, contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; Telephone: (404) 679-4500.

National Council for Accreditation of Teacher Education (NCATE)

The following programs have been reviewed during the initial NCATE unit review (October 2011) and/or through the NCATE SPA (Specialized Professional Association) review. This chart is intended to serve as a guide to help students choose programs that need to be NCATE-approved in order to receive certification or licensure in their states. Before beginning any program, applicants should contact their specific state department of education for requirements and current information regarding teacher certification/licensure.

Specialization	NCATE Unit Review	Name of NCATE SPA Recognition
Bachelor of Science in Education (B.S.)		
Elementary Education (Florida with ESOL and Reading endorsements) (Nevada)	X	Association for Childhood Education International (ACEI)
Exceptional Student Education (Florida with ESOL endorsement) (Nevada)	X	Council for Exceptional Children (CEC)
Master of Science in Education (M.S.)		
Educational Leadership (Florida and Nevada)	X	Educational Leadership Constituent Council (ELCC)
Elementary Education with ESOL Endorsement and Reading Endorsement (Florida Initial and Add-on Endorsement)	X	Association for Childhood Education International (ACEI)
Exceptional Student Education with ESOL Endorsement (Florida Initial and Add-on Endorsement)	X	Council for Exceptional Children (CEC)
Reading Education (Florida)	X	International Literacy Association (ILA)
Teaching English to Speakers of Other Languages (TESOL)	X	Teachers of English to Speakers of Other Languages (TESOL)
Educational Specialist (Ed.S.)		
Educational Leadership (Florida and Nevada)	X	Educational Leadership Constituent Council (ELCC)

Note: The next on-site review will occur in December 2018 under the Council for the Accreditation of Educator Preparation [CAEP] standards.

In addition to accreditation by NCATE, specific programs at NSU have been recognized by their specialized professional associations (SPAs). These programs include the following:
- Association for Childhood Education International (ACEI) – M.S. in Elementary Education
- Council for Exceptional (CEC) – M.S. in Exceptional Student Education/Special Education
- Teachers of English to Speakers of Other Languages (TESOL/TEFL) – M.S. English for Speakers of Other Languages (ESOL)

State Approved Programs in Teacher Education

Approved programs in teacher education are areas of study that are reviewed by state departments of education. During the review process, university faculty members participate in self-evaluations of content and program areas to meet state guidelines.

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 teacher certification/licensure.

The following Master's and Educational Specialist programs are approved for licensure by the state of Florida, and by the Nevada Commission on Postsecondary Education for licensure:

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

Nevada Department of Education approved programs:
M.S. and 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.

State Disclosures

The following information is provided in compliance with state regulations related to higher education. Some state laws require an institution to provide students with specific disclosures. The following statements are presented in order to comply with these requirements.

Virginia

Nova Southeastern University is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond Virginia, 23219; (804) 225-2600. The physical location of Nova Southeastern University's main campus is 3301 College Avenue, Fort Lauderdale, FL 33314. As of this printing, the Doctor of Education program is offered at the following locations in Virginia:

Norfolk State University
Brown Education Building
700 Park Avenue
Norfolk, VA 23504

Virginia Tech Executive Briefing Center
900 N. Glebe Road
Arlington, VA 22203

State-Specific Distance Education Disclosures, State Authorization, and Student Complaint Process

Federal and state regulations require that institutions of higher education comply with state laws regarding distance learning. The following information is provided in compliance with recent United States Department of Education regulations. Students enrolled in online programs and residing in states other than Florida should visit *http://www.nova.edu/academics/distance-education.html* for state-specific distance education disclosures and the student complaint process.

FCE Professional Memberships

Fischler College of Education holds memberships in the following organizations:

American Association of Colleges for Teacher Education (AACTE)
American Association of University Women (AAUW)
American Educational Research Association (AERA)
American Translators Association (ATA)
Carnegie Project on the Education Project (CPED)
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)
Florida Distance Learning Association (FDLA)
Nevada Association of Colleges for Teacher Education (NVACTE)
Society of Human Resource Management (SHRM)

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)

National Board for Professional Teaching Standards (Five Core Propositions and 25 certificate areas)

Florida

Florida Teacher Standards for ESOL (English for Speakers of Other Languages) Endorsement (2010) (ESOL)

Florida Competencies and Skills

Florida Educator Accomplished Practices (2010)

Florida Reading Endorsement Competencies (2011)

Florida Standards (formerly Florida Sunshine State Standards)

Georgia

Georgia Professional Standards Commission

Georgia Standards (Including Georgia Performance Standards and Content Area Frameworks)

Nevada

Nevada Academic Content Standards

Specialized Professional Association (SPA) Standards by Content Area
- *Elementary Education/Association for Childhood Education International (ACEI)*
- *English for Speakers of Other Languages (ESOL) Teachers of English to Speakers of Other Languages (TESOL/TEFL)*
- *Exceptional Student Education/Special Education/Council for Exceptional Children (CEC)*

NSU Board of Trustees

NSU Mission Statement

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

Vision 2020 Statement

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

President's Message

We are honored that you have selected Nova Southeastern University and the Abraham S. Fischler College of Education. Teaching is a noble profession and now, more than ever, the world needs great educators.

By choosing the Abraham S. Fischler College of Education, you have affirmed your high level of commitment to excellence in teaching and leadership. At NSU, you will attain the practical skills needed for a lifetime of success in the classroom. Moreover, as a pioneer for tomorrow's student, you will help them to develop the edge he or she needs to thrive in a competitive world. Armed with indelible leadership qualities, you will be equipped to serve beyond the classroom, becoming a better version of *you* than you ever imagined possible.

As President of NSU, I welcome you to the NSU family, whether you are a full-time student, a working professional joining us part-time, or an online student studying at a distance. Fischler graduates share a special bond, which you will see firsthand when you join this select group. Being an alum opens the door to countless opportunities and develops a pathway to continual growth, building an innate desire to help NSU continue its mission.

As NSU's Vision 2020 states, we produce "alumni who serve with integrity in their lives, fields of study and resulting careers." With the support of Nova Southeastern University, you will make a significant difference to your students, your community and, quite possibly, the world.

George L. Hanbury II, Ph.D.
President
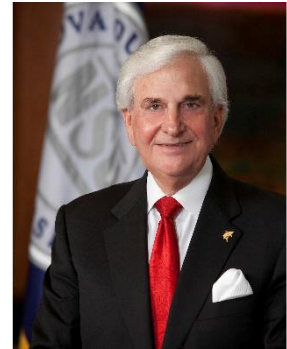
NSU Core Values

In support of its educational mission, Nova Southeastern University is commited to and values the following:
- Academic Excellence
- Student Centered
- Integrity
- Innovation
- Opportunity
- Scholarship/Research
- Diversity
- Community

FCE Mission Statement

Working to educate learners, the Abraham S. Fischler College of Education comprises a global professional learning community dedicated to teaching, service, and scholarship with integrity. The College is committed to offering technology-rich, student-centered educational experiences. High quality online, blended, and traditional learning are the hallmark of the College. Courses and programs stress dynamic professional practices that promote inquiry and reflection using an applied, theory to practice, approach. Students are prepared to lead change in diverse communities with emphasis on fostering equity, cultural awareness, and social responsibility.

Dean's Message

Welcome to NSU's Abraham S. Fischler College of Education (FCE)! By choosing to pursue your goal of higher education, you have taken another important step towards personal fulfillment, career advancement, and global citizenship. At FCE 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 knowledge and insights that will allow you to grow personally, academically and professionally.

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, 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

FCE Compact Between Faculty and Students

The Compact between Faculty and Students of the Abraham S. Fischler College of Education 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 timely manner.
4. Exhibit professional behavior.
5. Be considerate of times when faculty may be less available.

FCE Administration

Leadership Team

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

Jorge Blanco, Ed.D., *Assistant Dean for Finance and College Operations*

Marcelo Castro, Ph.D., *Director of Ph.D. Program/Professor*

Judith L. Coughlin, Ph.D., *Chair, Department of Curriculum and Instruction/Associate Professor*

Wayne Driscoll, Ed.D., *Chair, Department of Higher Education Leadership and Instructional Technology/ Assistant Professor*

Adriana Garay, M.B.A., *Executive Director, Recruitment and Admissions*

Tammy Kushner, Psy.D., *Executive Director of Administration*

Jamie Manburg, Ed.D., *Associate Dean for Assessment, Accreditation, and Administration/Assistant Professor*

Dana Mills, Ph.D., *Associate Dean for Student Affairs and Research/Assistant Professor*

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

Jessica Rodriguez, M.P.A., *Director, Communications and Alumni Affairs*

Student Information

2018 – 2019 Academic Calendar

Fall 2018 Semester (201920)	August 20, 2018 – December 9, 2018	Registration Opens	Registration Closes
Full Session	August 20, 2018 – December 9, 2018	May 7, 2018	August 19, 2018
1st Session	August 20, 2018 - October 14, 2018	May 7, 2018	August 19, 2018
2nd Session	October 15, 2018 - December 9, 2018	May 7, 2018	October 14, 2018

Late Registration for Full and 1st Session Begins August 6, 2018; for 2nd session it is October 1, 2018

Winter 2019 Semester (201930)	January 7, 2019 – May 5, 2019	Registration Opens	Registration Closes
Full Session	January 7, 2019 - May 5, 2019	October 22 2018	January 6, 2019
1st Session	January 7, 2019 – March 3, 2019	October 22, 2018	January 6, 2019
Spring Break: March 4, 2019 - March 10, 2019			
2nd Session	March 11, 2019 - May 5, 2019	October 22, 2018	March 10, 2019

Late Registration for Full and 1st Session Begins: December 23, 2018; for 2nd session it is February 24, 2019

Summer 2019 Semester (201950)	May 6, 2019 – August 11, 2019	Registration Opens	Registration Closes
Full Session	May 6, 2019 - August 11, 2019	March 18, 2019	May 5, 2019
1st Session	May 6, 2019 - June 23, 2019	March 18, 2019	May 5, 2019
2nd Session	June 24, 2019 - August 11, 2019	March 18, 2019	June 23, 2019

Late Registration for Full and 1st Session Begins: April 21, 2019; for 2nd session it is June 9, 2019
*Late Registration fees apply to continuing students only.

NSU Holiday Calendar August 2018 – August 2019

NSU administrative and academic offices/departments are closed on NSU observed holiday

Holiday	NSU Observed Date
Labor Day	Monday, September 3, 2018
Thanksgiving Day	Thursday, November 22, 2018
Day after Thanksgiving Day	Friday, November 23, 2018
Winter Closure	Monday, December 24, 2018– Tuesday, January 1, 2019
Martin Luther King Day	Monday, January 21, 2019
Memorial Day	Monday, May 27, 2019
Independence Day	Thursday, July 4, 2019

Tuition Refund Schedule

Department of Curriculum and Instruction, and Department of Higher Education Leadership and Instructional Technology Refund Schedule

	Tuition Refund Schedule Fall 2018 August 20, 2018 - December 9, 2018		
	Full Term/Semester [August 20 – December 9]	**Session 1 [August 20 - October 14]**	**Session 2 [October 15 - December 9]**
Drop/Add 50% 25%	August 20 – 26, 2018 Ends September 2, 2018 Ends September 9, 2018	August 20 – 26, 2018 Ends September 2, 2018 Ends September 9, 2018	October 15 – 21, 2018 Ends October 28, 2018 Ends November 4, 2018
Last Day to Withdraw	November 18, 2018 No Refunds after September 9, 2018	September 23, 2018 No Refunds after September 9, 2018	November 18, 2018 No Refunds after November 4, 2018

	Tuition Refund Schedule Winter 2019 January 7, 2019 - May 5, 2019		
	Full Term/Semester [January 7 – May 5]	**Session 1 [January 7 – March 3]**	**Session 2 [March 11- May 5]**
Drop/Add 50% 25%	January 7 – 13, 2019 Ends January 20, 2019 Ends January 27, 2019	January 7 – 13, 2019 Ends January 20, 2019 Ends January 27, 2019	March 11 – 17, 2019 Ends March 24, 2019 Ends March 31, 2019
Last Day to Withdraw	April 14, 2019 No Refunds after January 27, 2019	February 10, 2019 No Refunds after January 27, 2019	April 14, 2019 No Refunds after March 31, 2019

	Tuition Refund Schedule Summer 2019 May 6, 2019 – August 11, 2019		
	Full Term/Semester [May 6 – August 11]	**Session 1 [May 6 - June 23]**	**Session 2 [June 24 – August 11]**
Drop/Add 50% 25%	May 6 – 12, 2019 Ends May 19, 2019 Ends May 26, 2019	May 6 – 12, 2019 Ends May 19, 2019 Ends May 26, 2019	June 24 – June 30, 2019 Ends July 7, 2019 Ends July 14, 2019
Last Day to Withdraw	July 21, 2019 No Refunds after May 26, 2019	June 2, 2019 No Refunds after May 26, 2019	July 21, 2019 No Refunds after July 14, 2019

Department of Human Services and School of Criminal Justice Refund Schedule

Tuition Refund Schedule Fall 2018 August 20, 2018 - December 9, 2018		
Full Term/Semester **[August 20 – December 9]**	**Session 1** **[August 20 - October 14]**	**Session 2** **[October 15 - December 9]**
Drop/Add August 20 – 26, 2018	August 20 – 26, 2018	October 15 – 21, 2018
75% Ends September 2, 2018	Ends September 2, 2018	Ends October 28, 2018
50% Ends September 9, 2018	Ends September 9, 2018	Ends November 4, 2018
25% Ends September 16, 2018	Ends September 16, 2018	Ends November 11, 2018
Last Day November 18, 2018 **to** No Refunds after **Withdraw** September 9, 2018	September 23, 2018 No Refunds after September 9, 2018	November 18, 2018 No Refunds after November 4, 2018

Tuition Refund Schedule Winter 2019 January 7, 2019 - May 5, 2019		
Full Term/Semester **[January 7 – May 5]**	**Session 1** **[January 7 – March 3]**	**Session 2** **[March 11- May 5]**
Drop/Add January 7 – 13, 2019	January 7 – 13, 2019	March 11 – 17, 2019
75% Ends January 20, 2019	Ends January 20, 2019	Ends March 24, 2019
50% Ends January 27, 2019	Ends January 27, 2019	Ends March 31, 2019
25% Ends February 3, 2019	Ends February 3, 2019	Ends April 7, 2019
Last Day April 14, 2019 **to** No Refunds after **Withdraw** January 27, 2019	February 10, 2019 No Refunds after January 27, 2019	April 14, 2019 No Refunds after March 31, 2019

Tuition Refund Schedule Summer 2019 May 6, 2019 – August 11, 2019		
Full Term/Semester **[May 6 – August 11]**	**Session 1** **[May 6 - June 23]**	**Session 2** **[June 24 – August 11]**
Drop/Add May 6 – 12, 2019	May 6 – 12, 2019	June 24 – June 30, 2019
75% Ends May 19, 2019	Ends May 19, 2019	Ends July 7, 2019
50% Ends May 26, 2019	Ends May 26, 2019	Ends July 14, 2019
25% Ends June 2, 2019	Ends June 2, 2019	Ends July 21, 2019
Last Day July 21, 2019 **to** No Refunds after **Withdraw** May 26, 2019	June 2, 2019 No Refunds after May 26, 2019	July 21, 2019 No Refunds after July 14, 2019

Admission Requirements

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education (FCE) 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 Student Affairs (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 an official transcript. Applicants with transcripts from institutions that generate electronic transcripts should provide this email address when submitting their transcript request: 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 based on 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, students who do 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.

Non-Degree-Seeking Students – Admission Requirements

A non-degree-seeking student is one who wishes to enroll in a course for professional development at the Fischler College of Education and does not intend to pursue a degree at the time of application. Non-degree-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's 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.)

Non-degree-seeking students are limited to enroll 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 non-degree-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 for the intended program of study.

Master of Science in Education and Leadership Programs – Admission Requirements

The following are specific admissions requirements for entry into the Master of Science in Education and Master of Science in Leadership programs. Please refer to the program of interest for additional admission requirements.

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's 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.)

Applicants in the Master of Science in Education and Leadership programs who do not meet the minimum CGPA or GRE/MAT requirements must enroll in a maximum of six (6) credit hours and must earn a grade of B or higher in each course during the first term of enrollment. Students who do not earn a grade of B or higher in each course will not be accepted into the program. Conditional admittance is not available to applicants for the State Approved Educational Leadership MS programs.

Master of Science in Criminal Justice, Master of Human Services in Child Protection, and Master of Science in Developmental Disabilities Programs – Admission Requirements

Please refer to the program of interest for additional admission requirements.

Educational Specialist Programs – 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 Program – 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 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. Miller Analogies Test (MAT) or Graduate Record Examination (GRE®) Test Scores must have been taken within the past five (5) years. MAT: Submit a test score report showing a raw score of 400, **or** GRE scores of 300 (combined Verbal and Quantitative scales only).

Doctor of Philosophy in Criminal Justice Program – 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 Doctor of Philosophy in Criminal Justice program, which only accepts fall applications and has an application deadline that is 4 weeks prior to the start of each term.

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
> 3301 College Avenue
> P. O. Box 299000
> Fort Lauderdale-Davie, Florida 33329-9905

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).

Transcript Evaluation
Applicants who have earned a degree at an institution outside of the United States must submit an independent academic evaluation from a 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 National Association of Credential Evaluation Services (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 in order 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 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 +1-954-262-7240.

Concurrent Enrollment

FCE offers concurrent enrollment into additional graduate programs for recertification and/or professional development purposes. Current FCE 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) are not required to complete a concurrent enrollment form.

CAPP Degree Evaluation

The Curriculum, Advising & Program Planning (CAPP) is the University's online degree evaluation system. CAPP Degree Evaluation is designed to help students achieve their academic goals efficiently. The system is used to compare your completed coursework against degree requirements published in the college catalog. CAPP 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 towards degree completion. The CAPP Degree Evaluation enables students and advisors to measure academic progress towards degree requirements at anytime through SharkLink. Please note that **your CAPP Degree Evaluation is not official**. You should consult your academic advisor/program office for detailed program requirements and course options. For further information about CAPP Degree Evaluation, please visit the University Registrar's website at *https://www.nova.edu/registrar/capp.html.*

Change of Program of Study

Students who decide to change his/her concentration or specialization 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.

Educator Certification/Licensure Requirements

The requirements for educator certification/licensure differ from state to state. Some states do not grant certification/licensure unless transcripts are endorsed as having met that state's approved program requirements by completing a state-approved degree program. 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 teacher certification/licensure.

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 or temporary certificate or endorsement. Actual teacher certification, or endorsement, is awarded by the Florida Department of Education.

Students, who have been awarded a statement of eligibility by the Florida Department of Education, assume full risk in interpreting the letter of eligibility needs; therefore, NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, and/or the local school district certification office before registering for any courses.

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.

The Florida Department of Education address:
Florida DOE Bureau of Educator Certification
Turlington Building, Suite 201
325 West Gaines Street
Tallahassee, Florida 32399-0400
http://www.fldoe.org/edcert
EdCert@fldoe.org
Telephone Service:
U.S. Domestic: 800-445-6739
Outside U.S.: 850-245-5049

Graduation

Degree Completion Requirements
In order 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. 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 their 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.

Exit Survey
Once approved for degree conferral, students will receive a request to complete an FCE 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 department of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Diplomas
The diploma indicates the degree the student has earned (e.g., master of science) and the date of conferral. The diploma does not indicate the major, concentration, or specialization. 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 Federal Express Ground service.

Commencement
The FCE graduate commencement ceremonies are held annually in June. 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's Commencement Ceremony: Master's Degree, Educational Specialist Degree, and Doctoral Degree.

Transfer of Credit

A maximum of six (6) semester hours of graduate credit will be considered if:
- The requirements for the student's specialization or 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 program.
- The credits were earned at a regionally accredited graduate institution.
- The content of the course(s) requested for transfer is equivalent to the course content to which the credit will be applied.
- The credits were not applied toward a prior degree.
- 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 Office of Student Affairs.
- A request for Transfer of Credit form has been completed by the student and sent to the FCE Office of Student Affairs. The transfer of credit form is available on the FCE 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. Final decisions will be rendered by the department chair, and written confirmation of acceptance or denial will be conveyed by an academic advisor.

No transfer of credit will be accepted for the following:

M.S. and Ed.S. Programs
- EDU 5000—Orientation to the M.S. and Ed.S. Program.
- Any certificate program.
- Supervised Teaching Internship or Teaching Externship.
- Capstone—Administrative/Educational Leadership Internship, Applied Field Experience, Applied Professional Experience, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum.

Ed.D. Programs
- DSO 8000—Doctoral Studies Orientation.
- Applied Dissertation Benchmarks.
- EDGE @ Fischler Institute (formerly Summer Institute).

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 a FCE program should first request an evaluation from the department chair to verify that the credits will be acceptable.

Credits accepted for transfer by FCE 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.

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.

Credits accepted for transfer by FCE may not exceed a maximum of six (6) semester hours regardless if they were earned at NSU or another regionally accredited institution.

Internal Transfer of Credit from FCE Ed.S. Program
A maximum of six (6) semester hours earned credit from a FCE Educational Specialist program will be considered for internal transfer as elective credit to a FCE Doctor of Education program provided:
- The credits were earned within the preceding five (5) years from the date of enrollment in the course to be considered for transfer.

- The credits were earned at the 700 level or above.
- The grade earned for each course was a B or better.

A request for Transfer of Credit form must be completed by the student and sent to the FCE Office of Student Affairs. The transfer of credit form is available on the FCE website, at _http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer_of_credit_request.pdf_.

Tuition and Fees

University Student Services Fees must be paid in addition to tuition each term. The Student Services Fees is $450 per semester for students enrolled in two or more courses, for a combined total of four or more credits, not to exceed $1,350 per year. Students enrolled in a single course of three credit hours or less will pay $225 per semester, not to exceed $675 per year. Students enrolled in quarterly programs will be adjusted to the same as those of semester students. The Student Services Fee will go toward the introduction of new programs and the enhancement of existing activities concerning health, safety, welfare, and technology services available to NSU students.
Tuition and fees are subject to change without notice.

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 and make payments to their account.

Following is a list of tuition rates effective July 1, 2018. 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 in Child Protection (M.H.S.)	$755
Master of Science in Criminal Justice (M.S.)	$755
Master of Science in Developmental Disabilities (M.S.)	$755
Master of Science in Education (M.S.)	$995
Master of Science in Leadership (M.S.)	$865

Educational Specialist Degree (per credit hour)

Educational Specialist (Ed.S.)	$995

Doctorate Degrees (per credit hour)

Doctor of Education (Ed.D.)	$1,330
Doctor of Philosophy in Criminal Justice (Ph.D.)	$1,095

Applied Dissertation Services (per semester)

ADS 8090	$150
ADS 8091	$3,180

International Dissertation Services (per semester)

IDS 8092	$300
IDS 8093	$700

Other Fees

Application Fee (non-refundable)	$50
Degree Application Fee	$100
Internship Fee	$100
Registration Fee	$30
Student Services Fee (one course – 3 credit hours or less)	$225
Student Services Fee (one course – 4 credit hours or more/two or more courses)	$450
Transcript Fee	$10

Write from the Start Writing and Communications Center (WCC)

The NSU Write from the Start Writing and Communications 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 consultants. 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.

ACADEMIC DEGREES, DEPARTMENTS, AND PROGRAMS

Master of Human Services in Child Protection

The Master of Human Services in Child Protection (M.H.S.) degree program will provide competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. 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 to increase professional effectiveness, productivity, and retention of case managers, caseworkers/child advocates, and administrators in order to improve the quality of care, well-being and safety of children and families using child protection services. 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 documenting 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.

How to Apply
Those interested in seeking their Master of Human Services in Child Protection degree should apply online at: *https://education.nova.edu/masters/child-protection.html* where an application and all necessary application information may be obtained. To apply, students are required to submit:
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. A grade point average (GPA) of 2.5 or higher in last 60 semester hours of undergraduate coursework 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 are required. Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed.
6. 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.
7. Provide a personal statement of between 150 and 300 words indicating your goals in pursuing a Master of Human Services in Child Protection degree. This statement must be attached to the application.

Provisional Admission
Students will only be considered for admission if they have successfully completed an undergraduate degree. A provisional admission may be granted in cases where an applicant is unable to produce the official copies of all required application documents at the time of the application deadline. If provisional admission is granted, the provisional student must provide any and all outstanding application documents on or before a predetermined deadline. Failure to provide any and all outstanding application documents by the deadline may result in withdrawal from the program. Financial aid will not be disbursed to a provisionally admitted student until he/she has been fully admitted as a regular student where all admission requirements have been approved by the School's admissions office.

Academic Advisement
Students seeking academic advisement or degree planning should consult with their program office.

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.

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

Program Completion Timeline

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

Master of Science in Criminal Justice

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

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. Baccalaureate degree from a regionally accredited institution.
2. A grade point average (GPA) of 2.5 or higher in the last 60 semester hours of undergraduate coursework, or a master's degree with an overall GPA of 3.0 or better, or a total score of 300 or higher on the combined verbal and quantitative sections of Graduate Record Exam (GRE) taken within the last five years.
3. Relevant professional experience or accomplishment.

Applicants will also be required to submit a brief statement of interest in the program, articulating career plan, capabilities, special achievements, etc. accompanied by two letters of reference from professional references familiar with the candidates' aptitude to perform adequately at a graduate level. Students may seek admission to the program for fall, winter or summer sessions. The School of Criminal Justice admits students on a rolling basis throughout the year.

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.

Application Procedures:
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. A grade point average (GPA) of 2.5 or higher in last 60 semester hours of undergraduate coursework 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 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.

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.

Provisional Admission

Students will only be considered for admission if they have successfully completed an undergraduate degree. A provisional admission may be granted in cases where an applicant is unable to produce the official copies of all required application documents at the time of the application deadline. In such cases and with the approval of the the School of Criminal Justice Executive Director, applicants may be considered for admission to the program on a provisional basis pending receipt of the outstanding official documents. If provisional admission is granted, the provisional student must provide any and all outstanding application documents on or before a predetermined deadline. Failure to provide any and all outstanding application documents by the deadline may result in withdrawal from the program. Financial aid will not be disbursed to a provisionally admitted student until he/she has been fully admitted as a regular student where all admission requirements have been approved by the SCJ admissions office.

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.

Academic Advisement

Students seeking academic advisement or degree planning should consult with an Academic Advisor by calling 954-262-7001 or via email at *humanservices@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 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.

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

Program Completion Timeline

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

Master of Science in Developmental Disabilities

The Master of Science in Developmental Disabilities (M.S.) 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 Masters 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 through the use of case study analyses, research papers, and in-class assignments.
2. Demonstrate knowledge of the different developmental disabilities and the challenges faced by these individuals across the lifespan.
3. Demonstrate an understanding of 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

Admissions 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. 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.
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.

Provisional Admission
Students will only be considered for admission if they have successfully completed an undergraduate degree. A provisional admission may be granted in cases where an applicant is unable to produce the official copies of all required application documents at the time of the application deadline. If provisional admission is granted, the provisional student must provide any and all outstanding application documents on or before a predetermined deadline. Failure to provide any and all outstanding application documents by the deadline may result in withdrawal from the program.

Academic Advisement
Students seeking academic advisement or degree planning should consult with the program office by calling 954-262-7001.

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.

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

Program Completion Timeline

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

Master of Science in Education

The Master of Science in Education (M.S.) degree offers professional and aspiring teachers and administrators a challenging and rewarding educational experience. Through its several specialization and certification/licensure options, current educators may add new certification/licensure areas to their existing teaching certificate/license, renew their current certification/licensure areas, and increase their levels of expertise within their chosen specializations. Students with bachelor's degrees in other fields can also find specialization and certification/licensure options to enter the teaching profession. 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.

Many of the M.S. degree courses at FCE are designed to prepare PreK-12 educators with the knowledge and skills that they need for today's schools. These specialization programs of study are aligned with the Florida Standards, the Florida Educator Accomplished Practices, and the InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards. Competence in each of the Florida Educator Accomplished Practices, at the preprofessional level, is evaluated through course activities and assignments.

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 specializations 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.

Important Note: All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during the first semester/term. The orientation is a requirement for all students.

Program Learning Outcomes
At the completion of the degree, students 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.

Conceptual Framework
In order to provide quality programs that prepare effective educators, Nova Southeastern University provides teacher education programs that are structured around a conceptual framework (SUNRISE) that includes the following elements and characteristics:

S tandards-based instructional and leadership programs that link theory to practice with the

U se of data for evaluation, ethical decision-making, and intervention for the

N eeds and accommodations for diverse students who provide

R eflective and ethical practice based on meaningful field and clinical experiences as part of

I nnovative and convenient postsecondary delivery systems with a

S hared responsibility for quality education programs and professional advocacy with stakeholders with an

E mphasis on technology and best practices for dynamic learning environments

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 Curriculum and Instruction, and the Department of Higher Education Leadership and Instructional Technology sections that follow in this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 28453 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. Security clearance

should be obtained solely through a local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in any master's program which includes a field experience component and/or concludes with an internship or applied professional experience. 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. 28453 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:

- 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: See Internship/Externship Handbook for additional information from the Office of Placement Services at *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University.

Educational Leadership Internship

These courses provide an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements for EL 699 include a minimum of 300 contact hours, EL 698 include a minimum of 150 contact hours, as well as, 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.
NOTE: 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 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 located in the Department of Curriculum and Instruction and the Department of Higher Education Leadership and Instructional Technology 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 specialization, or contact an academic advisor for additional information.

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

- successfully completed EDU 5000: Orientation to the M.S. and Ed.S. Program;
- 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 specialization, 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.

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

Program Completion Timeline

Master's degree students are allotted four years from the initial semester/term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this four-year timeframe will be subject to dismissal. For further information on the Master's Program Completion Timeline policy, please refer to the *Student Handbook* section of the catalog.

Master of Science in Leadership

The Master of Science in Leadership at the Fischler College of Education 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 M.S. in Leadership 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.

Important Note: All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during the first semester/term. The orientation is a requirement for all students.

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 M.S. in Leadership program a student must have:
- successfully completed EDU 5000: Orientation to the M.S. and Ed.S. Program;
- 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.

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

Program Completion Timeline
Master's degree students are allotted four years from the initial semester/term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this four-year timeframe will be subject to dismissal. For further information on the Master's Program Completion Timeline policy, please refer to the *Student Handbook* section of the catalog.

Master's Degrees

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

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

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

Master of Science in Education (M.S.) degree with a specialization in one of the following areas:
- Curriculum, Instruction, and Technology
- Educational Leadership (State Approved – Florida and Nevada)
- Educational Leadership
- Elementary Education
- Exceptional Student Education (State Approved – Florida)
- Exceptional Student Education
- Management and Administration of Educational Programs (MAEP)
- Mathematics Education
- Reading Education (State Approved – Florida)
- Reading Education
- Science Education
- Secondary Mathematics Education (State Approved – Florida)
- Spanish Language Education
- Teaching English to Speakers of Other Languages (TESOL)

Master of Science in Leadership (M.S.L.)

Educational Specialist

The Educational Specialist degree (Ed.S.) offers the professional educator both a challenging and rewarding educational experience. Through the three specializations offered at the Ed.S. level: Curriculum. Instruction, Management and Administration; 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). 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.

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.

Important Note: All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during their first semester/term. The orientation is a requirement for all students.

Program Learning Outcomes
At the completion of the degree, students 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.

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 the Department of Curriculum and Instruction, and the Department of Higher Education Leadership and Instructional Technology sections that follow in this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 28453 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 professional responsibility. Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in any program which includes a field experience component and/or concludes with an internship or applied professional experience. 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

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. 28453 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:

- 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: See Internship/Externship Handbook for additional information from the Office of Placement Services at *http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html*. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University.

Educational Leadership Internship

These courses provide an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements for EL 699 include a minimum of 300 contact hours, EL 698 include a minimum of 150 contact hours, as well as 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.

NOTE: 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 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 located in the Department of Curriculum and Instruction, and the Department of Higher Education Leadership and Instructional Technology 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 specialization, or contact an Academic Advisor.

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

- successfully completed EDU 5000—Orientation to the M.S. and Ed.S. Program;
- 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 specialization, 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.

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

Program Completion Timeline
Educational Specialist students are allotted four years from the initial semester/term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this four-year timeframe will be subject to dismissal. For further information on the Educational Specialist Program Completion Timeline policy, please refer to the *Student Handbook* section of the catalog.

Educational Specialist Degrees

Educational Specialist (Ed.S.) degree with a specialization in one of the following areas:

- Curriculum, Instruction, Management and Administration
- Educational Leadership (State Approved – Florida and Nevada)
- Mathematics Education

Doctor of Education

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE. 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.

Certification/Licensure

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 teacher certification/licensure.

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.

Doctoral Studies Orientation (DSO)

The purpose of the Doctoral Studies Orientation (DSO 8000) is to provide an overview critical to beginning the Ed.D. program. This noncredit course is a requirement for all doctoral students in NSU's FCE. Students should register for and complete the online DSO in the first term along with the first "credit-bearing" course.

EDGE @ Fischler Institute (formerly Summer Institute)

Doctoral students are required to attend at least one EDGE @ Fischler Institute as part of required coursework. During each day of the institute, students will attend several required and elective sessions that focus on research and the dissertation benchmarks. The sessions offer a unique blend of direct instruction and time for students to write and create draft products. There will be numerous opportunities to interact with professors and fellow students. The overall goal of the institute is to immerse students in a study/writing experience resulting in draft work worthy of submission to assigned chairs for immediate consideration, editing, and eventual approval. For additional information, please visit the website at *http://education.nova.edu/summer/*

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 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 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 applied dissertation] 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.

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:
- successfully completed DSO 8000: Doctoral Studies Orientation;
- attended the mandatory EDGE @ Fischler Institute (formerly summer institute);
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation;
- 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.

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

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) years from the initial semester/term of enrollment in which to complete all program/degree requirements (excludes DSO 8000). Students unable to complete all program/degree requirements within this seven (7) year timeframe will be subject to dismissal. For further information, please refer to the Doctoral Program Completion Timeline Policy in the *Student Handbook* section of the catalog.

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (30 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 54 credits. Course requirements for each of the concentration areas are listed by academic department.

Orientation
DSO 8000: Doctoral Studies Orientation (0 credits)

EDGE @ Fischler Institute (formerly Summer Institute)
FSC 8000: Summer Institute (Required) (0 credits)
FSC 8005: Summer Institute – Returning Students (0 credits)

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.

Note: For all Ed.D. programs except Curriculum and Teaching, ITDE, Reading and Special Education, **EDD 8200: Leadership, Communication, and Technology** will be offered as a concentration course requirement. For the above programs, EDD 8200 is embedded in the curriculum as a general requirement.

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

Elective Research Track (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 9300: Methods of Inquiry.
Quantitative Research Track
RES 8911: Quantitative Research Design (3 credits)
RES 8921: Quantitative Data Analysis (3 credits)
Qualitative Research Track
RES 8916: Qualitative Research Design (3 credits)
RES 8926: Qualitative Data Analysis (3 credits)

Elective Courses (6 credits)
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.

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: Applied Dissertation (3 credits)

Extended Dissertation Services (0 credit)
ADS 8090: Applied Dissertation Services I
(Registration from completion of all coursework through 36th month)
Or
ADS 8091: Applied Dissertation Services
(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 Dissertation Support Services (DSS).

Total Credits for Completion 54

Doctor of Philosophy in Criminal Justice

The Doctor of Philosophy in Criminal Justice (Ph.D.) 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. Discuss past and current theories that have influenced the development of the criminal justice system.
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 and 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. Master's degree from a regionally accredited University. 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.
2. The Criminal Justice doctoral candidate must 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.
3. GPA 3.0 for master's level work.
4. 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.
5. 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.
6. A personal statement detailing the student's 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 (Effective November 2011) or a combined score of 1000 or better on the old score reports. Test scores are valid for five years after the testing year in which you 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

How to Apply

1. Complete online application form.
2. Completion of a master's degree from a regionally accredited program.
3. 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.
4. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
5. Submit three 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. 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.
7. Provide a personal statement of 300 words detailing your goals in research interests and special qualifications for the program. This statement must be attached to the application.
8. Submit one of the following:
  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 (Effective November 2011) or a combined score of 1000 or better on the old score reports. Test scores are valid for five years after the testing year in which you 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.
9. Submit a copy of current curriculum vitae.
10. Interview.

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.

Academic Advisement

SCJ students seeking academic advisement or degree planning should consult with a SCJ Academic Advisor by calling 954/262-7001 or via email at *humanservices@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;
- 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.

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

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) 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 seven (7) year timeframe will be subject to dismissal. For further information, please refer to the Doctoral Program Completion Timeline Policy in the Student Handbook section of the catalog.

Doctoral Degrees

Doctor of Education (Ed.D.) degree with a concentration in one of the following areas:

- Curriculum and Teaching
- Educational Leadership
- Higher Education Leadership
- Human Services Administration
- Instructional Technology and Distance Education
- Organizational Leadership
- Reading
- Special Education

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

Department of Curriculum and Instruction

Department of Curriculum and Instruction

The Department of Curriculum and Instruction 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. Our programs have diverse offerings for those interested in advancing their knowledge and careers. As leaders in their fields, faculty members in the Department of Curriculum and Instruction 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.

Curriculum and Instruction Programs of Study

Master of Science in Education
Educational Leadership (State Approved – Florida and Nevada)
Educational Leadership
Elementary Education
Exceptional Student Education (State Approved – Florida)
Exceptional Student Education
Management and Administration of Educational Programs (MAEP)
Mathematics Education
Reading Education (State Approved – Florida)
Reading Education
Science Education
Secondary Mathematics Education (State Approved – Florida)
Spanish Language Education
Teaching English to Speakers of Other Languages (TESOL)

Educational Specialist
Educational Leadership (State Approved – Florida and Nevada)
Mathematics Education

Doctor of Education
Curriculum and Teaching
Educational Leadership
Reading
Special Education

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

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

About the Specialization
The M.S. in Education with a specialization 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 specialization 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. 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 or higher.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDL 506: Standards-Based Curriculum and Assessment (3 credits)
EDL 550: Electronic Tools for Educational Leaders (3 credits)
EDL 510: School Leadership (3 credits)
EDL 525: Human Resources: Process and Staff Development (3 credits)
EDL 500: Problem Solving and Visionary Leadership (3 credits)
EDL 530: Management of Schools (3 credits)
EDL 505: Educational Budgeting and Finance (3 credits)
EDL 520: School Law for Administrators (3 credits)
EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits)
EL 699: Administrative/Educational Leadership Internship (6 credits)

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) hous 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.

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

About the Specialization
The M.S. in Education with a specialization 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 specialization 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. 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. Valid Professional Teaching Certificate/License
2. Cumulative GPA of 3.0 or higher in the last 60 credits of undergraduate degree program
3. Official 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 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDL 506: Standards-Based Curriculum and Assessment (3 credits)
EDL 550: Electronic Tools for Educational Leaders (3 credits)
EDL 510: School Leadership (3 credits)
EDL 525: Human Resources: Process and Staff Development (3 credits)
EDL 500: Problem Solving and Visionary Leadership (3 credits)
EDL 530: Management of Schools (3 credits)
EDL 505: Educational Budgeting and Finance (3 credits)
EDL 520: School Law for Administrators (3 credits)
EDL 545: School Improvement Process (3 credits)
EL 699: Administrative/Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements
   a. Students enrolled in the Nevada program are required to take and pass all sections of the Praxis II exam: (0411/5411) Educational Leadership: Administration and Supervision, minimum score: 143

Specialization: Educational Leadership
Non-certification (Major Code F534)

About the Specialization
The M.S. in Education with a specialization in Educational Leadership (non-certification) focuses on preparing educators as managers and administrators. This specialization provides educators with skills in leadership, management and supervision, and budgeting as related to curriculum and instruction. Course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDL 506: Standards-Based Curriculum and Assessment (3 credits)
EDL 550: Electronic Tools for Educational Leaders (3 credits)
EDL 510: School Leadership (3 credits)
EDL 525: Human Resources: Process and Staff Development (3 credits)
EDL 500: Problem Solving and Visionary Leadership (3 credits)
EDL 530: Management of Schools (3 credits)
EDL 505: Educational Budgeting and Finance (3 credits)
EDL 520: School Law for Administrators (3 credits)
EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits)*
EL 699: Administrative/Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

*Students outside of Florida should enroll in EDL 545: School Improvement Process (3 credits) instead of EL 600.

Specialization: Elementary Education
(Major Code F511)

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

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDU 508: 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 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

Specialization: Exceptional Student Education
Option A – Add-on Certification: State Approved (Major Code A515)
Option B – Non-certification (Major Code F515)

The FCE programs in Exceptional Student Education/Special Education (ESE) prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The M.S. program with a specialization 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.

Option A: Add-on Certification: State Approved
This M.S. degree program option provides in-depth preparation for individuals interested in gaining knowledge on pedagogical practices for students with special needs. For certified teachers, this is a Florida state approved program for add-on certification in ESE.

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).

Note: Completion of the M.S. degree program **does not ensure certification or licensure**. Requirements to attain full certification are issued by each state department of education. Students are to refer to their respective State Departments of Education to determine specific certification/licensure requirements.

Program of Study (36 credits)
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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 690: Consultation and Collaboration in Exceptonal Student Education (3 credits)
ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits)

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 Exceptional Student Education (K-12)
   d. Evidence of student teaching experience or supervised teaching internship *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 Exceptional Student Education (K-12)

Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's requirements for exceptional student education and ESOL endorsement.

Note: ESE courses above 600 will require waiver of some prerequisites if taken out of numerical order.

Option B: 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 specialization(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 for students with special needs. Students have the option to design a customized program of study. This option is intended to permit students to concentrate on a disability-specific area of study or to study a combination of courses that best meets individual career objectives and needs.

The customized M.S. in ESE requires completion of 36 credit hours. Courses may be selected from options that carry the prefix of ESE, CBD, or EP (see course listings provided). Students will collaborate with an ESE faculty member and an Academic Advisor to develop the customized program of study. The finalized-signed program represents a contract between FCE and the student; any changes or modifications to the program must be negotiated between the student and the ESE faculty member.

Note: The customized program **does not lead to certification**; however, the completion of specific courses may meet individual state requirements for "add-on" endorsements and/or certification. Students are to refer to their respective State Departments of Education to determine specific certification/licensure and/or endorsement requirements.

Program of Study
(Coursework in suggested order of completion)
Core Courses
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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)

Customized (Selected) Courses: The remaining nine (9) courses are to be selected from the following Categorical program options:

Note: Students may select from the full menu of courses available. For the purposes of planning, disability specific courses are grouped by categorical area; additional ESE courses are listed following the categorical information.

(Refer to course descriptions for prerequisites)

Autism Spectrum Disorder
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)

Developmental/Intellectual Disabilities
CBD 510: Characteristics and Needs of Students with Developmental Disabilities (3 credits)
CBD 513: Methods for Teaching Students with Developmental Disabilities (3 credits)

Emotional and Behavioral Disorders
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)

Learning Disabilities
CBD 511: Characteristics and Needs of Students with Learning Disabilities (3 credits)
CBD 514: Methods for Teaching Students with Learning Disabilities (3 credits)

Prekindergarten Disabilities
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)

Additional Exceptional Student Education Course Options
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)
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 Learners (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 Exceptonal Student Education (3 credits)

Total Credits Required for Degree Completion: 36

Note: ESE courses above 600 will require waiver of some prerequisites.

Specialization: Management and Administration of Educational Programs (MAEP)
(Major Code F504)

About the Specialization
The M.S. in Education with a specialization in Management and Administration of Educational Programs focuses on preparing educators as managers and administrators. This specialization provides educators with skills in leadership, management and supervision, and budgeting as related to curriculum and instruction. Course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDL 510: School Leadership (3 credits)
EDL 500: Problem Solving and Visionary Leadership (3 credits)
EDL 530: Management of Schools (3 credits)
EDL 505: Educational Budgeting and Finance (3 credits)
EDL 525: Human Resources: Process and Staff Development (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)
EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits) *OR* EL 601: Knowledge Based of
    Educational Leadership – Comprehensive Examination (3 credits)
EL 698: Administrative Internship (3 credits) *OR* EL 699: Administrative/Educational Leadership Internship
    (6 credits)

Note: Students applying to EL 699 would complete nine (9) credit hours of electives instead of (12).

Total Credits Required for Degree Completion 36

Specialization: Mathematics Education
(Major Code F653)

About the Specialization
The M.S. in Education with a specialization in Mathematics Education focuses on preparing educators in the areas of middle, secondary, and postsecondary mathematics. This specialization 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. Course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
MAT 504: Algebra in Secondary Schools (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 Classrooms (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

Note for Postsecondary Educators:
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.

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)

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

About the Specialization
The M.S. in Education with a specialization 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 specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in reading. 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
   3. **Valid Teaching Certificate**: Temporary or Professional
   4. **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
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 554: Assessment in Reading (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)
RED 565: Language Arts in the Secondary School (3 credits)
RED 580: Educational Measurements (3 credits)
RED 585: Reading in the Content Area (3 credits)
RED 5271: Reading Supervision and Curriculum Development – Theory and Practice (3 credits)
RED 590: Administration and Interpretation of Instructional Assessments (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

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:

      e. Professional Education Test (PED)

      f. General Knowledge Test (GKT)

      g. Subject Area Exam (SAE) in Reading K-12

      h. 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

Specialization: Reading Education
(Major Code F513)

About the Specialization

The M.S. in Education with a specialization in Reading Education focuses on preparing educators in the areas of literacy and language arts. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in the area of reading. 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)

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 554: Assessment in Reading (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)
RED 565: Language Arts in the Secondary School (3 credits)
RED 580: Educational Measurements (3 credits)
RED 585: Reading in the Content Area (3 credits)
RED 5271: Reading Supervision and Curriculum Development – Theory and Practice (3 credits)
RED 590: Administration and Interpretation of Instructional Assessments (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

Total Credits Required for Degree Completion 36

Specialization: Science Education
(Major Code F656)

About the Specialization

The M.S. in Education with a specialization in Science Education focuses on preparing educators regarding Next Generation Science Standards as specified by the National Science Teachers Association. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. 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)

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
EDU 503: Classroom Management and Organization (3 credits)
SCI 523: Methods in Science Education (3 credits)
SCI 600: Foundations of Physical Science for Teachers (3 credits)
SCI 601: Inquiry-Based Space Science for Teachers (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 Fischler College of Education graduate level Master's course) (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)
SCI 699: Applied Professional Experience in Science Education (3 credits)

Total Credits Required for Degree Completion 36

Specialization: Secondary Mathematics Education
Certification: State Approved – Florida (Major Code A457)

About the Specialization
The M.S. in Education with a specialization in Secondary Mathematics Education is a state approved program that focuses on preparing educators in the areas of middle and secondary school mathematics. This specialization 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. Course content is research-based and infuses best practices in education.

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

Program of Study
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)
MAT 504: Algebra in Secondary Schools (3 credits)
MAT 509: Learning and Teaching Geometry in the K -12 Classrooms (3 credits)
MAT 506: Strategies for Teaching Calculus (3 credits)
MAT 507: Linear and Abstract Algebra for Teachers (3 credits)
MAT 513: Problem-Solving Strategies in Mathematics Classrooms (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 511: Teaching Probability and Statistics in the K -12 Classroom (3 credits)
MAT 508: Conquering the Teaching of Calculus (3 credits)
MAT 697: Applied Professional Experience in Mathematics Education (3 credits)

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 Mathematics Education 5-9 **or** 9-12
   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 Mathematics Education 5-9 **or** 9-12

Specialization: Spanish Language Education
(Major Code F520)

About the Specialization
The M.S. in Education with a specialization in Spanish Language Education is designed for individuals who want to further develop their proficiency in the four skills (listening, speaking, reading, and writing) while 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. 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 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
LANG 530: Advanced Spanish Grammar (3 credits)
LANG 531: Advanced Spanish Composition (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 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

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

About the Specialization
The M.S. in Education with a specialization 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
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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:
INED 500: Comparative International Education (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
TLDR 653: Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School
            Improvement (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 Englishes: 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

Educational Specialist (Ed.S.) Degree Programs

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

About the Specialization
The Ed.S. with a specialization 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 specialization 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. 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 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
EDU 708: Research Design in Education (3 credits)
EDL 702: Standards-Based Curriculum and Assessment (3 credits)
EDL 750: Technology for Educational Leaders (3 credits)
EDL 710: Educational Leadership (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 700: Problem Solving and Visionary Leadership (3 credits)
EDL 730: Management of Schools (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits)
EL 699: Administrative/Educational Leadership Internship (6 credits)

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.

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

About the Specialization
The Ed.S. with a specialization 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 specialization 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. 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 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
EDU 708: Research Design in Education (3 credits)

EDL 702: Standards-Based Curriculum and Assessment (3 credits)
EDL 750: Technology for Educational Leaders (3 credits)
EDL 710: Educational Leadership (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 700: Problem Solving and Visionary Leadership (3 credits)
EDL 730: Management of Schools (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EDL 745: Administration of School Improvement Process (3 credits)
EL 699: Administrative/Educational Leadership Internship (6 credits)

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 II exam: (0411) Educational Leadership: Administration and Supervision, minimum score: 143.

Specialization: Mathematics Education
(Major Code F653)

About the Specialization
The Ed.S. with a specialization 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 specialization provides educators with skills for assessment, curriculum development, and teaching subject areas such as geometry, algebra, and calculus. Course content is research-based and infuses best practices in education.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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 (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 (Ed.D.) Degree Programs

Concentration Area: Curriculum and Teaching
(Major 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 39)
Required Research Courses (9 credits) **
Elective Research Track (6 credits)
Additional Required Course (3 credits)
EDD 8200: Leadership, Communication, and Technology (required) (3 credits)
Applied Dissertation (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 9510: Curriculum: Theory and Research (3 credits)
CUR 9610: Teaching: Theory and Research (3 credits)
CUR 8510: Social and Political Context of Curriculum (3 credits)

Total Credits for Degree Completion 54

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

**Includes one additional required course: IDT 7000: Research in IDT (3 credits).

Concentration Area: Educational Leadership
(Major 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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (6 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits)
EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)
EDLR 8415: Strategic Planning for Educational Leadership (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 54

Note: This program of study has not been reviewed for approval for any specific state. It *may* lead to certification/licensure, based on a course-by-course transcript review by a state department of education review process. However, to determine this, you need to direct questions on certification/licensure to your local school district and/or state department of education.

Concentration Area: Reading
(Major 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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Additional Required Course (3 credits)
EDD 8200: Leadership, Communication, and Technology (required) (3 credits)
Elective Course (3 credits)
Elective: (To be selected by student) (3 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
Required Concentration Courses
RED 9001: Issues and Trends in Literacy Education (3 credits)
RED 9002: Theories of Reading (3 credits)
RED 9003: Digital Literacy (3 credits)
Choose additional courses from the following to complete the required 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)
RED 9007: Reading Assessment and Intervention for Adolescents and Adults (3 credits)
RED 9008: Research in Second-Language Reading (3 credits)
RED 9009: Literature for Children and Young Adults: Critical Analysis (3 credits)
ILLR 8100: Curriculum and Program Development (3 credits)

Total Credits for Degree Completion 54

*Note: Students without a strong background in Reading education MUST take RED 730 – Critical Issues in Reading and RED 731 – Interpreting Research in Reading Education as part of the 24 credit concentration. Consult an advisor when applying.

Concentration Area: Special Education
(Major Code F879)

The FCE 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 entails 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 as a means to ensure the delivery of a current, relevant, and culturally competent program of study.

In collaboration with a full-time 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 studies toward specific personal, 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 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).

Concentration Learning Outcomes
The FCE, in concert with the mission of NSU, has established a conceptual framework/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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Additional Required Course (3 credits)
EDD 8200: Leadership, Communication, and Technology (required) (3 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (27 credits)
Required Concentration Courses (9 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)

Choose 6 additional courses (18 credits) from the following areas to complete the 27 credits

Applied Behavior Analysis (ABA)
SPED 9650: Behavioral Principles and Concepts (3 credits)
SPED 9655: Functional Behavioral Assessment (3 credits)
SPED 9660: Applications of Applied Behavior Analysis (ABA) in Education and Human Services (3 credits)
SPED 9665: Leadership and Ethical Issues in Applied Behavior Analysis (3 credits)
SPED 9670: Ethical and Professional Conduct in Applied Behavior Analysis (3 credits)
RES 8919: Single Subject Research (3 credits)
Note: After completing the ABA track, students will still need to complete the required number of supervised clinical hours before they will be qualified to sit for the National Certification Exam.

Autism Spectrum Disorder
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)

Special Education
Select six courses from the following:
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)
SPED 8411: Issues in Special Education Administration (3 credits)

Total Credits for Degree Completion 54

Note: Students fulfill the additional 3 credit elective course requirement by completing any doctoral level courses offered in any concentration area, research, or other doctoral level courses.

Department of Higher Education Leadership and Instructional Technology

Department of Higher Education Leadership and Instructional Technology

The Department of Higher Education Leadership and Instructional Technology provides advanced graduate study from the master's through doctoral levels to prepare leaders, researchers, and policy makers in local, state, national, and global organizations as well as training organizations, government, business, industry, and military. Leadership programs focus on leadership theories, worldviews, ethical leadership, communication, and the application of leadership knowledge and skills in the field. Programs in technology emphasize distance education, instructional technology, and systems change. Both can help students attain a competitive advantage in the job market, given their emphasis on field-based practice and research-driven decision making.

Higher Education Leadership and Instructional Technology Programs of Study

Master of Science in Education
Curriculum, Instruction and Technology

Master of Science in Leadership

Educational Specialist
Curriculum, Instruction, Management, and Administration

Doctor of Education
Higher Education Leadership
Human Services Administration
Instructional Technology and Distance Education
Organizational Leadership

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

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

About the Specialization
The M.S. in Education with a specialization in Curriculum, Instruction, and Technology is designed for educational professionals 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 to enhance student achievement. Integration of technology into classroom instructional activities, curriculum planning and implementation, and instructional technology leadership are the program focus.

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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 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)
CIT 609: Special Topics in Curriculum Design 1 (3 credits)
CIT 610: Special Topics in Curriculum Design 2 (3 credits)
Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

Total Credits Required for Degree Completion 36

Master of Science (M.S.) in Leadership

Leadership
(Major Code F987)

The M.S. in Leadership 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. The M.S. in Leadership 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)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
MSL 680: Leadership Theory and Practice (3 credits)
MSL 681: Leading Change (3 credits)
MSL 682: Ethical Leadership (3 credits)
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 Organizations
        (3 credits)
MSL 689: The Business of Leadership: Special Topics (4 credits)
MSL 690: International Leadership Perspectives (3 credits)

Total Credits Required for Degree Completion 31

Educational Specialist (Ed.S.) Degree Program

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

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

Program of Study
(Coursework in suggested order of completion)
EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)
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

Concentration Area: Higher Education Leadership
(Major 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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (6 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
EDD 8200: Leadership, Communication, and Technology (3 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 and 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 54

Concentration Area: Human Services Administration
(Major 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.
2. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
3. 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.
4. 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.
5. 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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (6 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
EDD 8200: Leadership, Communication, and Technology (3 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 54

Concentration Area: Instructional Technology and Distance Education
(Major 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 39)
Required Research Courses (9 credits)*
Elective Research Courses (6 credits)
Elective Courses (3 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)

Concentration Required Courses (15 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 in ITDE (3 credits)
IDT 8124: Theories of Learning (3 credits)

Total Credits for Degree Completion 54

*Includes one additional required course: IDT 7000: Research in IDT (3 credits).

<table>
<tr><td>**Concentration Area: Organizational Leadership**
(Major Code F878)</td></tr>
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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 39)
Required Research Courses (6 credits)
Elective Research Track (6 credits)
Elective Courses (6 credits)
Applied Dissertation (12 credits)
Concentration Area Courses (24 credits)
EDD 8200: Leadership, Communication, and Technology (3 credits)
ORGL 8730: Virtual and Global Leadership (3 credits)
ORGL 8740: Organizational Behavior and Human 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 54

Department of Human Services

Department of Human Services

The Abraham S. Fischler Department of Human Services (DHS) provides an array of bachelors and masters 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, recreational therapy, and human services administration.   Undergraduate and graduate programs within DHS are offered entirely online. The BS in Human Services Administration provides students with a foundational knowledge of vulnerable populations and contemporary social issues, while also building administrative and direct service skills needed to work in a range of human services settings. The BS in Recreational Therapy prepares students work in the field as Recreational Therapists, helping students gain the necessary knowledge and experience to be prepared to sit for the exam to become Certified Therapeutic Recreation Specialists. With regard to graduate programs, 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 Programs of Study

Master of Human Services in Child Protection

Master of Science in Developmental Disabilities

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

Child Protection
(Major Code J003)

About the Program
The M.H.S. in Child Protection degree program will provide competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. 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 of Study
(Coursework in suggested order of completion)

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

Concentration 1: Psychological Foundations in Child Advocacy (9 credits)
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)
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 will be evaluated in order the help train those seeking to protect children and juveniles to learn to recognize catalysts, both positive and negative, which influence the health and well-being of the youth population.
HCP 6210: Theory of Child Protection, Investigation & Advocacy (3 credits)
HCP 6220: Family Dynamics: Motivation, Support & Communities (3 credits)
HCP 6230: Victimology: Child Abuse & Exploited Children (3 credits)
HCP 6240: Juvenile Justice: Systems, Structure & Process (3 credits)
HCP 6250: Substance Abuse Treatment in the Community (3 credits)
HCP 6260: Cultural Factors in Tx Associated w/ Substance Abuse Issues & the CJ System (3 credits)

Concentration 3: Conflict & Crisis Management for the Child Protective Case Worker (9 credits)
Description: This concentration will provide specialization 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 regard to conflict and crisis management issues related to the child protection and/or associated fields.
HCP 6310: Human Factors (3 credits)
HCP 6320: Introduction to Systems Theories (3 credits)
HCP 6330: Mediation Theory and Practice (3 credits) *Note: THIS COURSE REQUIRES STUDENTS TO PHYSICALLY ATTEND THE NSU MAIN CAMPUS TO ATTEND THE "RESIDENTIAL INSTITUTE" (RI)*
HCP 6340: Diversity in Human and Family Development (3 credits)
HCP 6350: Conflict and Crisis Management Theory and Practice (3 credits**)**
HCP 6360: Critical Incidents (3 credits)
HCP 6370: Family Violence: The Effects on Families, Communities and Workplaces (3 credits)

Concentration 4: Legal Perspectives of Child Protective Services (9 credits)
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, 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 (including Delinquency) 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)
HCP 6470: Legal Research Methods and Reasoning (3 credits)

Concentration 5: Advocating for the Child as a Behavioral Analyst (9 credits)
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 evaluation and development. Students will progress to the application of applied 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.

*Please be advised that students in the Master of Human Services in Child Protection program completing the Applied Behavioral Analysis concentration cannot be placed in practicum sites within the states of North Carolina and New York due to state licensure regulations. **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. In general, NSU students who will be participating in a practicum outside of the state of Florida should contact their desired state practicum agency/site to ensure eligibility to gain supervised experience while attending a university from another state and regarding any possible restrictions or limitations of practicing as a BCaBA or BCBA in their respective state.

HCP 6510: Principles of Applied Behavioral Analysis (3 credits)
HCP 6520: Application of Applied Behavioral Analysis (3 credits)
HCP 6530: Behavioral Models in Assessment and Intervention in Applied Behavioral Analysis (3 credits)
HCP 6540: Evaluation of Interventions in Applied Behavioral Analysis (3 credits)
HCP 6550: Professional Issues in Applied Behavioral Analysis (3 credits)
HCP 6560: Practicum in Applied Behavior Analysis I (3 credits)
HCP 6570: Practicum in Applied Behavior Analysis II (3 credits)
HCP 6580: Advanced Practicum in Applied Behavior Analysis (3 credits)
HCP 6590: Ethical Conduct for Applied Behavior Analysis (3 credits)

Concentration 6: Advocating for the Special Needs Child's Education (9 credits)
Description: This concentration will explore the education 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 among this population will be explored.
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 Concentration (9 credits)
Description: This concentration will examine the protective and risk factors found within the framework of the 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. Also, the dynamics of traditional, non-traditional and culturally diverse family constructs will be researched.
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)
Description: This concentration will provide the student with knowledge and skills regarding the supervision and evaluation of programs for children and youths. Budget, compliance, and regulatory topics, among others, will be discussed as well fiscal management challenges and public policy issues will be discussed as it relates to such 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 Program (3 credits)
HCP 6840: Supervision of Family Support Programs (3 credits)
HCP 6850: Legal Aspects of the Management of Programs for Children & Youths (3 credits)
HCP 6860: Financial Aspects of the Management of Programs for Children & Youths (3 credits)

Concentration 9: Public Health and Child Protection (9 credits)
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 will be investigated as it pertains to health education strategies and related topics such as health maintenance among various populations.
HCP 6910: Public Health Issues in Child Protection (3 credits)
HCP 6920: Health Promotion & Disease Prevention (3 credits)
HCP 6930: Health Services Planning & Evaluation (3 credits)
HCP 6940: Health Policy, Planning & Management (3 credits)

Concentration 10: Emergency Preparedness for Vulnerable Populations (9 credits)
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.
HCP 6101: All-Hazards Preparedness (3 credits) (*Required before taking any other courses in the concentration*)
HCP 6102: Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE),
        Challenges for Vulnerable Populations (3 credits)
HCP 6103: Legal Issues in Emergency Preparedness for Families and Individuals with Special Needs (3 credits)
HCP 6104: Community Planning, Response, and Recovery for Families and Children (3 credits)
HCP 6105: Special Topics in All-Hazards Preparedness for Vulnerable Populations (3 credits)

Electives (Optional)
Please note that typically only one or two electives will be offered each term. Elective courses are offered on a rotating basis.
HCP 604: Practicum I (3 credits)
HCP 605: Practicum II (6 credits)
HCP 606: Practicum III (9 credits)
HCP 0612: Thesis I (3 credits)
HCP 0613: Thesis II (3 credits)

Total Credits Required for Degree Completion 33

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

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 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)
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)
HSDD 5310: Aging and Disability Across the Lifespan (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)
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)
HSDD 0710: Principles of Applied Behavior Analysis (3 Credits)
HSDD 0720: Applications of Applied Behavior Analysis (3 Credits)
HSDD 0730: Behavior Assessment Models in Applied Behavior (3 Credits)
HSDD 0740: Evaluating Interventions in Applied Behavior Analysis (3 Credits)
HSDD 0750: Professional Issues in Applied Behavior Analysis (3 Credits)
HSDD 0760: Practicum in Applied Behavior Analysis I (3 Credits)
HSDD 0770: Practicum in Applied Behavior Analysis II (3 Credits)
HSDD 0780: Advanced Practicum in Applied Behavior Analysis I (3 Credits)
HSDD 0790: Ethical Conduct for Applied Behavior Analysis (3 Credits)
HSDD 0614: Seminar on Advanced Topics in Applied Behavior Analysis (3 Credits)

Concentration 5: Child Life Specialist (9 credits)
HSDD 5510: Foundations of 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 5520: Child and Adolescent Growth and Development (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 (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)
HSDD 5550: Child Life Internship I (3 credits)
HSDD 5560: Child Life Internship II (3 credits)

Total Credits Required for Degree Completion 30

School of
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 undergraduate program is offered online and on-campus and the graduate programs in the SCJ are offered entirely online. The BS in Criminal Justice program delves into case studies of crime as students learn constitutional issues, theories of crime causation, and the history and structure of the criminal justice system. Additionally, students will explore the rapidly expanding fields of law enforcement, courtroom services, corrections, and Homeland Security. Gain real-world knowledge of current law and policy. With regard to graduate programs, 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 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.

Criminal Justice Programs of Study

Master of Science in Criminal Justice

Doctor of Philosophy in Criminal Justice

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

Criminal Justice
(Major Code J001)

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 of Study
(Coursework in suggested order of completion)

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 of 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)
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 and Writing for Non-Lawyers (3 credits)
CJI 6150: Selected Issues in Forensic and Social Science (3 credits)

Concentration 2: Behavioral Science (12 credits)
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.
CJI 6210: Law Enforcement and the Mentally Disordered Offender (3 credits)
CJI 6220: Police Psychology and Criminology (3 credits)
CJI 6230: Behavioral Criminology (3 credits)
CJI 6240: Police Stress and Mental Health (3 credits)
CJI 6250: Forensic Psychology (3 credits)

Concentration 3: Business Administration (12 credits)
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.
CJI 6301: Managing Legal, Ethical, and Social Challenges (3 credits)
CJI 6302: Influencing People for Organizational Effectiveness (3 credits)
CJI 6303: Marketing Decisions for Managers (3 credits)
CJI 6340: Managing Human Resources (3 credits)
CJI 6305: Leading Creativity and Innovation for Sustainability (3 credits)

Concentration 4: Public Administration (12 credits)
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.
CJI 6410: Administrative Law and Ethics in the Public Sector (3 credits)
CJI 6420: Public Administration in Theory and Practice (3 credits)
CJI 6440: Public-Sector Human Resource Management (3 credits)
CJI 6460: Public and Non-Profit Strategic Management (3 credits)

Concentration 5: Substance Abuse (12 credits)
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 Associated with Substance Abuse Issues and the Criminal Justice
　　　　　 System (3 credits)
CJI 6550: Special Topics in Substance Abuse and the Criminal Justice System (3 credits)

Concentration 6: Strategic Community Planning (12 credits)
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.
CJI 6610: Human Factors (3 credits)
CJI 6630: Conflict and Crisis Management Theory and Practice (3 credits)
CJI 6640: Family Violence: The Effects on Families, Communities and Workplaces (3 credits)
CJI 6650: Strategic Community Planning and Partnerships (3 credits)
CJI 6660: Race and Ethnic Relations in America (3 credits)
CJI 6670: Metropolitan Conflict (3 credits)
CJI 6680: Transformational Narratives (3 credits)
CJI 6690: Federalism and Intergovernmental Conflict (3 credits)

Concentration 7: Information Systems (12 credits)
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.
CJI 6710: Information Security Operations Management (3 credits)
CJI 6720: Information Privacy and Ethics (3 credits)
CJI 6730: Electronic Commerce on the Internet (3 credits)
CJI 6740: Database Systems (3 credits)
CJI 6750: Telecommunications and Computer Networking (3 credits)

Concentration 8: Conflict & Crisis Management (12 credits)
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.
CJI 6810: Violence Prevention (3 credits)
CJI 6820: Human Factors (3 credits)
CJI 6830: Conflict & Crisis Negotiation (3 credits)
CJI 6840: Conflict and Crisis Management Theory and Practice (3 credits)
CJI 6850: Critical Incidents: Response, Management and Resolution (3 credits)

Concentration 9: Child Protection and Juvenile Justice (12 credits)
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)
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.
CJI 6101: Fundamentals of Security Technologies (3 credits)
CJI 6102: Information Security Operations Management (3 credits)
CJI 6103: Information Security Governance (3 credits)
CJI 6104: Information Systems Auditing (3 credits)
CJI 6105: Information Security Management Project (3 credits)
CJI 6750: Telecommunication and Computer Networking (3 credits)

Concentration 11: Investigative Forensic Technologies (12 credits)
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: Firearms, 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 that Revolutionized Criminal Investigations (3 credits)
CJI 6115: Overview of Crime Laboratory Management (3 credits)

Concentration 12: Emergency Preparedness Leadership (12 credits)
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.
CJI 6121: All-Hazards Preparedness (3 credits)
CJI 6122: Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE),
         Challenges (3 credits)
CJI 6123: Interagency Disaster Communication (3 credits)
CJI 6124: 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 (Dental Forensics) (3 credits)
CJI 0609: White Collar Crime (3 credits)
CJI 0610: Private and Public Policing (3 credits)
CJI 0611: Clinical Applications 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: Street Gangs (3 credits)
CJI 0618: Forensic Laboratory Technologies (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: Bully Prevention (3 credits)

Total Credits Required for Degree Completion 30

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

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 (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)
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 in Criminal Justice (3 credits)

Concentration 2: Behavioral Science (15 credits)
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)
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 in Juvenile Justice (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 (0 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

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.

Maestría en Educación

ILALE ofrece Maestría en Educación en las siguientes áreas (estos programas no llevan a certificación estatal).
- Currículo, Instrucción y Tecnología
- Liderazgo
- Enseñanza del Inglés como Segundo Idioma
- Liderazgo y Gerencia de Centros y Proyectos Educativos (MAEP)
- La Enseñanza de las Ciencias
- La Enseñanza de las Matemáticas
- Educación Especial

Programas de Estudio
Se trata de una gran cantidad de programas con grandes posibilidades. En la mayoría de los casos, el estudiante puede encontrar una respuesta a sus necesidades. NSU y la FCE ofrecen maestrías que van desde 36 a 42 créditos, en una diversidad de temas y concentraciones. Las maestrías se pueden ofrecer en español o inglés.

Maestría en Currículo, Instrucción y Tecnología
(Major Code F676)

El programa prepara a los participantes que están interesados en ser líderes en el área de la tecnología. El programa que está disponible a los educadores, tanto en sus escuelas como distritos. Una vez completen la maestría, los egresados estarán en condiciones de desarrollar evaluaciones, currículos y métodos didácticos innovadores. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para Estudios de Postgrado	0
CIT 502	Investigación Educativa: Proceso y Aplicación	3
CIT 522	La Internet para Educadores	3
CIT 520	Introducción al Uso de la Tecnología en la Instrucción	3
CIT 524	Introducción al Diseño de Portales	3
CIT 500	Teoría del Aprendizaje	3
CIT 501	Currículo e Instrucción	3
CIT 503	Evaluación del Aprendizaje	3
CIT 622	Tecnología y Currículo Escolar	3
CIT 609	Tópicos Especiales en Diseño Curricular I	3
CIT 610	Tópicos Especiales en Diseño Curricular II	3
CIT 630	Autoría en la Web 2.0: Aplicaciones para Enseñanza/Aprendizaje	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
Total de créditos		**42**

Maestría en Liderazgo
(Major Code F987)

Este programa se ofrece para profesionales que buscan ejercer liderazgo en instituciones de diversa índole. En el lenguaje actual se colocaría en el ámbito del desarrollo gerencial y de la gerencia estratégica. El programa hace énfasis en el liderazgo y su desarrollo, así como en el mejoramiento de las organizaciones. Es un programa atractivo para los profesionales de la educación y la salud, así como para gerentes de empresas y de instituciones sin fines de lucro.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
MSL 680	Teoría y Práctica del Liderazgo	3
MSL 681	Liderando el Cambio	3
MSL 682	Ética en el Ejercicio del Liderazgo	3
MSL 683	Investigación para Líderes Educacionales y de Recursos Humanos	3
MSL 684	Sistemas de Organización	3
MSL 685	Liderando Comunidades de Aprendizaje	3
MSL 686	Liderazgo Estratégico en Educación y Servicios Humanos	3
MSL 687	Tendencias Actuales en el Liderazgo de las Organizaciones	3
MSL 689	Tópicos Especiales en Liderazgo	4
MSL 690	Perspectivas Internacionales en Liderazgo	3

Códigos	Cursos	Créditos
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I-II	0
Total de créditos		**37**

Maestría en Enseñanza del Inglés como Segundo Idioma (*TESOL*)
(Major Code F660)

Esta maestría ofrece una especialización en la enseñanza del inglés como segundo idioma (TESOL, por sus siglas en inglés). Está destinada a formar a los educadores que buscan ser más efectivos al enseñar el inglés a personas que hablan otros idiomas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
TSOL 500	Fundamentos de la Educación Bilingüe	3
TSOL 515	Desarrollo Curricular en TESOL	3
TEFL 547	Pruebas y Evaluación en TESOL	3
TEFL 580	Adquisición y Aprendizaje de un Segundo Idioma	3
TEFL 530	Tecnología en TESOL	3
TSOL 562	Estudios de Cultura y de Relaciones Interculturales	3
TSOL 567	Lingüística Aplicada	3
TSOL 569	Metodología de la Enseñanza del Inglés a Personas que Hablan Otros Idiomas	3
TSOL 575	Temas Críticos en TESOL	3
TSOL 580	Aulas de Dos Idiomas Enseñando Matemáticas, Ciencia y Estudios Sociales a Estudiantes de Otras Idiomas	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
Total de créditos		**36**

Maestría en Liderazgo y Gerencia de Centros y Proyectos Educativos
(Major Code F504)

Este programa de maestría está diseñado para los educadores que quieren prepararse mejor para dirigir centros y proyectos educativos, ejerciendo un liderazgo efectivo en sus respectivas instituciones o programas. En este caso la oferta curricular toma en cuenta las necesidades propias de las actividades en el sector educativo, incluyendo elementos gerenciales y administrativos, así como los propios de la enseñanza. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDL 550	Herramientas Electrónicas para Líderes Educativos	3
CUR 526	Investigación para Profesionales de la Educación	3
EDL 500	Resolución de Problemas y Liderazgo Visionario	3
EDU 501	Escuela y Sociedad	3
EDU 503	Gerencia y Organización del Salón de clases	3
EDL 505	Finanzas y Presupuesto a Nivel de Escuelas y Distritos	3
EDL 510	Liderazgo y Gerencia Escolar	3
EDL 520	Legislación Escolar para Administradores	3
EDL 525	Recursos Humanos: Selección y Desarrollo del Personal	3
EDL 530	Organización y Planificación en la Dirección de las Escuelas	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
Total de créditos		**36**

Maestría en la Enseñanza de las Ciencias
(Major Code F656)

Este programa se ofrece para los educadores que enseñan ciencias naturales en K – 12 pero sobre todo para aquéllos que lo hacen en la secundaria (9-12). Se les ofrece un currículo actualizado en lo referente a las ciencias, al mismo tiempo que una base sólida para su actividad magisterial. Al finalizar el programa exitosamente, los participantes serán maestros con los recursos suficientes para enseñar ciencias naturales.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CUR 506	Currículo e Instrucción	3
EDU 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para Profesionales de la Educación	3
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3
SCI 600	Fundamentos de las Ciencias Físicas para Educadores	3
SCI 601	Ciencia Espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de las Ciencias Biológicas	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
Total de créditos		**36**

Maestría en la Enseñanza de las Matemáticas
(Major Code 653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en sus respectivas escuelas en los diferentes niveles. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de las matemáticas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CUR 526	Investigación para Profesionales de la Educación	3
MAT 504	Algebra en Escuelas Secundarias	3
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 509	Enseñanza – Aprendizaje de la Geometría en K - 12	3
MAT 507	Algebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 662	Historia, Tendencias y Tecnología en la enseñanza de las Matemáticas	3
MAT 522	Metodología para la Enseñanza de la Mátematica en la Intermedia y la Secundaria	3
INED 691	Investigación Acción en la Práctica Profesional	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminario Prácticos I - II	0
Total de créditos		**36**

Maestría en Educación Especial
(Major Code F515)

Este programa ha sido diseñado para aquellos educadores que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En el mundo de hoy estos maestros son muy necesarios para poder ofrecer la atención que estos niños y jóvenes requieren, así como poder poner en prácticas las políticas de inclusión que cada vez más países buscan implementar.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CBD 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para los Profesionales de la Educación	3
ESE 630	Evaluación Educativa y Sicológica de los Alumnos Excepcionales	3
CBD 510	Características y Necesidades de Alumnos con Discapacidades del Desarrollo	3
CBD 513	Métodos de Enseñanza para Alumnos con Discapacidades del Desarrollo	3
CBD 512	Características y Necesidades de Alumnos con Discapacidades Emocionales y de Comportamiento	3

CBD 515	Métodos de Enseñanza para Alumnos con Discapacidades Emocionales	3
CBD 511	Características y Necesidades de Alumnos con Problemas de Aprendizaje	3
CBD 514	Métodos de Enseñanza para Alumnos con Problemas de Aprendizaje	3
CBD 504	Currículo y Materiales Educativos para Alumnos Excepcionales	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
Total de créditos		**36**

Doctorado en Educación

El Doctorado en Educación de la Escuela de Educación Abraham S. Fischler de Nova Southeastern University prepara a los alumnos para ser líderes en el campo de la educación. El programa fomenta una aplicación profunda de los conocimientos adquiridos además de destrezas en las áreas de investigación, colaboración, comunicación, y desarrollo profesional. Todos los participantes en el programa de Doctorado deben seleccionar un área de concentración, el correspondiente número de asignaturas de investigación, electivas y las cuatro etapas de la disertación para un total de 54 créditos.

Conferencia de Verano
Nova Southeastern University (NSU) y la Abraham S. Fischler College of Education (FCE) celebran una conferencia anual en Davie, Florida en el mes de julio. Todos los alumnos de doctorado están invitados a participar en las conferencias de verano, la primera siendo después de haber tomado RES 9300, Métodos de investigación educativa.

ILALE ofrece Doctorado en Educación en las siguientes áreas de concentración:
- Liderazgo Educativo
- Liderazgo en la Educación Superior
- Tecnología Educativa y Educación a Distancia
- Liderazgo en la Organización

Programa de Estudio
Este programa es muy rico y adaptable a las necesidades de cualquier medio. Tiene una gran cantidad de concentraciones y puede ser dimensionado de acuerdo a las necesidades de cada país. Actualmente el doctorado se puede ofrecer en español e inglés. Todos los participantes en el programa de Doctorado en Educación deben completar los requisitos curriculares para un total de 54 créditos.

Requisitos Generales

Seminarios Generales (0 créditos)

Códigos	Cursos	Créditos
DSO 8000	Orientación a Estudios Doctorales	0
LDR 8501 -8504	Seminarios Doctorales (I – IV)	0

Cursos de Investigación (12 créditos)

Códigos	Cursos	Créditos
RES 8100	La naturaleza del conocimiento: Introducción a Métodos de Investigación	3
RES 9300	Métodos de Investigación Educativa	3
RES 8912	Análisis de Datos Cuantitativos	3
RES 8916	Diseño de Investigación Cualitativa	3

Disertación Aplicada (12 créditos)
La disertación aplicada es una presentación detallada, precisa y coherente de una investigación científica escolar diseñada para responder una o más preguntas. Es un requisito para todos los estudiantes del Doctorado de FCE cuyo objetivo es mejorar la práctica profesional en la educación. El proceso de disertación consiste en un total de 12 créditos abarcando cuatro grandes etapas.

Códigos	Cursos	Créditos
DISR 8966	Disertación Aplicada 1: Prospecto	3
DISR 8967	Disertación Aplicada 2: Desarrollo de la Propuesta	3
DISR 8968	Disertación Aplicada 3: Propuesta	3
DISR 8969	Disertación Aplicada 4: Disertación Aplicada	3

Electivas (6 créditos)

Las concentraciones tienen 6 créditos de asignaturas electivas. Estas serán seleccionadas basado en las necesidades e intereses del grupo específico.

Servicios de Disertación Aplicada

Los estudiantes que están en los primeros tres años reciben servicios de disertación siempre y cuando estén matriculados. A partir del cuarto año (10º término) de haber comenzado el programa, los estudiantes se tienen que matricular cada término en IDS 8092, Servicios de Disertación Aplicada 1 para poder recibir servicios de su comité de disertación. A partir del quinto año (13º término) los estudiantes se tienen que matricular cada término en IDS 8093, Servicios de Disertación Aplicada 2 para poder recibir servicios de su comité de disertación. Los estudiantes que no se matriculan en los cursos IDS 8092 y 8093 no podrán recibir servicios de su comité ni tendrán acceso a subir sus documentos en ADRIANA.

Créditos de Concentraciones

Liderazgo Educativo (24 créditos)
(Major Code F987)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, comunicación y tecnología	3
EDLR 8410	Liderando una institución educacional: Teoría, Práctica y Reflexión	3
EDLR 8415	Planificación estratégica para líderes educacionales	3
EDLR 8420	Normas, poder y política en líderes educacionales	3
EDLR 8425	Investigación en la escuela y transformación	3
EDLR 8430	Aspectos legales y éticos en el liderazgo educacional	3
EDLR 8435	Temas actuales en liderazgo educacional	3
EDLR 8460	El director y liderazgo educacional	3
Total de créditos		**24**

Liderazgo en la Educación Superior (24 créditos)
(Major Code F874)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, comunicación y tecnología	3
HEL 8300	Caras de las instituciones de Educación Superior en el siglo XXI	3
HEL 8310	Asuntos estudiantiles en Educación Superior	3
HEL 8320	Planificación, presupuesto y financiamiento de los recursos institucionales	3
HEL 8330	Gobierno, ética y la ley de Educación Superior	3
HEL 8340	Liderando la misión académica en los institutos y universidades actuales	3
HEL 8350	Políticas y relaciones externas de la Educación Superior	3
HEL 8360	Educación Superior comparada	3
Total de créditos		**24**

Tecnología Educativa y Educación a Distancia (21 créditos)*
(Major Code F877)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, comunicación y tecnología	3
IDT 7000	Investigación en ITDE	3
IDT 7005	Medios utilizados en Educación	3
IDT 7007	Principios de la educación a distancia	3
IDT 8001	Diseño didácticos	3
IDT 8008	Principios de la tecnología educativa	3
IDT 8006	Sistemas, análisis y diseño	3
Total de créditos		**21**

*La concentración de ITDE tiene 9 créditos de electivas

Liderazgo en la Organización (24 créditos)
(Major Code F878)

Códigos	Cursos	Créditos
EDD 8200*	Liderazgo, comunicación y tecnología	3
ORGL 8730	Liderazgo virtual y global	3
ORGL 8740	Comportamiento de la organización y desarrollo humano	3
ORGL 8750	Planificación estratégica	3

ORGL 8760	Gerencia del cambio	3
ORGL 8770	Pensamiento crítico para la toma de decisiones	3
ORGL 8780	Teorías emergentes sobre liderazgo de la organización	3
ORGL 8790	Dinámica de la diversidad	3
Total de créditos		**24**

Maestría Internacional de Preparación Docente (ITEP)

El Programa Internacional de Preparación Docente (ITEP), ofrece una Maestría en cuatro áreas de la enseñanza: Ciencias, Matemáticas, Educación Especial y Español. Este programa le ofrece al profesional hispano la oportunidad de adquirir conocimientos en el campo de la educación. El currículo incrementa la capacidad docente del alumno y le permite adquirir técnicas y conocimientos para impartir clases en una de las cuatro áreas.

Proceso de admisión

Los siguientes son **requisitos generales** de admisión que se aplican a todos los futuros estudiantes de postgrado de la Escuela de Educación Abraham S. Fischler (FCE). Para obtener asistencia con el proceso de admisión, comuníquese con la Oficina de Servicios para Estudiantes (llamada gratuita al 800-986-3223, extensión 28500) o visite http://www.nova.edu/gradadmissions.

1. Todos los estudiantes potenciales deben presentar una solicitud completa con una cuota no reembolsable de $ 50.00. La aplicación se hace por Internet entrando en este enlace http://www.nova.edu/info-apply/index.html Si necesita asistencia, puede comunicarse con la oficina de ITEP al 305-275-2638.

2. Las transcripciones oficiales finales de todas las instituciones postsecundarias previamente atendidas son requeridas. Las transcripciones deben enviarse en un sobre cerrado y sellado para que se consideren una transcripción oficial. • Las fotocopias y los facsímiles no serán aceptados como transcripciones oficiales finales.

   • Los títulos obtenidos en instituciones extranjeras deben ser traducidos y evaluados por una de las agencias aprobadas por la Asociación Nacional de Servicios de Evaluación de Credenciales (NACES). La evaluación debe incluir un análisis de curso por curso y una lista de todas las asignaturas del curso con créditos de semestre de Estados Unidos y un promedio de calificaciones en una escala de 4.0. La evaluación debe mostrar un promedio ponderado (GPA) mínimo de 2.5. Para obtener más información, consulte la oficina del programa ITEP. (305-275-2638)

NOTA: Si el promedio ponderado (GPA) no alcanza un mínimo de 2.5, el candidato debe tomar el examen (GRE o MAT). Los solicitantes que no cumplan con los requisitos mínimos de GPA o GRE / MAT pueden inscribirse en un máximo de seis (6) horas de crédito y deben obtener una calificación de B o superior en cada curso durante el primer período de inscripción para la **admisión condicional**. Los estudiantes que no obtienen una calificación de B o superior en cada curso pueden estar sujetos al despido del programa.

3. Los solicitantes podrán ser **admitidos provisionalmente** basándose en un examen preliminar de las transcripciones no oficiales y / o de los requisitos de admisión específicos del programa. Sin embargo, la admisión total a cualquier programa de grado requiere la presentación de todos los documentos oficiales finales requeridos para la admisión dentro de 45 días del calendario a partir de la fecha oficial de inicio del período.

   • Una vez que se otorgue la aceptación provisional, los estudiantes que no alcancen la admisión total dentro de los 45 días del calendario a partir de la fecha oficial de comienzo del término no podrán continuar sus estudios. Se prohibirá la inscripción y se podrán suspender otros servicios.

Requisitos de admisión específicos para ITEP

Los siguientes son requisitos específicos de admisión para la entrada en ITEP.
1. Entrevista con la directora del programa o su representante.
2. Examen de ubicación de inglés para establecer un dominio del idioma a nivel intermedio.

Maestría en la Enseñanza de las Ciencias
(Major Code F656)

El programa prepara a los participantes para convertirse en líderes de la enseñanza en el campo de las ciencias en los diferentes niveles académicos. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza de las ciencias. Las clases son impartidas en forma presencial y a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5

Códigos	Cursos	Créditos
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3
SCI 600	Fundamentos de las Ciencias Físicas para Educadores	3
SCI 601	Ciencia espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de la Biología	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
SCI 699	Experiencia Aplicada de la Enseñanza de Ciencia	3
Total de créditos		**38**

Maestría en la Enseñanza de las Matemáticas
(Major Code F653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en los diferentes niveles. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza de las matemáticas. Las clases son impartidas en forma presencial y a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 509	Enseñanza – Aprendizaje de la Geometría en K - 12	3
MAT 507	Algebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 522	Metodología para la Enseñanza de la Mátematica en la Intermedia y la Secundaria	3
MAT 697	Experiencia Aplicada de la Enseñanza de Matemática	3
Total de créditos		**38**

Maestría en Educación Especial
(Major Code F515)

Este programa ha sido diseñado para aquellos profesionales que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En la actualidad estos maestros ofrecen la atención que los niños y jóvenes con necesidades especiales requieren, así como ponen en práctica las políticas de inclusión. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza.

Las clases son impartidas en forma presencial y a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
ESE 600	Excepcionalidades en los Niños y Jóvenes	3
ESE 610	Desarrollo y Problemas en el Desarrollo del Habla	3

ESE 620	Manejo de la Conducta con Alumnos Excepcionales	3
ESE 630	Evaluación de Alumnos Excepcionales	3
ESE 640	Competencias y Servicios de Transición para Alumnos Excepcionales	3
ESE 650	Estrategias Educativas para Alumnos Excepcionales	3
ESE 660	Currículo y Materiales Educativos para los Alumnos Excepcionales	3
ESE 670	Educación Inclusiva y Alumnos Excepcionales	3
ESE 680	La Enseñanza de las Destrezas Sociales y Personales para los Alumnos Excepcionales	3
ESE 690	Consulta y Colaboración en la Educación de los Alumnos Excepcionales	3
ESE 699	Experiencia Aplicada de la Enseñanza de Educación Especial	3
Total de créditos		**47**

Maestría en Español
(Major Code F520)

El programa prepara a los participantes para convertirse en líderes de la enseñanza del español en los diferentes niveles. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza, preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza del español. Las clases son impartidas en forma presencial y a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
LANG 530	Gramática Avanzada	3
LANG 581	Métodos de Segundo Idioma	3
LANG 545	Gentes y Culturas de España	3
LANG 560	Autores Representativos I	3
LANG 561	Autores Representativos II	3
LANG 550	Lingüística	3
LANG 551	Español para Hispanoparlantes	3
LANG 699	Experiencia Aplicada de la Enseñanza del Español	3
Total de créditos		**38**

PROGRAMAS EN PUERTO RICO

All the courses listed on the following pages have been approved by the Puerto Rico Department of Education.
Todos los cursos que aparecen en las siguientes páginas han sido aprobados por el Departamento de Educación de Puerto Rico.

En Puerto Rico se ofrece Maestría en Educación en las siguientes áreas (estos programas no llevan a certificación estatal).

- Currículo, Instrucción y Tecnología
- Enseñanza del Inglés como Segundo Idioma
- La Enseñanza de las Matemáticas
- Educación Especial

Programas de Estudio

Se trata de una gran cantidad de programas con grandes posibilidades. En la mayoría de los casos, el estudiante puede encontrar una respuesta a sus necesidades. NSU y la FCE ofrecen maestrías que van desde 36 a 42 créditos, en una diversidad de temas y concentraciones. Las maestrías se pueden ofrecer en español o inglés.

Maestría en Currículo, Instrucción y Tecnología

El programa prepara a los participantes que están interesados en ser líderes en el área de la tecnología. El programa que está disponible a los educadores, tanto en sus escuelas como distritos. Una vez completen la maestría, los egresados estarán en condiciones de desarrollar evaluaciones, currículos y métodos didácticos innovadores. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet. Los cursos que se ofrecen en esta maestría cumplen los requisitos del Departamento de Educación de Puerto Rico para la Certificación Docente en Especialista de Tecnología Educativa.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CIT 522	Internet para Educadores	3
CIT 524	Introducción a Diseño de Portales	3
CIT 500	Teoría del Aprendizaje	3
CIT 520	Introducción al Uso de la Tecnología en la Instrucción	3
CIT 501	Currículo e instrucción	3
CIT 622	Tecnología y Currículo Escolar	3
CIT 609	Tópicos Especiales en Diseño Curricular I	3
CIT 610	Tópicos Especiales en Diseño Curricular II	3
CIT 503	Evaluación del Aprendizaje	3
CIT 630	Autoría en la Web 2.0: Aplicaciones para Enseñanza/Aprendizaje	3
CIT 502	Investigación Educativa	3
ESE 650	Estrategias Educativas para Alumnos Excepcionales	3
TOTAL DE CRÉDITOS PARA GRADUARSE		**36**

Maestría en Enseñanza del Inglés como Segundo Idioma

Esta maestría ofrece una especialización en la enseñanza del inglés como segundo idioma (TESOL, por sus siglas en inglés). Está destinada a formar a los educadores que buscan ser más efectivos al enseñar el inglés a personas que hablan otros idiomas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet. Los cursos que se ofrecen en esta maestría cumplen los requisitos del Departamento de Educación de Puerto Rico para la Recertificación Docente en TESOL de K-12.

Códigos	Cursos	Créditos
EDU 5000	Orientation to Graduate Teacher Education Program	3
TSOL 569	Methodology of TESOL	3
TEFL 575	Structure of English	3
RED 560	Literature for Children and Adolescents	3
TSOL 567	Applied Linguistics	3
TEFL 525	Teaching English to Young Children	3
TSOL 547	Testing and Evaluation in TESOL	3
RED 570	Foundations of Reading: Theory and Practice	3
RED 565	Language Arts in the Secondary School	3
TSOL 575	Critical Issues in TESOL	3
TEFL 580	Second Language Acquisition and Learning	3
TSOL 525	Teaching Reading and Literacy Development in Spanish	3
TSOL 515	Curriculum Development for TESOL	3
TOTAL DE CRÉDITOS PARA GRADUARSE		**36**

Those students that want to add the Bilingual Certificate must complete the above 36 credits **and in addition** take:
Aquellos que deseen tener la Certificación de Bilingüe tienen que tomar los 36 créditos que se indican **arriba y además** tomar los siguientes dos cursos:

TSOL 562	Cultural and Cross Cultural Studies	3
TSOL 580	Dual Language Classrooms: Teaching Math, Science and Social Studies to ESOL Students	3

Maestría en la Enseñanza de las Matemáticas

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en los diferentes niveles. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza de las matemáticas. Las clases son impartidas en forma presencial y a través de la Internet. Los cursos que se ofrecen en esta maestría cumplen los requisitos del Departamento de Educación de Puerto Rico para la Recertificación Docente en Matemática Secundaria.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	3
CUR 526	Investigación para Profesionales de la Educación	3
MAT 680	El Currículo de Matemáticas de K-12: Enseñanza, Aprendizaje, Evaluación y Diversidad	3
MAT 522	Metodología para la Enseñanza de la Matemática en Intermedia y Secundaria	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 604	Algebra en Escuela Secundaria	3
MAT 507	Algebra Lineal y Abstracta	3
MAT 509	Enseñanza-Aprendizaje de la Geometría en K-12	3
MAT 506	Estrategias para Enseñar Cálculo	3
MAT 508	La Enseñanza del Cálculo	3
MAT 511	La Enseñanza de la Probabilidad y Estadística en K-12	3
MAT 662	Historia, Tendencias Actuales y Tecnología en la Educación de Matemáticas	3
MAT 687	Diagnóstico y Corrección de Dificultades de Aprendizaje en Matemáticas	3
TOTAL DE CRÉDITOS PARA GRADUARSE		**36**

Maestría en Educación Especial

Este programa ha sido diseñado para aquellos profesionales que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En la actualidad estos maestros ofrecen la atención que los niños y jóvenes con necesidades especiales requieren, así como ponen en práctica las políticas de inclusión. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza. Los cursos que se ofrecen en esta maestría cumplen los requisitos del Departamento de Educación de Puerto Rico para la Recertificación Docente en Educación Especial de K-12.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	3
CUR 526	Investigación para los Profesionales de la Educación	3
CBD 501	Ley de Educación Especial	3
ESE 600	Encuesta de Niños y Jóvenes con Necesidades Especiales	3
ESE 610	Desarrollo del Habla y del Lenguaje y Discapacidades	3
ESE 620	Gestión del Comportamiento de Estudiantes con Necesidades Especiales	3
ESE 630	Evaluación Educativa y Psicológica de Estudiantes con Necesidades Especiales	3
ESE 640	Destrezas y Servicios de Transición para Estudiantes con Necesidades Especiales	3
ESE 650	Estrategias de instrucción para estudiantes con necesidades especiales	3
ESE 660	Materiales de Currículo e Instrucción para Estudiantes con Necesidades Especiales	3
ESE 670	Educación Inclusiva para Estudiantes con Necesidades Especiales	3
ESE 680	Enseñanza de Destrezas Sociales y Personales para Estudiantes con Necesidades Especiales	3
ESE 690	Consulta y Colaboración para Estudiantes con Necesidades Especiales	3
TOTAL DE CRÉDITOS PARA GRADUARSE		**36**

Doctorado en Educación

El Doctorado en Educación de la Escuela de Educación Abraham S. Fischler de Nova Southeastern University prepara a los alumnos para ser líderes en el campo de la educación. El programa fomenta una aplicación profunda de los conocimientos adquiridos además de destrezas en las áreas de investigación, colaboración, comunicación, y desarrollo profesional. Todos los participantes en el programa de Doctorado deben seleccionar un área de concentración, el correspondiente número de asignaturas de investigación, electivas y las cuatro etapas de la disertación para un total de 54 créditos.

Conferencia de Verano

Nova Southeastern University (NSU) y la Abraham S. Fischler College of Education (FCE) celebran una conferencia anual en Davie, Florida en el mes de julio. Todos los alumnos de doctorado están invitados a participar en las conferencias de verano, la primera siendo después de haber tomado RES 9300, Métodos de Investigación Educativa.

Puerto Rico ofrece Doctorado en Educación en las siguientes áreas de concentración:

- Liderazgo Educativo
- Tecnología Instruccional y Educación a Distancia
- Liderazgo Organizacional
- Educación Especial
- Educación Superior

Programa de Estudio

Este programa es muy rico y adaptable a las necesidades de cualquier medio. Tiene una gran cantidad de concentraciones y puede ser dimensionado de acuerdo a las necesidades de cada país. Actualmente el doctorado se puede ofrecer en español e inglés. Todos los participantes en el programa de Doctorado en Educación deben completar los requisitos curriculares para un total de 54 créditos.

Requisitos Generales

Seminarios Generales (0 créditos)

Códigos	Cursos	Créditos
DSO 8000	Orientación a Estudios Doctorales	0

Cursos de investigación requeridos (6 créditos)

RES 8100: Naturaleza del conocimiento: Introducción a los métodos de investigación (3 créditos)
RES 9300: Métodos de investigación (3 créditos)

Investigación electiva (6 créditos)

Los estudiantes optarán por la investigación cuantitativa o la investigación cualitativa (escoger una sola). Se guiará a los estudiantes al grupo de investigación apropiado durante RES 9300: Métodos de investigación.
Investigación cuantitativa
RES 8911: Diseño de investigación cuantitativa (3 créditos)
RES 8921: Análisis de datos cuantitativos (3 créditos)
Investigación cualitativa
RES 8916: Diseño de investigación cualitativa (3 créditos)
RES 8926: Análisis de datos cualitativos (3 créditos)

Disertación Aplicada (12 créditos)

La disertación aplicada es una presentación detallada, precisa y coherente de una investigación científica escolar diseñada para responder una o más preguntas. Es un requisito para todos los estudiantes del Doctorado de FCE cuyo objetivo es mejorar la práctica profesional en la educación. El proceso de disertación consiste en un total de 12 créditos abarcando cuatro grandes etapas.

Códigos	Cursos	Créditos
DISR 8966	Disertación Aplicada 1: Prospecto	3
DISR 8967	Disertación Aplicada 2: Desarrollo de la Propuesta	3
DISR 8968	Disertación Aplicada 3: Propuesta	3
DISR 8969	Disertación Aplicada 4: Disertación Aplicada	3

Electivas (3-6 créditos)

Algunas concentraciones tienen de 3-6 créditos de asignaturas electivas. Estas serán seleccionadas basado en las necesidades e intereses del grupo específico.

Servicios de Disertación Aplicada

Los estudiantes que están en los primeros tres años, reciben servicios de disertación siempre y cuando estén matriculados. A partir del cuarto año (10º término) de haber comenzado el programa, los estudiantes se tienen que matricular cada término en IDS 8092, Servicios de Disertación Aplicada 1 para poder recibir servicios de su comité de disertación. A partir del quinto año (13º término) los estudiantes se tienen que matricular cada término en IDS 8093, Servicios de Disertación Aplicada 2 para poder recibir servicios de su comité de disertación. Los estudiantes que no se matriculan en los cursos IDS 8092 y 8093 no podrán recibir servicios de su comité ni tendrán acceso a subir sus documentos en ADRIANA.

Cursos de Concentración

Liderazgo Educativo (24 créditos)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, Comunicación y Tecnología	3
EDLR 8410	Liderando una Institución Educativa: Teoría, Práctica y Reflexión	3
EDLR 8415	Planificación Estratégica para el Liderazgo Educativo	3
EDLR 8420	Normas, Poder y Políticas para el Liderazgo Educativo	3
EDLR 8425	Investigación y Transformación Escolar	3
EDLR 8430	Aspectos Legales y Éticos en el Liderazgo Educativo	3
EDLR 8435	Temas Actuales en Liderazgo Educativo	3
EDLR 8460	El Director y el Líder Escolar	3
Total de créditos		**24**

Los alumnos que deseen obtener la Certificación Docente para Director Escolar y/o Facilitador del Departamento de Educación deben matricular los siguientes cursos electivos:

EDLR 8490	Reflexión y Visión del Líder Escolar	3
EDLR 8498	Internado	3

Liderazgo Organizacional (24 créditos)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, Comunicación y Tecnología	3
ORGL 8730	Liderazgo Virtual y Global	3
ORGL 8740	Comportamiento de la Organización y Desarrollo Humano	3
ORGL 8750	Planificación Estratégica	3
ORGL 8760	Gerencia del Cambio	3
ORGL 8770	Pensamiento Crítico para la Toma de Decisiones	3
ORGL 8780	Teorías Emergentes sobre Liderazgo Organizacional	3
ORGL 8790	Dinámica de la Diversidad	3
Total de créditos		**24**

Tecnología Instruccional y Educación a Distancia (27 créditos)

Códigos	Cursos	Créditos
EDD 8200	Liderazgo, Comunicación y Tecnología	3
IDT 7005	Medios Instruccionales	3
IDT 7007	Principios de la Educación a Distancia	3
IDT 8001	Diseño Instruccional	3
IDT 8008	Principios de la Tecnología Instruccional	3
IDT 8006	Análisis de Sistemas y Diseño	3
IDT 8012	Gerencia y Evaluación de ITDE	3
IDT 8119	Tópicos Contemporáneos en ITDE	3
IDT 8120	Perspectivas en ITDE	3
Total de créditos		**27**

Educación Especial (30 créditos)*

Códigos	Cursos Requeridos	Créditos
EDD 8200	Liderazgo, Comunicación y Tecnología	3
SPED 8402	Familias, Leyes y Excepcionalidades	3
SPED 8404	Organización y Administración de Programas de Educación Especial	3
SPED 8405	Colaboración y Consulta	3

SPED 8401	Ley y Política de Educación Especial	3
SPED 8403	Conferencias con Padres y Familias de Estudiantes con Necesidades Especiales	3
SPED 8406	Transición: Desarrollo de Carrera y Vida Independiente	3
SPED 8407	Análisis y Evaluación de Necesidades Especiales: Destrezas Cognitivas	3
SPED 8408	Análisis y Evaluación de Necesidades Especiales: Conducta y Destrezas Clínicas	3
SPED 8409	Controversias Multiculturales en Educación Especial	3
Total de créditos		**30**

∗ La concentración de Educación Especial no tiene cursos electivos.

Liderazgo en Educación Superior (24 créditos)

Códigos	Cursos de Concentración	Créditos
EDD 8200	Liderazgo, Comunicación y Tecnología	3
HEL 8300	Las Fases de las Instituciones de Educación Superior en el Siglo XXI	3
HEL 8310	Asuntos Estudiantiles en Educación Superior	3
HEL 8320	Planificación, Presupuesto y Financiamiento de los Recursos Institucionales	3
HEL 8330	Governanza, Ética y la Ley de Educación Superior	3
HEL 8340	Liderando la Misión Académica en los Institutos y Universidades Actuales	3
HEL 8350	Políticas y Relaciones Externas de la Educación Superior	3
HEL 8360	Educación Superior Comparada	3
Total de créditos		**24**

Abraham S. Fischler College of Education Course Descriptions

FCE Course Descriptions

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 650 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 educational situation. This process is systematic and involves the student in (a) submission of a structured proposal, (b) active intervention, (c) evaluation of the implemented activities and outcomes, and d) completion of a final report. **Prerequisite/s: 24 credits (33 for ESE), including EDU 5000, CUR 526, and EDU 601.**

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 5000 and EDU 708.**

ARC 8966 Applied Dissertation Service 1: Concept Paper (2 Cr.)
The content of Applied Dissertation Service 1 (Concept Paper) focuses on developing a preliminary literature review and formulating research questions of the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Center's faculty and staff. This service will culminate in the completion of the first corresponding benchmark: the concept paper. Credit for this service will be assigned following approval of the concept paper. **Prerequisite/s: None.**

ARC 8967 Applied Dissertation Service 2: Dissertation Proposal (5 Cr.)
The content of Applied Dissertation Service 2 (Dissertation Proposal) emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This service focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark: the applied dissertation proposal. Credit for this service will be assigned following approval of the proposal. **Prerequisite/s: ARC 8966.**

ARC 8968 Applied Dissertation Service 3: Final Report (5 Cr.)
Applied Dissertation Service 3 (Final Report) involves data collection and implementation, the applied dissertation (i.e., final report), and the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This service will culminate in the completion of the third corresponding benchmark: the applied dissertation. Credits for this service will be assigned following approval of the applied dissertation. **Prerequisite/s: ARC 8967.**

ARC 8970 Research Dissertation Practicum (4 Cr)
The content of Research Dissertation Practicum emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This service focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark: the dissertation prospectus. Credit will be assigned following approval of the proposal. **Prerequisite/s: None.**

ARC 8980 Research Dissertation I (8 Cr)
Research Dissertation I involves data collection and implementation of the dissertation project. Credit will be awarded once the dissertation research has been implemented and the study executed. **Prerequisite/s: None.**

ARC 8981 Research Dissertation II (8 Cr)
Research Dissertation II writing the final dissertation report and moving through the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. Credits for this service will be assigned following approval of the dissertation. **Prerequisite/s: None.**

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.**

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 specialization, 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 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 Web page 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 609 Special Topics in Curriculum Design 1 (3 Cr)
This course is an independent study of special topics and issues in curriculum planning, organization, and design. It is designed to have the student learn from a variety of online resources. This course is designed for students who have completed programs of study in CIT and allows the student to pull together many elements from previous courses in the program. **Prerequisite/s: None.**

CIT 610 Special Topics in Curriculum Design 2 (3 Cr)
This course is designed to provide analysis and synthesis of formal applied research in a selected work setting. Students will present and evaluate the results of a research project, analyze and evaluate the research methods used, and offer recommendations for integrating the project in the work setting and beyond. They will also complete tasks that demonstrate leadership, ensure improvement in educational activities, and/or enhance technology integration in the work setting. **Prerequisite/s: CIT 0502.**

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 course will review historical context, theory, policy making, political factors, and behavioral influences related to criminal justice policy department.

CJI 0520 Social Administration of Criminal Justice (3 Cr)
This course will provide an overview of the federal, state, and local criminal justice systems. An introduction to management and methods of conflict management will be provided.

CJI 0530 Legal Issues in Criminal Justice (3 Cr)
This course will provide an overview to the legal issues that govern criminal justice activities that will include state and constitutional perspectives of law. An historical development of the various statutes that regulate criminal justice activities will be provided.

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 will provide a fundamental background for investigative processes to include the responsibilities of the investigator from the initial crime scene all the way through follow-up. Felony cases will be used to demonstrate examples of criminal principles.

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. The demands of policing those communities have put strains on police agencies and involved a great deal of educational efforts to train both the police and the community. Laws that are effective to the society as whole often conflict with the social and moral fibers of these communities creating turmoil for the parties involved in these conflicts.

CJI 0602 Clinical Investigation of Fraud (3 Cr)
This course provides an overview of the prevalence and magnitude of fraudulent activities in modern society. Estimates of social/business cost, and individual costs will be discussed. Examples with discussion of the various types of fraudulent activities will be provided. Various identification techniques and procedures will be discussed.

CJI 0603 Practicum I (3 Cr)
This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

CJI 0604 Practicum II (6 Cr)
This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

CJI 0605 Practicum III (9 Cr)
This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

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 0607 Master's Thesis -- CJ (6 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 0608 Forensic Odontology (Dental Forensics) (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 Applications 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 613 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 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 covers the basic skills and explores the personality traits that contribute to conducting successful interviews. It covers detection of deception in verbal communications, nonverbal behavior and written statements. In addition, the course contrasts interviewing and interrogation and covers the seven steps comprising effective interrogations.

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 I 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 Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean 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 Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean 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. **Prerequisite/s: CJI 0629**

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) (0 Cr)
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 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 (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: HSHJ 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 HSHJ 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. **Prerequisite/s: HSHJ 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: HSHJ 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 5000 CJI/HCP Student Orientation (0 Cr)
This course provides orientation information that will help the first-time user of the web classroom (WebCT). Participating students will receive information and be able to practice the skills learned which are necessary for successful participation in the online classroom environment. Students will learn technology skills such as using email, sending attachments, taking quizzes, chats, and discussion board usage... Criminal Justice Institute students should complete CJI/HCP 5000 during the same session that they take their first graduate course.

CJI 6101 Fundamentals of Security Technologies (3 Cr)
An overview of the technical aspects of information security. Issues discussed include authentication, confidentiality, access control, trust and non-repudiation. Investigation of fundamental assurance technologies that can be applied to interface specifications, architectures, and implementations of information security mechanisms. The selection of appropriate security applications, security lifecycles, and interoperability issues will also be covered. **Prerequisite/s: CJI 6750.**

CJI 6102 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.

CJI 6103 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. **Prerequisite/s: CJI 6102.**

CJI 6104 Information Systems Auditing (3 Cr)
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 audit procedures for a secure information system. **Prerequisite/s: CJI 6101 and CJI 6102.**

CJI 6105 Information Security Management Project (3 Cr)
This project course integrates all of the knowledge accumulated through the previous courses and serves as a capstone for the Concentration in Information Security. The class focuses on best practices demonstrated through case studies and systems assessment. Students may enroll in this class only after completing all of the information security concentration courses. **Prerequisite/s: CJI 6101, CJI 6102, CJI 6103, and CJI 6104.**

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 Firearms, 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 that 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, work flow 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 6121 All-Hazards Preparedness (3 Cr)
The course will define the interdisciplinary roles and responsibilities of interdisciplinary professionals, paraprofessionals, and volunteers in all-hazards emergency planning, response, mitigation, and recovery. In view of the constant changes in emergency preparedness this course is designed to provide knowledge, concepts and skills to equip law enforcement professional and other social and health related professions with a background in planning, preventing, protecting against, responding to and recovering from acts of bioterrorism and all-hazards events. Given the role of public health, social service professionals, and law enforcement in emergency preparedness, students will gain insights into effective communication with the health system, the community, and state and local agencies.

CJI 6122 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges (3 Cr)
Major challenges in all-hazards preparedness, response, and recovery center around issues and challenges with pandemic influenza and other communicable diseases and effects to humans and the environment due to chemical, biological, radiological, nuclear and explosive events. This course will provide students with an understanding of pandemic influenza, including the risk factors for first responders and the community at large. During a pandemic or a wave of contagious disease, decisions about how to protect the public before an effective vaccine or treatment is available will be reviewed and discussed. Communities, individuals and families, employers, schools, and other organizations will be asked to plan for the use of these interventions to help limit exposure, prevent disease and death, lessen the impact on the economy, and keep societies functioning. The course participants will learn the expectations of preparation and response to a pandemic and to issues related to a CBRNE event or combination of events and the support measures necessary to enforce prevention strategies defined by the community, region, state, nation, and global society.

CJI 6123 Interagency Disaster Communication (3 Cr)
This course provides the student with information on the Incident Command system (ICS) joined with the state and federal response efforts in the event of a public emergency. Students will identify the core components in the ICS and the National Incident Management System (NIMS). An overview will describe the history, principles and organizational structure of the ICS

and enable the responders to operate efficiently during an incident. The material presented will expand upon information covered in the ICS 100 and ICS 700 courses, and include topics such as; communication, pre and post mitigation planning, operational concepts, prioritization of target capabilities, and development of a local Incident Response Plan (IRP). Students will participate in online tabletop exercises utilizing the ICS. **Prerequisite/s: HSHJ 6121**

CJI 6124 Community Disaster Preparedness (3 Cr)
An all-hazards plan provides a basis for a higher state of readiness. These courses will emphasize "disaster resistant communities" to build on ongoing "Culture of Preparedness. Regardless of whether the incident is non-intentional (as in a natural disaster) or intentional (as in a terrorist threat), law enforcement's role may include enforcing public health orders, securing contaminated areas and health facilities, providing support for transfer of national stockpiles and control of civic unrest. Resources may be overwhelmed and the ability to respond will depend on preparation and partnerships within the community. This course will provide information on development of law enforcement and operational continuity, protection of the officers to contagion and maintaining public order. The importance of law enforcement working in partnership with public health will be emphasized throughout the course. **Prerequisite/s: CJI 6121**

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. **Prerequisite/s: CJI 6121**

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 and Writing for Non-Lawyers (3 Cr)
In this course the student will research, analyze and write about legal issues in the criminal justice system. This course is intended to assist the legal professional in recognizing the need for legal intervention and to identify relevant issues. Topics covered will include the fundamentals of case research, statutory law, administrative law, secondary sources, and electronic research.

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 6210 Law Enforcement and the 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.

CJI 6220 Police Psychology and Criminology (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.

CJI 6230 Behavioral Criminology (3 Cr) (replaces CJI 6260)
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.

CJI 6240 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.

CJI 6250 Forensic Psychology (3 Cr)
This survey course provides students with knowledge of psychology that can be used in law and the criminal justice system. Practical and research applications to psychology will be addressed. Topics include an overview of the legal system, expert witness testimony, assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes, and other psychological harm; assessment of violent behavior; working with police and the criminal justice system; and child custody and dependency issues. The legal system will be reviewed.

CJI 6270 Crisis Intervention/Negotiation (3 Cr)
This course will provide an overview of crisis intervention and negotiation theory, research, and practice and its application from the standpoint of the first responder, as well as other intervention providers. The course will provide an experiential learning environment for understanding and applying interventions in crisis situations relating to suicide, domestic violence, mental illness, chemical dependency, bereavement and grief, workplace, school, critical incidents, stress, and other situations.

CJI 6301 Managing Legal, Ethical, and Social Challenges (3 Cr)
Students will gain an understanding of the meaning and importance of the law, ethics, morality, and social responsibility in a global business context. Students will be able to engage in critical thinking and analyze business decisions from legal, ethical, and social responsibility perspectives. Students will be able to apply legal, ethical, and social responsibility principles in making business decisions. Students will examine case studies, actual cases, and current events and engage in analysis of real-world problems impacting business. Students will become aware of the legal, political, regulatory, social, and global environment of business. Students will learn how adherence to legal, ethical, and social responsibility principles promotes organizational and societal sustainability.

CJI 6302 Influencing People for Organizational Effectiveness (3 Cr)
The course examines leadership as a process with a three-fold focus: the leader, the followers, and the situation. 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.

CJI 6303 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.

CJI 6305 Leading Creativity and Innovation for Sustainability (3 Cr)
The course invites students from different NSU schools to collaborate and innovate for social and environmental sustainability for Broward County Community. Students will work in teams. A small budget will be allocated to each group. Through practical business innovation, the course explores the creative process. Using a combination of lectures, discussion, example, and guest speaker videos; students from different fields such as nursing, arts & sciences, business, education will learn to collaborate together. Based on selected Broward County Top priorities to be a more sustainable community, participants will combine their expertise to create innovative real business projects on issues linked to one of the following goal area: Environment, Climate & Energy, our Economy & Jobs, Education Arts & community, Equity & empowerment, Health & Safety and the Natural Systems.

CJI 6310 21st Century Management Practices (3 Cr)
Students will gain an understanding of leading state-of-the-art business theories and will be able to apply them to real-world situations. They will learn to understand and challenge the ideas of 20th century management thinkers, and to practice developing and challenging their own and applied models and paradigms.

CJI 6320 Legal, Ethical, and Social Values of Business (3 Cr)
Students will gain an understanding of the meaning and importance of the law, ethics, personal morality, and corporate social responsibility. They will exhibit moral, ethical, and socially responsible behavior, and will be able to analyze the business decisions from a legal, ethical, and social responsibility perspective.

CJI 6330 Managing Organizational Behavior (3 Cr)
Students will gain a working knowledge of how to manage personal, interpersonal, and group processes by having the interpersonal skills to assume responsibility for leading and promoting teamwork among diverse stakeholders. Students will learn to manage individual and group behaviors in improving organizational productivity and performance. Through experiential learning, students will learn to integrate home, work, and educational observations and experiences and to convert them into proactive practical applications for growth and renewal.

CJI 6340 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.

CJI 6350 Delivering Superior Customer Value (3 Cr)
Students will learn to apply the customer-value paradigm in creating a market-driven culture that designs and delivers optimum long-term value to customers. They will examine strategies for optimizing and communicating customer value, measuring customer orientation, and building customer relationships; and will learn (using case analysis and exercises) how to blend the delivery of service and product quality with pricing strategies to maximize value.

CJI 6410 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.

CJI 6420 Public Administration in Theory and Practice (3 Cr)
This course examines the role of public administration and not-for-profit organizations in a democratic society. Students examine the cultural and intellectual evolution of the field, the theories, forces, and people that drive the public sector and the specific management techniques used to implement public policy. Finally, attention is given to how public policies are developed and the institutions that governments use to implement those policies.

CJI 6440 Public-Sector Human Resource Management (3 Cr)
The political and institutional environment of public human resource management is examined. Emphasis is given to the challenges facing the public sector in attracting and developing human assets in an environment of conflicting goals, stakeholder obligations, and a highly aware electorate. Specific topics include the evolution of the modern public service, the functions of human resource management, employment discrimination, labor management relations, professionalism and ethics.

CJI 6450 Leadership in the Public Sector (3 Cr)
This course will explore the dimensions of leadership and decision making within the public sector. Students will explore the major theoretical frameworks of leadership as well as the relationship of leadership to organizational change and effective management strategies. Emphasis is given to assisting practitioners and students with in-depth reflection for self-development in such areas as decision-making, ethics, and emotional intelligence.

CJI 6460 Public and Non-Profit Strategic Management (3 Cr)
Strategic management is defined as "a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it." The focus of strategic management is on "fundamental decisions." Strategic management is about shaping the mission and goals of an organization. Strategic management focuses on the future of an organization by trying to define the opportunities to act and the barriers to action that prevent us from achieving a desired future state. The goal of the process is to implement a program and complete a set of tasks, not to produce a plan (hence the shift in terminology from strategic planning to strategic management). **Prerequisite/s: CJI 6420**.

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-IV.

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 Associated with Substance Abuse Issues and the Criminal Justice System (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 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 6610 Human Factors (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.

CJI 6621 Foundations and Development of Conflict Resolution & Peace Studies (3 Cr)
This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all trimesters.

CJI 6630 Conflict and Crisis Management Theory and 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.

CJI 6631 Anthropology, Peace and Conflict (? Cr)
There is an increasing recognition of the value of the anthropological perspective to the field of conflict analysis and resolution. The anthropological method provides rich ethnographical detail that can be used to investigate core dynamics of disputing and peacemaking and elucidate how these processes can play out in diverse context. This course will explore the social dynamics

of disputing and undertake detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspective on how disputes can be managed. This course can be applied to the concentrations in the following areas of International Conflict Resolution, Conflict & Crisis Management, and Peace Studies.

CJI 6640 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.

CJI 6641 Conflict Resolution for the School and School System (3 Cr)
This course is designed for anyone in a position to influence school policy, practice and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method.

CJI 6650 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.

CJI 6660 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 9th 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.

CJI 6670 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.

CJI 6680 Transformational Narratives (3 Cr)
Across cultures, people effectively communicate about their conflicts and issues through narratives. In any helping profession, it is effective to create useful change with a clear understanding of the strategies of transformational narratives. By understanding what creates change in stories, we can help people rewrite their own accounts in ways that redefine their possibilities. This course offers analyses of narratives from traditions of conflict resolution and other interdisciplinary perspectives, promoting the ability to reframe, refocus, and creatively intervene in stories of a personal and social nature to
open useful possibilities for people who carry stories of unresolved struggle.

CJI 6690 Federalism and Intergovernmental Conflict (3 Cr)
This course describes and analyzes the guiding principles and the operational processes of "American Federalism," as well as its intended and unintended consequences. It seeks to provide students with a working understanding of the complex set of interactions occurring between all government units and levels (national/federal, States, Counties, municipalities, school districts and special districts, townships, etc.) in the USA; the various types of conflicts which necessarily result from these interactions; and the solutions that have been implemented in the past, or are currently suggested, in order to address and resolve these conflicts.

CJI 6710 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.

CJI 6720 Information Privacy and Ethics (3 Cr)
Building on a foundation in classical ethics, we examine the impact of the computer and the Internet on our society. Topics include ethical decision making; professional codes; whistle-blowing; computer crime; copyrights, patents and intellectual property; privacy; and risk management. Students analyze case studies and write a research paper.

CJI 6730 Electronic Commerce on the Internet (3 Cr)
This course examines the foundation, operation, and implications of the Internet economy. Topics include Internet technologies, online market mechanisms, interactive customers, knowledge-based products, smart physical products and services, pricing in the Internet economy, online auctions and e-marketplaces, digital governance, policies for the Internet economy and an outlook for the new economy.

CJI 6740 Database Systems (3 Cr)
The application of database concepts to management information systems. Design objectives, methods, costs, and benefits associated with the use of a database management system. Tools and techniques for the management of large amounts of data. Database design, performance, and administration. File organization and access methods. The architectures of database systems, data models for database systems (network, hierarchical, relational, and object-oriented model), client-server database applications, distributed databases, and object-oriented databases.

CJI 6750 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.

CJI 6810 Violence Prevention (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.

CJI 6820 Human Factors (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.

CJI 6830 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.

CJI 6840 Conflict and Crisis Management Theory and 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.

CJI 6850 Critical Incidents: Response, Management and Resolution (3 Cr)
This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies.

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 b 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)
This course provides students with an overview of school safety and is intended to prepare students to develop or strengthen strategies, activities, and processes that will enhance the safety and wellbeing of students, staff, and community members. Emphasis will be placed on the interaction between stakeholders and the importance of building and sustaining community collaboration for the purpose of school safety. The importance of policies and procedures, legislative mandates, and current safe school standards will be explored.

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 in Criminal Justice (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 in Juvenile Justice (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: HSHJ 700-HSHJ 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: HSHJ 700-710 & HSHJ 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: HSHJ 700-HSHJ 710, HSHJ 9000 & HSHJ 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.

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 specialization. **Co-requisite/s: EDU 5000.**

CUR 591 Assessment and Evaluation (3 Cr)
The purpose of CUR 591 is to emphasize the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students. **Prerequisite/s: None.**

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: CUR 8110.**

CUR 8310 Curriculum Assessment and Evaluation (3 Cr)
Focuses on current theory and practice for assessing curriculum at various levels. Emphasizes models and strategies for systematically analyzing curriculum to determine the extent to which program and student learning outcomes have been achieved. Forms the basis for making judgments and planning for continuous improvement. **Prerequisite/s: CUR 8210.**

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.

DISR 8966 Applied Dissertation 1: Prospectus (3 Cr)
Applied Dissertation 1: Prospectus focuses on 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 8100.**

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: Applied Dissertation (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.**

DSO 8000 Doctoral Studies Orientation (0 Cr)
The doctoral studies orientation seminar conducted online provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FCE. Students should register for and complete the online DSO modules in the first term along with the first "credit-bearing" course. **Prerequisite/s: None; Corequisite/s: EDD 9200.**

EC 500 Child Growth and Development (Birth through Age 8) (3 Cr)
Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human development, including the physical, socioemotional, cognitive and creative domains. **Prerequisite/s: None.**

EC 501 Language Acquisition and Development (3 Cr)
This comprehensive course provides students with a background in how children acquire communication and language skills. Understandings of the developmental rationale and progression needed to determine appropriate strategies that recognize, acknowledge and strengthen typical individual language patterns is emphasized. The components of the learning interrelationships of communication skills and language forms with applications for infants through school age children are presented. **Prerequisite/s: None.**

EC 502 Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 Cr)
This course covers appropriate practices, methods and curriculum development for programs for children ages birth through 5. Attention is given to planning, design, implementation and evaluation of programs. Criteria for the analysis and selection of materials are discussed. Field Experiences are integrated. **Prerequisite/s: None.**

EC 503 Child Study and Assessment (3 Cr)
This course covers identification, screening and utilization of appropriate assessment strategies for use in educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing. Field experiences are integrated. **Prerequisite/s: None.**

EC 508 Theory and Practice in Early Childhood Education (3 Cr)
This course covers the historical philosophical and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models. **Prerequisite/s: None.**

EC 509 Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 Cr)
In this course students examine the developmental and linguistic characteristics and needs of young children as a foundation for the development of the reading process. Theories about language and literacy acquisition and development are explored as a basis for the design, planning and implementation of literacy and early reading classroom experiences. Five key areas for effective early reading behaviors are explored Students engage in appropriate field experiences. **Prerequisite/s: None.**

EC 511 Developmentally Appropriate Curriculum for Children Ages 3 through 8: Social Studies and the Arts (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement, and music. Students will participate in appropriate field experiences. **Prerequisite/s: None.**

EC 512 Developmentally Appropriate Curriculum: Concept Development through Math and Science (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate integrated methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences. **Prerequisite/s: None.**

EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3 Through 8 (3 Cr)
This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered. **Prerequisite/s: None.**

EC 514 Family and School Collaboration in Early Childhood Programs (3 Cr)
In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on the ethno cultural and economic variables. **Prerequisite/s: None.**

EC 517 Seminar on Family Systems for Early Childhood Educators (3 Cr)
This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) of the family as a social institution and their impact on the developing child. Emphasis will be placed in exploring and discussing the different family configurations found in today's society. Current local and national issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values, and others will be discussed. **Prerequisite/s: None.**

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (3 Cr)
This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized through the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course. **Prerequisite/s: None.**

EC 519 Health and Safety Issues in Early Childhood Classrooms (Birth through Age 8) (3 Cr)
This course is aimed to offer students with an overview of current issues related to the health and safety of the young child.

Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition, and childhood illnesses. Legal responsibilities of educators as well as services and practices to promote a healthy environment will be examined. Appropriate field experiences are included. **Prerequisite/s: None.**

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (3 Cr)
This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically different children. Guidelines for the design and implementation of appropriate activities for infants/toddlers, preschoolers, and primary-age children will be addressed throughout the course. **Prerequisite/s: None.**

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 Cr)
This course examines the concept of integrated curriculum and the use of play as a developmentally appropriate teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated. **Prerequisite/s: None.**

EC 526 Family Literacy (3 Cr)
Students explore methodologies to support parents and family members in literacy processes at home at school. Strategies for integrated curricular home/classroom activities are discussed. Selection and use of ESOL strategies, language and culturally appropriate materials for second language learners are discussed. Lesson planning and assessment issues are emphasized. Appropriate field experiences are integrated. **Prerequisite/s: None.**

EC 531 Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development Birth through Age 4 (3 Cr)
In this course students will explore and implement appropriate strategies and practices to foster language and social development of the very young child. Guidelines for the selection and preparation of materials, use of learning centers, planning, and assessment issues are discussed throughout the course. **Prerequisite/s: None.**

EC 541 Guiding Behavior in the Preschool Classroom (Birth – Age 4) (3 Cr)
Through this course, students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers and preschoolers. NAEYC criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are provided. **Prerequisite/s: None.**

EC 579 Foundations of Emergent Literacy: Infants and Toddlers (3 Cr)
This course examines the development of language and literacy during the infancy and toddler years. Stages of language learning and development, role of parents and teachers are discussed. Issues about second language learning at home and school will be examined. Developmentally appropriate techniques and ESL techniques for promoting language development are explored. Students engage in the development and organization of literacy materials and environments. Appropriate field experiences are integrated. **Prerequisite/s: None.**

EC 586 Early Intervention Trends and Issues (3 Cr)
This course examines recent practices and trends in the field of early intervention. Students engage in the analysis of current issues such as assessment practices, policies, intervention models, services, ethics and cross-cultural issues. Field experiences are integrated into course activities. **Prerequisite/s: None.**

EC 592 Emergent Literacy Practices with Children 3-5 Years Old (3 Cr)
This course engages students in the design and implementation of a developmentally appropriate integrated curriculum with emphasis on emergent literacy activities for young children ages 3-5. Curricular techniques, methods, organization of the environment, and selection of appropriate materials are examined. Adaptations for children with special needs and second language learners and parent involvement strategies are discussed. Field Experiences are integrated. **Prerequisite/s: None.**

EC 601 Child Development Issues and Trends: The Preschool Years (Birth through Age 5) (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language and creative domains during the prenatal infancy, toddler hood, and preschool years. Discussion of current developmental and scientific research findings and trends is also covered. Cultural diversity issues related to early development are also addressed. Students will engage in appropriate field experiences. **Prerequisite/s: None.**

EC 602 Cognitive and Social Development: Cross-Cultural Perspectives (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences. **Prerequisite/s: None.**

EC 620 Research Issues in Child Development (3 Cr)
This course provides an overview of the research process and of research issues related to each of the developmental areas (social-emotional, cognitive, language, physical). Students examine topics linked to the process of growth and development and to the education of children ages birth through eight. Appropriate field experiences are integrated. **Prerequisite/s: None.**

EC 692 Early Childhood Education Internship (9 Cr)
This course for early childhood education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an early childhood classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as national and state level policies, school board rules, regulations, and policies; professional ethics; best practices; national and state standards; appropriate teaching strategies based on children's needs; current trends in education; essential teaching competencies; developmentally-appropriate student assessment;

collaboration with families; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EC 620, EC 508, EC 503, EC 509, EC 511, EC 512, EC 513, EC 514, EC 517, EC 518, EC 519, EC 521, EC522, EC 592, EP 5265, EP 600, TSOL 510, TSOL 520, CUR 526, EDU 5000, RED 570, RED 554, EDU 514.**

EC 699 Applied Professional Experience in Early Childhood Education (3 Cr)
This course will require students to participate and document applied professional experiences in an early childhood setting (Preschool-Grade 3). Students will maintain a reflective journal and create a course folder to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EC 620.**

EC 5015 Teaching and Working with Five-Year Old Children: The Kindergarten Classroom (1 Cr)
This course provides an overview of appropriate pedagogical methods for the Kindergarten classroom. Students review the characteristics of five year-old children and discuss the teaching implications of the concept developmentally appropriate and culturally practices. Child-appropriate models, planning methods and selection of classroom resources are examined through hands-on activities. Field experiences are integrated. **Prerequisite/s: None.**

EC 5275 Learning Center Management for the Early Childhood Classroom (Birth to age 8) (3 Cr)
In this course, students will be provided a framework for supporting students' active involvement using the classroom environment and learning centers. The design principles in designing the environmental space and equipment to support and guide students to becoming independent learners, problem solvers and decision-makers will be explained. Well-planned experiences foster the joy of learning by meeting each student's individual developmental level. Adapting the curriculum and instructional time for differing abilities and preferences enhances personalized understanding and knowledge of basic concepts. **Prerequisite/s: None.**

EC 5280 Multicultural Children's Literature (3 Cr)
This course examines appropriate children literature representative of different cultural groups. Students will engage in the discussion of selected literary works from the different genres including riddles, songs, nursery rhymes, chants, and picture books. Lesson planning, design and selection of props and storytelling techniques will be discussed. **Prerequisite/s: EC 620.**

ECAI 501 Education and Society (3 Cr)
This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus. **Prerequisite/s: None.**

ECED 8711 Research Perspectives in Pedagogical Practices for Young Children (3 Cr)
This course examines current policies and practices for children from birth-age 8. Criteria for and issues on quality in early childhood services are examined from the perspective of local and international programs. Theoretical foundations for program development, curriculum assessment, and individual interventions are discussed. Students engage in the analysis and discussion of program policies and practices. Field experiences are integrated into the course. **Prerequisite/s: ECED 8716.**

ECED 8712 Seminar in Critical Issues in Early Childhood Education in the Global Village (3 Cr)
This course examines current issues and trends impacting the integral development of children within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, poverty issues, special needs families and services. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716.**

ECED 8713 Advanced Seminar on Families, Children, and Communities (3 Cr)
This course focuses on the role of families on child development from the perspective of diversity and culture. Role of culture and how it shapes families' views on child rearing practices are investigated. Students examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716.**

ECED 8714 Philosophical Positions and Paradigms in Early Childhood Curricular Theory (3 Cr)
This course examines recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Local, national, and global issues influencing early childhood curricular development are also discussed. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716.**

ECED 8715 Child Advocacy and Leadership in Early Education: Social Concerns in the Global Context (3 Cr)
This course will examine the role of child advocacy and leadership to support the cause for children and their families from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children. **Prerequisite/s: None.**

ECED 8716 Developmental Research: Cross-Cultural Perspectives in Child Development (3 Cr)
This course examines the role and influence of culture in the process of development during the early years (birth-age 8). Cross-cultural characteristics on the development of young children are examined. Influence of diversity elements during the early childhood years such as language, gender, ethnicity, special needs and others are discussed. Role of families, adults and communities in the developmental process are also examined. Field experiences are integrated into this course. **Prerequisite/s: None.**

ECED 8720 Social World of Young Children: Issues, Challenges and Practices (3 Cr)
This course investigates aspects and issues impacting the social and emotional development of the young child. Emphasis is on the role and influence of the family, culture and other societal elements. Students analyze selected issues and challenges

affecting children as well as initiatives, programs and services from the perspective of current research at the national and international levels. **Prerequisite/s: ECED 8716.**

ECED 8724 Culturally Diverse Children: Advanced Seminar on Developmental Practices and Programming (3 Cr)
Students engage in the investigation of developmentally-based practices for young children with culturally diverse backgrounds (i.e., ethnic, cultural, special needs, linguistic, social and others) from a local, national and global perspective. Research findings on multicultural issues are pondered as well as policies, programs and practices for children who are linguistically and culturally diverse are examined. **Prerequisite/s: ECED 8716.**

ECSE 699 Applied Professional Experience in Early Childhood Special Education (3 Cr)
This course will require candidates to participate and document applied professional experiences in an early childhood special education setting (infant, toddler, preschool, or kindergarten). Candidates will maintain a reflective journal and complete a Teacher Work Sample to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 601, EP 5265, EP 5270, and EP 5275.**

EDD 8010 Curriculum and Program Development (3 Cr)
This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curriculum will be emphasized. **Prerequisite/s: None.**

EDD 8110 Assessment Literacy (3 Cr)
This course is designed to address the need for instructional leaders and professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding. **Prerequisite/s: None.**

EDD 8200 Leadership, Communication, and Technology (3 Cr)
This course will allow you to gain a deeper understanding of the unique nature of leadership communication. In this course, you will evaluate your own leadership communication style and build a communication improvement plan. You will experience the particular communication processes leaders need to embrace and apply the special relationship issues that leaders need to consider. A variety of relevant issues will be addressed, including communication and cultural competence, diversity, organizational culture, collaboration, teams, and technology in face-to-face and virtual settings. **Prerequisite/s: None.**

EDD 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 societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity will also be discussed. **Prerequisite/s: None.**

EDD 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. **Prerequisite/s: None.**

EDD 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. **Prerequisite/s: None.**

EDL 500 Problem Solving and Visionary Leadership (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 inforamtion to diverse types of stakeholders. **Prerequisite/s: None.**

EDL 505 Educational Budgeting and Finance (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement. **Prerequisite/s: None.**

EDL 506 Standards-Based Curriculum and Assessment (3 Cr)
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 510 School Leadership (3 Cr)
Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, motivation, planning techniques, responses to external forces, and application of the Florida Principal Competencies. **Prerequisite/s: None.**

EDL 520 School Law for Administrators (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the 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 525 Human Resources: Process 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 530 Management of Schools (3 Cr)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None.**

EDL 545 School Improvement Process (3 Cr)
Course description: 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: None.**

EDL 550 Electronic Tools for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None.**

EDL 669 Educational Leadership Internship (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 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader. **Prerequisite/s: None.**

EDL 700 Problem Solving and Visionary Leadership (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 702 Standards-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 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 710 Educational Leadership (3 Cr)
Student will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies are also included. **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 730 Management of Schools (3 Cr)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None.**

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 750 Technology for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None.**

EDL 7110 School District Management (3 Cr)
This course is divided into two major discipline areas: School plant planning and personnel negotiations. School plan planning offers a comprehensive review of facility plans. The participants will have a clear understaning of each step it takes in planning a school facility. The second area deals with the legislative history of c ollective bargaining and the responsibilities and regulations of all involved agencies. Acts 195 and Act 88 are ingredients in this particular course. Helpful hints will be shared in preparing the successful negotiations. **Prerequisite/s: None.**

EDL 7120 Social and Psychological Foundations of Education (3 Cr)
This course will begin with an integrated presentation of basic social and psychological principles related to education. These will then be discussed in connection with current educational issues: Equity, the development of values, "systemic reform," evaluating student competence, policy alignment, and so fort. Finally, these issues, and their underlying principles will be debated with respect to ongoing arguments and recommendations regarding effective school improvement. **Prerequisite/s: None.**

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 8495 Reflection and Vision for District 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 district-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a district-level vision; a positive culture for a school district; the issues involved in the management of a school department; the collaboration between the school district 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 district.

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 120 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.

EDRE 8913 Program Evaluation (3 Cr)
This course is intended to provide students with an in-depth and comprehensive foundation in program evaluation methods. Topics will include the development and use of logic models, as well as the use of experimental and quasi-experimental 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 reviewed. Multiple qualitative and quantitative data analysis strategies are carefully examined. In addition, this course will provide guidance for the application of cost-effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s: EDRE 8100 and EDRE 8200.**

EDRE 8916 Qualitative Research (3 Cr)
This course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. **Prerequisite/s: None.**

EDRE 8920 Mixed Methods Research (3 Cr)
This course provides students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms are explored. Specific issues, challenges, and considerations encountered in using mixed methodologies are detailed. The conflict between positivism and constructivism are investigated along with examples of mixed model designs. **Prerequisite/s: EDRE 8300 & EDRE 8916.**

EDRE 8950 Policy Analysis in Education (3 Cr)
This course provides an understanding of the diversity of disciplinary approaches that can be used to perform policy analyses in education. The course will focus in the examination of policy goals, processes, content, and outcomes. Students will learn how to perform a critical review of an important recent educational policy through reviews of findings of policy research. Students will also learn how to identify alternative policy solutions and how to use evaluative criteria to judge the adequacy of these alternatives. Students will be able to apply policy analysis tools to analyze an educational policy problem as part of a class project. **Prerequisite/s: None.**

EDRE 9000 Regression Analysis (3 Cr)
This course addresses topics related to various types of common regression analyses, such as simple linear regression, multiple regression, and logistic regression. Students will develop an understanding of when to apply each technique, how to apply it and how to interpret the results. Additionally, the course includes related topics such as preliminary data analysis steps, how to check the underlying assumptions, testing of interaction effects, autoregressive models, and path analysis. Students will also learn how to use dedicated software to analyze data using regression techniques. **Prerequisite/s: EDRE 8300.**

EDRE 9100 Nonparametric Statistics (3 Cr)
This course provides the student with the application of classical nonparametric statistical techniques, or distribution-free tests, that do not rely on the assumptions of the normal distribution. Students will learn when to apply these techniques and how to analyze and interpret nominal and ordinal data that do not meet the assumptions needed to perform parametric tests. The course will cover nonparametric techniques for one-sample, two sample, and multi-sample research designs, focusing on the inferences about group differences and associations among variables. In addition, the course will cover various nonparametric tests that answer specific research questions that are not routinely handled by conventional parametric tests. Examples of methods covered include various chi-square tests for goodness of fit, contingency-table analysis, and the runs test. **Prerequisite/s: EDRE 8100 and EDRE 8200.**

EDRE 9150 Data-Driven Decision Making in Education (3 Cr)
Provides an overview of appropriate data gathering and analytic techniques for educational leaders. Students learn how data are gathered and used to make critical organizational decisions. The course also provides an in-depth examination of the way in which information technologies both inform and challenge education organizations' capabilities to define, control, and manage the abundance of data available to organizational leaders. Case studies along with the use of current work- world challenges are used to acquire the course outcomes. **Prerequisite/s: None.**

EDRE 9300 Multivariate Statistics (3 Cr)
Educational researchers frequently collect measurement of more than one outcome variable (i.e., multivariate outcomes). This course provides an in-depth survey of some widely used quantitative techniques for describing and analyzing multivariate data. Specific multivariate methods covered are multivariate analysis of variance (MANOVA), profile analysis, principal components and factor analysis, discriminant analysis, and cluster analysis. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. Applied applications of the covered multivariate techniques are emphasized, including write-up of findings in a clear and concise manner consistent with APA style. **Prerequisite/s: EDRE 8300.**

EDRE 9320 Hierarchical Linear Modeling (3 Cr)
Data in educational research is frequently clustered or nested in structure, such as students nested within classrooms, and classrooms nested within schools. Also, longitudinal or repeated measures data is clustered because measurement occasions are nested within students, students are nested within classrooms, and so on. Traditional methods, such as ANOVA and OLS regression, typically do not account for any non-independence of observations that can occur as a result of this clustering of data. This course introduces basic principles and applications of hierarchical linear modeling in educational research (also known as multilevel modeling or linear mixed models). Hierarchical linear modeling provides a flexible analytical approach that allows for examination of effects at each level of the hierarchy. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. The goal is for students to be able to apply hierarchical linear modeling to her or his own research, and to write-up the findings in a clear and concise manner consistent with APA style. **Prerequisite/s: EDRE 9300.**

EDRE 9350 Teaching Research Evaluation and Development (3 Cr)
This course emphasizes the integration of teaching pedagogy to students in order to prepare them to teach research courses in higher education. Students will learn to develop learning outcomes and course syllabi while integrating innovative technologies into their course creation. **Prerequisite/s: EDRE 8100 and EDRE 8200.**

EDRE 9400 Measurement Theory and Test Construction (3 Cr)
This course covers the design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Also covered are practical issues, such as using available sampling frames and minimizing non-response. **Prerequisite/s: EDRE 8200.**

EDRE 9500 Large-Scale Assessment: Procedures and Practice (3 Cr)
This course examines concepts related to the development and use of large scale assessment practices for education stakeholders. Some recent findings from major large scale assessments (e.g., NAEP and high stakes assessments, such as the FCAT) and potential implications for school-related policies such as NCLB legislation will be examined. Also, the use of large scale testing for comparing student learning in the U.S. with other nations' students will be discussed. Technical aspects in the

construction and analysis of large scale assessments, such as test item design, sampling design, weighting of responses, and proper estimation of test statistics and standard errors will be covered. At the end of this course, students will demonstrate effective practical use of an NCES data resource to formulate research questions and produce a scholarly paper using statistical methodology that accounts for the sampling design and statistical controls inherent in large-scale datasets. **Prerequisite/s: EDRE 9000.**

EDRE 9600 Applied Research Practicum (4 Cr)
A capstone experience designed to provide application of research and concentration development experiences and opportunities. It is a unique professional growth benchmark and focuses on skill significance and scholarly research. The focus is on analysis, evaluation, and solution strategies for one or more research questions framed by the sponsoring organization. **Prerequisite/s: EDRE 9300.**

EDU 501 School and Society (3 Cr)
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education. **Prerequisite/s: None.**

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. **Prerequisite/s: EDU 600.**

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 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 514 Pre-Internship Practices (3 Cr)
This course is an introduction to educational aspects necessary for successful state certification. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition, and instructional management techniques for prospective classroom teachers and school library media specialists. School site observation and participation introduces students to current teaching and management practices and the school environment. Students are placed in classrooms or school library media centers with experienced cooperating teachers who have clinical educator training and ESOL certification/endorsement. This placement occurs through the university office in cooperation with school districts. **Prerequisite/s: None.**

EDU 529 Seminar for Secondary Education (3 Cr)
This seminar provides an opportunity to discuss issues unique to secondary education. These issues include conflicting views on the purpose of secondary education, contemporary educational policy and/ or legal/organizational issues and finally issues related to curricular and instructional practices. The students will also study the strategies of a well researched and documented effective secondary teacher. **Prerequisite/s: None.**

EDU 550 Introduction to Nature and Needs of the Gifted (3 Cr)
This course includes basic knowledge of the gifted including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted. **Prerequisite/s: None.**

EDU 551 Educational Procedures for the Gifted (3 Cr)
This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas. **Prerequisite/s: EDU 550, EDU 555.**

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr)
This course focuses on topics that assist educators working with the special needs of gifted students. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices. **Prerequisite/s: EDU 550.**

EDU 561 Independent Study for Research on Gifted Students (3 Cr)
This course is designed to give opportunities for research and in-depth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest. **Prerequisite/s: None.**

EDU 597 Instructional Strategies for Teaching PK-Grade 12 (3 Cr)
This is an introductory teaching methods course for teaching in grades PK-12. In this course, teachers will learn to identify the developmental levels of their students and the particular needs of their diverse students in order to promote the learning process. Using this knowledge, teachers will learn to plan and implement appropriate learning experiences to assess the effectiveness of their lessons based on the achievement of their learners. Positive teacher characteristics and the many roles of the teacher will be studied. **Prerequisite/s: None.**

EDU 689 Supported Teaching Externship (9 Cr)
The purpose of EDU 689 is to provide support for Initial Certification students who are hired as full time teachers before completing the internship. (Students must have completed the Florida Teacher Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT. **Prerequisite/s: None.**

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)
One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s: None.**

EDU 5000 Orientation to the M.S. and Ed.S. Program (0 Cr)
This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler College of Education. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Advisor. Attendance in this non-credit seminar is required for all entering M.S. and Ed.S. students. Students need to complete EDU 5000 during the same session of the first graduate course in the program of study. **Prerequisite/s: None.**

EDU 6505 Special Topics in Education I (3 Cr)
Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. **Prerequisite/s: None.**

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 704 Comparative Studies of Education Systems (3 Cr)
This course provides an overview of global education systems and seeks to engage students in the analysis of curriculum, teaching styles, multicultural issues, political implications, law-related issues, and evaluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world. **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; Co-requisite/s: EDU 5000.**

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 721 Grantsmanship, Program Planning, and Evaluation (3 Cr)
This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects. **Prerequisite/s: CUR 526.**

EDU 722 Effective Teacher Behaviors (3 Cr)
The teacher is considered by many to be the most important variable that influences learning in the classroom. Teacher characteristics such as clarity, business-like behavior, teacher enthusiasm, and other teacher behaviors that influence students' attitudes and achievement will be studied in this course. Research studies on teacher characteristics will be analyzed to determine the validity of their design and outcome. Training protocols in these behaviors will be an important outcome of this course. This course will also provide an opportunity to reflect on the teaching profession from a philosophical and personal perspective. **Prerequisite/s: None.**

EDU 723 Values, Ethics and Character Education (3 Cr)
This course will examine the role of character education in the classroom. Classical and contemporary moral theories will be examined. Strategies for interdisciplinary teaching will be emphasized. Students will learn how to design and implement programs that result in effective classroom learning environments. Current research about moral development, conflict resolution, ethics, and values will be integrated with practical knowledge enabling students to affect positive change in the school climate and school culture. **Prerequisite/s: None.**

EDU 724 Critical and Creative Thinking Processes in the K-12 Classroom (3 Cr)
The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined. **Prerequisite/s: None.**

EDU 725 Models of Teaching and Curriculum Development (3 Cr)
Various models of teaching and curriculum development will be studied in this course as to their appropriate use in increasing students' capacity for personal growth, social growth, and academic learning. Students will explore multiple ways of constructing knowledge as they study and explore a variety of models of teaching that will enable them to enhance the learning environments for the students. **Prerequisite/s: None.**

EDU 726 Issues in Curriculum and Teaching (3 Cr)
To ensure program consistency, all sections of each course in the Graduate Teacher Education Program, regardless of delivery format, follow the same course requirements and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices. **Prerequisite/s: None.**

EDU 727 Curriculum, Teaching and Supervision: School Leadership Roles (3 Cr)
This course will assist educators in becoming skilled clinical supervisors. It provides the background and theories needed to understand supervision and its relationship to curriculum and instruction. Field assignments will provide opportunities to practice and receive feedback on conferences and observation techniques. **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.**

EDU 7999 Advanced Topics (1-6 Cr)
This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. May be repeated for credit. **Prerequisite/s: None.**

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The intent of this 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: Enrollment for this course requires academic advisor registration.**

EL 601 Knowledge Based of Educational Leadership - Comprehensive Examination (3 Cr)
All content taught in the Management and Administration of Educational Programs (MAEP) is reviewed in this course. 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 an administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: Enrollment for this course requires academic advisor registration.**

EL 698 Administrative Internship (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 150 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: Enrollment for this course requires academic advisor registration.**

EL 699 Administrative/Educational Leadership Internship (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: Enrollment for this course requires academic advisor registration.**

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: ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, and ELE 602.**

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)
This course will require graduate students to complete applied professional experiences in Elementary Education in K-6 educational settings. Graduate students will maintain a reflective journal and create a workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 508, ELE 503, ELE 504, RED 554, ELE 601, ELE 502, ELE 602, ELE 505, ELE 506, ELE 603, TSOL 510, and TSOL 520.**

ENG 521 Methods of Teaching Middle School and Secondary English (3 Cr)
This course provides an overview of current practices in curriculum and instruction in middle and high schools with an emphasis on special methods for teaching secondary English. **Prerequisite/s: None.**

ENG 600 Recent Directions in Oral Communications (3 Cr)
Students will explore the role of oral communications in learning, methods of integrating oral communications into all areas of English language arts, ways to assist students in overcoming oral communication apprehension, and formal and informal strategies for making a presentation before an audience. **Prerequisite/s: None.**

ENG 605 Recent Directions in Language Learning (3 Cr)
Students will gain a fuller understanding of the language/experience model for the teaching of language skills and its implications for individualization in the initial assessment, teaching, and evaluation of students. Specific focus will be on the nature of language, the use of learning styles, the teaching of vocabulary, bidialectalism, encouraging correctness, visual literacy, computers and newsprint, and encouraging student self-assessment. **Prerequisite/s: ENG 521.**

ENG 615 Recent Directions in Expository Writing (3 Cr)
The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities, exploring the reading-writing connection, response to literature, and teaching the research paper. **Prerequisite/s: ENG 521.**

ENG 625 Recent Directions in Creative Writing (3 Cr)
The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction. **Prerequisite/s: None.**

ENG 635 Recent Directions in Adolescent Literature (3 Cr)
Students will examine the identification, selection, and use of adolescent literature. Particular emphasis will be placed on ways of conducting individual, whole class, and group reading activities. Students will learn how to encourage and develop literacy and ways to teach the comprehension of and identification with literature. **Prerequisite/s: ENG 521 and ENG 645.**

ENG 645 Recent Directions in the Analysis of Literature (3 Cr)
Students will study the various facets of reader-response theory and apply them to their teaching of all genres of literature.

Students will create thematic units and learn specific techniques for developing their students' skills in the critical analysis of literature. **Prerequisite/s: ENG 521.**

ENG 650 Many Voices in Comtemporary American Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645.**

ENG 665 Many Voices in Contemporary World Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural world literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645.**

ENG 675 Voices in Twentieth Century British Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645.**

ENG 692 English Education Internship (9 Cr)
This course for English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English education classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; English education student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 585, CUR 591, ENG 521, ENG 600, TSOL 510, TSOL 520, ENG 605, ENG 615, ENG 625, ENG 635, ENG 645, ENG 650, ENG 665, and ENG 675.**

ENG 699 Applied Professional Experience in English Education (3 Cr)
This course requires graduate students to complete applied professional experiences in middle school or high school English language arts classrooms. As this course is the culmination of students' work in their graduate English education specialization, the focus will be on applying the knowledge and skills students have acquired and developed. Candidates will submit weekly reflections on their experiences, conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526 and EDU 5000.**

ENG 705 Language and Linguistics in Secondary English Language Arts Classrooms and Curricula (3 Cr)
Students will read and apply the theory that underlies major branches of language study and linguistics, review the rationale for the inclusion of language study (in addition to grammar and vocabulary expansion) and linguistic issues in secondary English language arts classrooms, and design lessons, units, and curricula that do so. **Prerequisite/s: None.**

ENG 715 Composition Theory and the English Language Arts Classroom (3 Cr)
Students will enhance their knowledge of and apply major theoretical approaches to rhetoric/composition, the composing process, and composition pedagogy. They will discuss and design lessons, units, and curricula which integrate composition/rhetorical theory with composition pedagogy. **Prerequisite/s: None.**

ENG 745 Literary Theory and English Language Arts Classrooms and Curricula (3 Cr)
This course will acquaint students with the major critical/theoretical approaches to literature, ask them to apply various critical stances, reflect on their own theoretical stances to literature and literature pedagogy, and design lessons, units and curricula which integrate theoretical approaches with instruction in literature. **Prerequisite/s: None.**

ENG 755 Arts and Media in English Language Arts Classrooms and Curricula (3 Cr)
After reviewing the specialized terms and interpretive theories associated with arts forms and media genre as well as the rationale and methodology for the inclusion and integration of arts and media in classrooms, students will design lessons, units, and curricula which integrate and include the arts and media in secondary English language arts programs. **Prerequisite/s: None.**

ENG 765 Theory and Practice in Teaching Global Literature (3 Cr)
Students will read a number of global literary pieces (exclusive of U.S., Canadian, and Western European literature. Whenever the term global literature is used hereafter, it shall be defined in this manner.) and review theoretical stances on the teaching of global literature. They will create lessons, units, and curricula in which they apply their knowledge of global literature and theoretical approaches to its pedagogy. **Prerequisite/s: None.**

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 699 Applied Professional Experience in Gifted Education (3 Cr)
This course will require graduate students to complete applied professional experiences with pupils who have been identified as gifted in K-12 educational settings. Graduate students will maintain a reflective journal and create a pupil workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526.**

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.**

EP 5281 Developing Creativity in Gifted Students (3 Cr)
This course focuses on theories of creativity and on developing creativity in gifted students. **Prerequisite/s: EDU 550, EDU 551 and EDU 555.**

EP 5282 Educating Special Populations of Gifted Students (3 Cr)
This course focuses on special populations of gifted students, such as minorities, underachievers, the disabled, the economically disadvantaged and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations. **Prerequisite/s: EDU 550, EDU 551, EDU 555, and EP 5281.**

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: CUR 526.**

ESE 610 Speech and Language Development and Disabilities (3 Cr)
This course will provide students with a basic understanding of the nature of speech and language; the developmental progression in language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children. **Prerequisite/s: CUR 526 and 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/s: CUR 526, ESE 600, and ESE 610.**

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. **Prerequisite/s: CUR 526, ESE 600, ESE 610, and ESE 620.**

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. **Prerequisites: CUR 526, ESE 600, ESE 610, ESE 620, and ESE 630.**

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/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, and ESE 640.**

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/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, and ESE 650.**

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/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, and ESE 660.**

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/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, and ESE 670.**

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. **Prerequisites: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, & ESE 680.**

ESE 692 Exceptional Student Education Internship (9 Cr)
This course for Exceptional Student Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, TSOL 510, ELE 502, ELE 504, ELE 601, RED 555, RED 585, TSOL 520, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, and ESE 690.**

ESE 699 Applied Professional Experience in Exceptional Student Education (3 Cr)
This course will require students to complete an applied professional experience in Exceptional Student Education in a K-12 public school setting. Students will maintain a reflective journal and create a work folder that includes samples of their students'

work and the assessment instruments used to demonstrate achievement of professional and state standards under the guidance of a certified teacher in exceptional student education. **Prerequisite/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, and ESE 690.**

ETEC 0602 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 the 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.**

FSC 8000 Summer Institute (0 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 (0 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.

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 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 0601 Social Poly of Child Custody and Visitation (? Cr)
Students will explore social policies as it relates to child custody and visitation. The course will examine the effects of child custody and visitation on the child and parents and third parties. Students will also critically examine laws, policies and regulations that govern child custody and visitation. The class will also explore recent trends and issues as it relates to the topic.

HCP 0602 Social Dynamics of Youth Gangs (? 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.

HCP 0604 Practicum I (3 Cr)
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 8 hours per week.

HCP 0605 Practicum II (6 Cr)
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 24 hours per week.

HCP 0606 Practicum III (9 Cr)
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 40 hours per week.

HCP 0607 Child Sexual Abuse (3 Cr)
Studying the effect child sexual abuse can have on children. Explore how sexual abuse is handled in the Child Protection System. Discuss effective therapeutic plans for the abused child.

HCP 0608 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.

HCP 0609 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.

HCP 0610 Child Protection and the Internet (3 Cr)
This course will provide students with information regarding technology- facilitated crimes against children, including child sexual abuse and exploitation. Students will gain an understanding of how computers, the internet, and emerging technologies are being utilized by perpetrators to seek out, solicit, and exploit children. Current legislation regarding the use of the internet to commit crimes against children will be discussed, including the Children's Online Privacy Protection Act (2000). Additionally, criminal justice and social services response procedures for internet child sexual abuse and exploitation will be addressed, as well as specific roles and responsibilities of law enforcement, parents, health care professionals, teachers, child protection workers, case managers, and courts in the prevention, identification, reporting, investigation and prosecution of internet related offenses.

HCP 0611 Child Poverty: Social & Cultural Perspectives (3 Cr)
This course will provide students with a comprehensive understanding of child poverty in the United States, including historical underpinnings, in addition to demographic, political, economic, and social contexts of child poverty in America. Students will gain knowledge of the experience of families and children in poverty, including homelessness, access to systems of care (i.e., medical, mental health care), and education. Policy and legislation enacted to address child poverty will be discussed, including Child Welfare, Public Housing, and Medicaid programs. Special emphasis will be placed on how poverty impacts child and family functioning, how it relates to child maltreatment, and the role of the child protection worker in working with impoverished families.

HCP 0612 Thesis I (3 Cr)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MHS: CP. The thesis will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean 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.

HCP 0613 Thesis II (3 Cr)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MHS: CP. The thesis will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean 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. **Prerequisite/s: HCP 0612**

HCP 0614 Seminar on Advanced Topics in ABA (? Cr)
This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification.

Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

HCP 6101 All-Hazards Preparedness (3 Cr) (Required before taking any other courses in the concentration)
The course will define the interdisciplinary roles and responsibilities of interdisciplinary professionals, paraprofessionals, and volunteers in all-hazards emergency planning, response, mitigation, and recovery. In view of the constant changes in emergency preparedness this course is designed to provide knowledge, concepts and skills to equip law enforcement professional and other social and health related professions with a background in planning, preventing, protecting against, responding to and recovering from acts of bioterrorism and all-hazards events. Given the role of public health, education and social service professionals, and law enforcement in emergency preparedness, students will gain insights into effective communication with the health system, the community, and state and local agencies.

HCP 6102 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges for Vulnerable Populations (3 Cr) This course will provide understanding of pandemic influenza, including the risk factors for first responders and the community at large with a special focus on emergency management issues involving healthcare and public safety in times of crisis. Support for those sheltering in place, homecare, as well as distribution of medicine and supplies will lessen the impact on the economy, and keeps society functioning. The course participants will learn the expectations of preparation and response to a pandemic and the support measures necessary to enforce prevention strategies defined by the community. The effects of CBRNE in the vulnerable groups, especially children, will be reviewed in depth.

HCP 6103 Legal Issues in Emergency Preparedness for Families and Individuals with Special Needs (3 Cr)
This course will identify 13 vulnerable and hard to reach populations and discuss how each of these groups are affected in times of disaster. Legal issues will be presented and discussed. Individuals with disabilities have always been aware of their special needs during emergencies; however Sept. 11th demonstrated a need for partnering within the community and emergency response efforts. This population segment requires first responders to act appropriately with creative problem solving. Special needs shelters provide a safe refuge for those who require health care supervision during the time of a disaster. These shelters require staffing and a secure setting before, during and after an event. County health departments assist local emergency management agencies to operate and maintain these efforts. Each of these situations has numerous legal issues that those involved in emergency preparedness need to be knowledgeable of. The course will be team taught.

HCP 6104 Community Planning, Response, and Recovery for Families and Children (3 Cr)
The design of this course will address interdisciplinary roles in preparation and post disaster community health among families and children. Topics will include: best practice methods and evaluations the impact of the 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 the health management organizations in place. Students will have an opportunity to interview families and assess their individual and family plans.

HCP 6105 Special Topics in All-Hazards Preparedness for Vulnerable Populations (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 for vulnerable populations research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field.

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 6210 Theory of Child Protection, Investigation & 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.

HCP 6220 Family Dynamics: Motivation, Support & Communities (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.

HCP 6230 Victimology: Child Abuse & 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.

HCP 6240 Juvenile Justice: Systems, Structure & 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.

HCP 6250 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, case management, relapse prevention techniques, setting treatment goals and resources in the community.

HCP 6260 Cultural Factors in Tx Associated w/ Substance Abuse Issues & the CJ System (3 Cr)
This course will introduce students to cultural and racial identity development. The impact that class, race, ethnicity and sexual orientation have on 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.

HCP 6310 Human Factors (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.

HCP 6320 Introduction to Systems Theories (3 Cr)
This course provides and overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Students will also study of the emergence of theories from cybernetics to language studies.

HCP 6330 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/s: HCP 6310.** (***THIS COURSE REQUIRES STUDENTS TO PHYSICALLY ATTEND THE MAIN NSU CAMPUS TO ATTEND THE "RESIDENTIAL INSTITUTE" (RI)***).

HCP 6340 Diversity in Human and Family Development (3 Cr)
Reviews human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies.

HCP 6350 Conflict and Crisis Management Theory and 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.

HCP 6360 Critical Incidents (3 Cr)
This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural or other disasters, and tactical operations, which comprise the negotiations team, the government, organizations, and the community.

HCP 6370 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.

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 (including Delinquency) 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 6470 Legal Research Methods and Reasoning (3 Cr)
This course will focus on legal research methodology and the application of electronic research methods. Students will develop an understanding of legal precedents and the use of persuasive legal authority in the construction of legal arguments. Students will develop electronic research skill through hands-on application of appropriate legal research techniques. Students will be instructed on the use and importance of legal citations an how to identify legal authority based on citation methods as they explore statutory law and decisional case law.

HCP 6510 Principles of Applied Behavioral Analysis (3 Cr)
This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in the application of ABA in a variety of settings.

HCP 6520 Application of Applied Behavioral Analysis (3 Cr)
This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite/s: HCP 6510.**

HCP 6530 Behavioral Models in Assessment and Intervention in Applied Behavioral Analysis (3 Cr)
This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of developmental disabilities, treatment of autism, organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite/s: HCP 6510.**

HCP 6540 Evaluation of Interventions in Applied Behavioral Analysis (3 Cr)
This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single-subject and small group design. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations.

HCP 6550 Professional Issues in Applied Behavioral Analysis (3 Cr)
This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change and to enhance work as a consultant will be the underlying basis for the course. **Prerequisite/s: HCP 6510.**

HCP 6560 Practicum in Applied Behavior Analysis I (3 Cr)
This introductory practicum is designed to meet the supervision requirements for the BCBA or BCABA certification. Students must participate at least 20 hours per week in a clinical experience that requires the application of ABA principles. Students will receive at least 2 hours of supervision weekly from their onsite supervisor. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisite/s: HCP 6510.**

HCP 6570 Practicum in Applied Behavior Analysis II (3 Cr)
This practicum is the continuation of ABA 760 and designed to meet the supervision requirements for the BCBA or BCABA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. Students will receive at least 2 ½ hours of supervision weekly from their onsite supervisor. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisite/s: HCP 6510 and HCP 6560.**

HCP 6580 Advanced Practicum in Applied Behavior Analysis (3 Cr)
This practicum is the continuation of ABA 770 and designed to meet the supervision requirements for the BCBA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. Students will receive at least 2 ½ hours of supervision weekly from their onsite supervisor. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisite/s: HCP 6510, HCP 6560, and HCP 6570.**

HCP 6590 Ethical Conduct for Applied Behavior Analysis (3 Cr)
This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues. **Prerequisite/s: HSDD 0710.**

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 Program (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 & Youths (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 & Youths (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.

HCP 6910 Public Health Issues in Child Protection (3 Cr)
In this course students will learn to apply public health planning principles to the creation and refinement of programs to protect children from negative health impacts of abuse and neglect. This includes both follow-up restorative programs for children already identified as abused/neglected and community programs to prevent abuse/neglect before they occur. Since research knowledge in this field is expected to continue to growing, students will become accustomed to adding to their personal knowledge base through critical study of new findings.

HCP 6920 Health Promotion & Disease Prevention (3 Cr)
Students learn health education strategies that can be incorporated into multiple settings, focusing on wellness and preventive interventions. This course addresses individual and social factors as well as behavioral issues, health detriments, and community resources.

HCP 6930 Health Services Planning & Evaluation (3 Cr)
An in-depth study of basic planning and evaluation techniques for the implementation of a community health care program. It addresses policy analysis techniques as well as the conceptual framework for the planning and management of health care programs. The course also reviews essential methods for effective planning and evaluation considering the economic, political, epidemiological, demographic, and other components that contribute to the assessment of health needs and resource allocation.

HCP 6940 Health Policy, Planning & Management (3 Cr)
Discusses principles and logic involved in health policy, planning, and management. Addresses history, political, and environmental contexts, and their incorporation into population research.

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.

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 0614 Seminar on Advanced Topics in Applied Behavior Analysis (3 Cr)
This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification. Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

HSDD 0710 Principles of Applied Behavior Analysis (3 Cr)
This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in the application of ABA in a variety of settings.

HSDD 0720 Applications of Applied Behavior Analysis (3 Cr)
This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite/s: HSDD 710.**

HSDD 0730 Behavior Assessment Models in Applied Behavior (3 Cr)
This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of development disabilities, treatment of autism, organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite/s: HSDD 710.**

HSDD 0740 Evaluating Interventions in Applied Behavior Analysis (3 Cr)
This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single- subject and small group design. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations.

HSDD 0750 Professional Issues in Applied Behavior Analysis (3 Cr)
This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite/s: HSDD 710.**

HSDD 0760 Practicum in Applied Behavior Analysis I (3 Cr)
This introductory practicum is designed to meet the supervision requirements for the BCBA or BCABA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite/s: HSDD 710.**

HSDD 0770 Practicum in Applied Behavior Analysis II (3 Cr)
This course is designed to continue the supervision begun in HSDD 760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors. **Prerequisite/s: HSDD 710.**

HSDD 0780 Advanced Practicum in Applied Behavior Analysis I (3 Cr)
This advanced practicum is designed to meet the supervision requirements for students seeking their BCBA and will continue the work begun in the previous two practicums. Students must be engaged in a position requiring the application of ABA principles at least 20 hours per week. Supervision will take place weekly or bi-weekly in a group or individual format and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite/s: HSDD 710.**

HSDD 0790 Ethical Conduct for Applied Behavior Analysis (3 Cr)
This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues.

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 Lifespan (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 age individuals, and older adults with developmental disabilities will be reviewed. Students will be able to apply knowledge obtained to specialized population 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 of Child Life & 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 5520 Child and Adolescent Growth and Development (3 Cr)
This course will examine issues in human development that are especially relevant to infants, children and adolescents. It is designed to present theory, research and evidence-based practice concerning the physical, cognitive, emotional, and social development of children. Typical versus atypical developmental progress, as well as factors that threaten to impede typical development will be addressed. This course will also emphasize cultural competence when working with children and families in a collaborative context.

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 (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)
Students are required to complete a specified number of hours of child life clinical experience at a selected agency working under the supervision of a Certified Child Life Specialist who meets specific qualifications at an approved setting. Students will need to complete a minimum of 100 hours in 14 weeks, completing 8 hours a week. During that time, the student is expected to increase his or her competence in the areas of observation, child life assessments, developmental theory integration, therapeutic play interventions, and rapport building. It is mandatory that students enrolled in this course will meet in "live" sessions via GoToTraining/GoToMeeting on a biweekly basis, for two hours, on a day and time to be determined by both the instructor and the students enrolled in this course. **Prerequisite/s: HSDD 5510 and HSDD 5515.**

HSDD 5550 Child Life Internship I (3 Cr)
Students will be required to successfully complete a specified number 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 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 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. Students may register for this course more than once if necessary to complete their project.

HSDD 6100 Elective Practicum (3 Cr)
This elective course will provide the developmental disabilities student with the opportunity to gain hands-on experience working alongside professionals in the field.

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. **Perquisite/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 Instructional Technology and Distance Education 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 Instructional Technology and Distance Education (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 Instructional Technology and Distance Education (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 in Instructional Technology and Distance Education (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 500 Comparative International Education (3 Cr)
This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **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.**

ITEP 510 Education Content and Language Learning for ESL Educators I (0.5 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the

Psychological Foundation of Education course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content based approach to language learning. **Prerequisite/s: None.**

ITEP 520 Education Content and Language Learning for ESL Educators II (0.5 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Curriculum and Instruction course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content-based approach to language learning. **Prerequisite/s: None.**

ITEP 530 - Education Content and Language Learning for ESL Educators III (0.5 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Classroom Management and Organization course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content based approach to language learning. **Prerequisite/s: None.**

ITEP 540 Education Content and Language Learning for ESL Educators IV (0.5 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Educational Research for Practitioners course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content based approach to language learning. **Prerequisite/s: None.**

LANG 530 Advanced Spanish Grammar (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 Composition (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: LANG 551 or permission from content professor.**

LANG 546 The Spanish Golden Age (3 Cr)
An introduction to the history, literature and art of Spain from 1500 to 1700. It includes virtual visits to the El Greco Museum in Toledo, Cervantes' house in Valladolid, and samples of Calderon de la Barca and Lope de Vega's plays. Students will read poetry, prose and theatre by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course. **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 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: LANG 551 or permission from the Content Professor.**

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 and 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 requires graduate students to complete applied professional experiences in elementary, middle school and/or high school Spanish language classrooms. The focus will be on applying the knowledge and skills students have acquired and developed. Students will submit reflections on their experiences conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526 and EDU 5000.**

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 Secondary Schools (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 510 Research and Applied Mathematical Experiences in Schools (3 Cr)
This course will require graduate students to complete applied professional experiences in Math Education in K¿12 educational settings. A major outcome of this class will enable graduate students to analyze assessment data and plan appropriate math programs for a targeted population. The course focuses on providing opportunities for graduate students to learn how to assemble a Mathematics Assistance Project using mentors. **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 512 Pre-Algebra and Elementary Number Theory for Teachers (3 Cr)
This course is designed to present and explore the essential skills of arithmetic as they apply to algebra. Topics of modular arithmetic, modular equation set, group, field, bar code, and code breaking will be introduced. **Prerequisite/s: None.**

MAT 513 Problem Solving Strategies in Mathematics Classrooms (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 692 Mathematics Education Internship (9 Cr)
This course for Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a mathematics classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; mathematics student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 550, CUR 591, TSOL 510, MAT 504, MAT 662, MAT 509, MAT 511, MAT 508, MAT 506, MAT 507, MAT 687, MAT 522, MAT 513 MAT 699 and EDU 620.**

MAT 697 Applied Professional Experience in Mathematics Education (3 Cr)
Candidates will apply professional, math education experiences in PreK-12 school classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 MAT program credits, including CUR 526.**

MAT 700 Incorporating Calculus Ideas (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.**

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 Organizations (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.**

ORGL 8730 Virtual and Global Leadership (3 Cr)
Virtual and global leadership develops the intercultural competence that is imperative to the success of an individual, or an organization, in the virtual and global workplace. This course will help students develop the skills necessary to interact virtually

and globally in any setting or location. It will lead students to develop a sense of the importance of the culture and the cultural distinctions and characteristics in the virtual and global workplace—behaviors, attitudes and emotions that can be confusing and, at times, exasperating if one does not understand the impacts of culture. Students will learn to move beyond the home solutions by asking themselves how they can come to know what they do not understand or distinguish between global differences, and they will be inspired to extend themselves, humbly and openly, to connect with those who are culturally different.

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 focuses on strategic planning and the visioning process for future directions of a 21st century organization. Emphasis is placed on the development, execution and monitoring of a strategic plan. The course uses case study analysis as an important aspect of instruction. In addition, since project management involves a significant planning and monitoring process, this course will also cover the practical approach to managing projects, focusing on organizing, planning, coordinating and evaluating the efforts of each project desired or required within the organization. Students will develop, participate, design and implement plans for organizations in order to complete achievable objectives in strategic organizational units.

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)
Provide a framework to enhance creative and critical thinking toward applying a structured decision-making process within the context of an organization. Analyze situations requiring decisions and determine those approaches most effective. Focuses on prospective organizational leader's knowledge, skills, and abilities impacting and enhancing organizational activities. Develop and explore solutions toward making informed decisions using resources when planning and evaluating strategies. This course aims to improve decision-making policies by applying critical thinking techniques that minimize risks and maximize the impact of an organization's mission.

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.

RED 550 Foundations of Reading for Content Area Teachers (3 Cr)
This course is designed for candidates who are not enrolled in a Reading Education program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, visual and digital literacy and the reading process. Additionally, candidates will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics. **Prerequisite/s: None.**

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 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: Research Perspective (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 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 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 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 730 Critical Issues in Reading (3 Cr)
Students will analyze major issues and trends in literacy by reading and interpreting current scientifically-based research studies and demonstrating how they could apply this research in the classroom. **Prerequisite/s: None.**

RED 731 Interpreting Research in Reading Education (3 Cr)
This course prepares students with the skills needed to read, interpret, and evaluate research in the science of reading. Students will gain a knowledge base to help them make informed educational decisions based on research results. **Prerequisite/s: None.**

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 9003 Digital Literacy (3 Cr)
This course will explore the evolving nature of literacy as it related to new technologies, including the skills needed to educate PK-12 learners how to communicate effectively. Students will review the most current research on the impact of technology on reading and writing, effective evidence-based uses of new literacies to improve reading and writing, and criticisms of the multimodal literacy. **Prerequisite/s: 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 9008 Research in Second-Language Reading (3 Cr)
This course explores classic and current research on how the reading process and related theoretical models are changed when reading in a second language. The development of literacy in non-native speakers of a language will be examined by considering second-language factors affecting reading fluency, vocabulary acquisition, comprehension, and other components of text processing. Research-based instructional practices and curriculum considerations are also examined. Non-native English speaker perspectives in literacy acquisition will be analyzed. **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.**

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: None.**

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.**

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.**

RES 8919 Single Subject Research (3 Cr)
This course covers basic concepts and methods employed in single-subject research. Participants will learn about single-subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment. Important factors in designing and critically reviewing single-subject research will be presented, along with options for analyzing data from single-subject research studies. Ethical issues in single- subject research will also be reviewed.

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.**

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 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 dissertation process. **Prerequisite/s: RES 8100.**

SCI 523 Methods in Science Education (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, devlop 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 for Teachers (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 applied professional experiences in science education in K-12 educational settings. Graduate students will maintain a reflective journal, create a unit plan portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 33 credits, including EDU 5000, CUR 526, EDU 600 and SCI 523.**

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 8407 Assessment and Evaluation of Special Needs (3 Cr)
This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of cognitive assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and educational instruments will be provided.

SPED 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)
This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development, and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of behavioral and clinical 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 clinical and behavioral instruments will be provided.

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/s: None.**

SPED 9650 Behavioral Principles and Concepts (3 Cr)
This course will focus on the basic concepts underlying the application of applied behavior analysis. 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. **Prerequisite/s: None.**

SPED 9655 Functional Behavior Assessment (3 Cr)
This course will build on the course on behavioral principles to introduce methods of assessment grounded in the science of Applied Behavior Analysis (ABA). The primary focus will be on choosing assessment strategies and matching assessment information to intervention strategies. Research on assessment of individuals and organizations will be included. Functional assessment technologies for assessing the purpose of challenging behaviors, methods for assessing effects of intervention, and methods of data collection in a variety of educational and human settings will be discussed. Methods of sharing assessment information with a variety of audiences will be covered. **Prerequisite/s: EDD 9650.**

SPED 9660 Applications of Applied Behavior Analysis (ABA) in Education and Human Services (3 Cr)
This course is designed to demonstrate the application of behavioral principles in order to effect behavior change. The primary focus will be on behavioral intervention strategies and change procedures as they are applied to individuals, classrooms, schools, and organizations. Models of evidence-based practice using ABA will be highlighted. Selecting effective interventions based on multiple sources of assessment data will be emphasized. Methods of performance based training and collaboration with systems of support will be emphasized. **Prerequisite/s: EDD 9650.**

SPED 9665 Leadership and Ethical Issues in Applied Behavior Analysis (3 Cr)
This course is the summative course of the series and will focus on case studies and applications of the previous knowledge of Applied Behavior Analysis (ABA). Specific focus will be on the role of the behavior analyst in a variety of applied settings including schools, clinics, and human services organizations. Methods for effective development of relationships with clients and other professionals will be highlighted with a focus on potential ethical issues. Students will identify potential ethical pitfalls and problems within their own workplace or in case studies and develop behavior analytic solutions to leading change in their own environments. **Prerequisite/s: EDD 9650.**

SPED 9670 Ethical and Professional Conduct in Applied Behavior Analysis (3 Cr)
This course provides in-depth coverage of ethics and professional behavior in applied behavior analysis as set forth by the BACB Professional and Ethical Compliance Code for Behavior Analysts. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field. Participants will understand the rational for demonstrating ethical behavior while implementing behavior intervention services and gain a comprehensive understanding of the BACB Professional and Ethical Compliance Code for Behavior Analysts.

SST 524 Methods for Teaching Social Studies (3 Cr)
This course examines the origins and evolving state of social studies and citizenship education across the Nation. Based on theory, research and practical experiences this course focuses on the art, science and craft of social studies teaching with an emphasis on engaging students in the construction of knowledge. A major part of this course is developing approaches to analyzing and improving social studies instruction while incorporating emerging technologies. **Prerequisite/s: None.**

SST 612 Economics in the Middle and Secondary Curriculum (3 Cr)
In this course teachers licensed to teach social sciences will develop a sound foundation in the principles of economics and their applications in the world in which we live. It is expected that the teachers will plan motivating lessons to teach these principles at the middle and secondary levels. Economics also helps to provide a framework for the study of history and current events. **Prerequisite/s: None.**

SST 614 Geography in the Middle and Secondary Curriculum (3 Cr)
This course provides an overview of the broad field of geography and the effects of geography on the human condition. The intention is to provide both information and to increase skills so that the participants will develop innovative geographic education materials for use in middle and secondary classrooms. **Prerequisite/s: None.**

SST 615 Teaching Current Trends in World Affairs for the Middle and Secondary School Curriculum (3 Cr)
In this course students will study current trends and issues from a world historical perspective. This will be accomplished through research and discussion of the many sides of viewing a trend or issue. Students will have the opportunity to study and debate the complex interrelationships surrounding an event or trend. By doing this students will learn how to seek patterns in these interrelationships and then project meaning to human life. **Prerequisite/s: SST 627 and SST 629.**

SST 616 Sociological Perspectives in Our Multicultural Society (3 Cr)
This course provides an in-depth study of racial and ethnic relations in America, past to the present. The focus is on interracial and interethnic groups from a sociological analytical perspective interspersed with historical interactions that affected each group. **Prerequisite/s: None.**

SST 622 Consent of the Governed: American Government (3 Cr)
This course will examine how the United States is governed today by studying the Framer's intentions and how they have been implemented and adapted over the years. In addition, there will be an exploration of issues that the Framers had not envisioned, and how the American people and the basic institutions of government have responded and adapted to these new demands. **Prerequisite/s: None.**

SST 623 American History I in the Middle and Secondary Curriculum (3 Cr)
American History (Pre-colonial times through the Reconstruction Period) will be reviewed, discussed and researched in this course. This period in American history will be studied through the lenses of the 10 NCSS standards: culture; time; continuity & change; people; places & governance; production; distribution & consumption; science, technology & society; and civic ideals & practice. Emphasis will also be placed on integrating the latest curricula practices and teaching strategies using State Standards as a guide. **Prerequisite/s: None.**

SST 625 American History II in the Middle and Secondary Curriculum (3 Cr)
This intensive course covers American History from the *Reconstruction* through the *Present.* This period will be studied through the lenses of the ten standards of the Social Studies Curriculum: culture; time, continuity & change; people, places & environment; individual development & identity; individual groups & institutions; power, authority & governance; production, distribution & consumption; science, technology & society; and civic ideals & practices. Emphasis will be placed on integrating the latest curricula practices, state standards, teaching strategies and assessments into the curriculum. **Prerequisite/s: None.**

SST 627 World History I in 5-12 Curriculum (3 Cr)
This course explores the world from its beginnings to the 1500s by studying the significant physical, cultural, economic, religious, and political features that shaped the world during these times. **Prerequisite/s: None.**

SST 629 World History II in Grades 5-12 Curriculum (3 Cr)
This course provides an in-depth study of major events from the 1500s to the present. It includes significant interactions among the peoples of Africa, Asia, Latin America, and the Middle East. Curriculum strategies and activities will be structured so that middle and secondary students will become more global in their thinking and see themselves as concerned citizens of the world. **Prerequisite/s: None.**

SST 630 Contemporary Social Problems and Issues (3 Cr)
This course provides an opportunity to study social problems and issues, and their causes and consequences, in our global society. Relevant sociological theory, concepts, and perspectives provide a systematic framework for examining specific social issues such as race, ethnicity, poverty, gender, addictions, family structure, and terrorism. **Prerequisite/s: None.**

SST 692 Social Studies Education Internship (9 Cr)
This course for Social Studies Education majors offers a comprehensive review and practical application of educational philosophy, methods including NCSS 10 standards, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a social studies classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; social studies student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: CUR 526, CUR 591, EDU 5000, EDU 501, EDU 502, EDU 503, EDU 514, EDU 600, EDU 620, RED 585, SST 524, SST 612, SST 614, SST 616, SST 622, SST 623, SST 625, SST 627, SST 629, SST 630, TSOL 510.**

SST 699 Applied Professional Experience in Social Studies Education (3 Cr)
This culminating course provides the opportunity for the candidates to apply the content knowledge and the professional development skills acquired in their graduate courses to social studies classrooms at the middle and secondary school levels. These applied professional experiences allow the graduate students to demonstrate effective teaching practices that increase student learning. **Prerequisite/s: CUR 526, SST 524, SST 612, SST 614, SST 616, SST 623, SST 625 and SST 627.**

STEM 8000 Integrated STEM Curriculum Design (3 Cr)
This course will begin with an examination of the national standards associated with the individual STEM disciplines. Course participants will then examine emerging STEM standards and practices as well as current and developing STEM curriculum models. Research associated with the development and effectiveness of these models in STEM schools nationally will be analyzed. **Prerequisite/s: None.**

STEM 8010 Trends and Issues in STEM Curriculum within the Global Context (3 Cr)
This course will engage participants in the critical analysis of significant global trends in STEM both within and across education systems. Course participants will research, compare, and contrast different leading global education system models with regard to STEM success data. Emphasis will be placed on leading successful educational system models that have been shown to produce positive STEM outcomes while emphasizing diversity, gender and social economic equity. This course is intended to prepare leaders and curriculum decision makers that will positively impact STEM education. **Prerequisite/s: None.**

STEM 8020 STEM Program Evaluation (3 Cr)
This course will prepare participants to evaluate the effectiveness of PK-8 STEM school programs. Program evaluation models will be examined and applied to STEM schools. Course participants will develop a needs-assessment for a local STEM school or district and then, develop a program evaluation proposal that includes both formative and summative evaluation methods. Additionally, participants will learn to use data analysis as a source for informed decision making. **Prerequisite/s: None.**

STEM 8030 STEM Curriculum for PK-3: Developmental Approaches (3 Cr)
This course will engage participants in the study of the learning theories associated with the development of children in PK to Grade 3. Concurrently, the research-based instructional practices that effectively foster concept formation in early childhood will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for PK to Grade 3 will be examined. **Prerequisite/s: None.**

STEM 8040 STEM Curriculum for Grades 4 to 8: Developmental Approaches (3 Cr)
This course will engage participants in the study of the learning theories associated with the development of students in Grades 4 to 8. Concurrently, the research-based instructional practices that effectively foster concept formation at this grade level will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for Grades 4 to 8 will be examined. **Prerequisite/s: None.**

STEM 8050 Leadership of STEM schools (3 Cr)
This course will prepare participants to lead a STEM school successfully. Current theories of leadership and diffusion of innovations as well as change theories will be examined. Course participants will analyze the unique challenges of STEM schools and the different leadership approaches that lead to STEM school success. Additionally, course participants will evaluate current STEM policies and research in order to select teachers that will successfully harvest STEM talent from underrepresented student populations. **Prerequisite/s: None.**

STEM 8060 Teacher Leaders in STEM Schools (3 Cr)
This course will prepare teachers to serve as teacher leaders in STEM at the school or district level. Course participants will examine effective teacher leadership strategies. Emphasis will be placed on teacher leadership practices that facilitate collaboration among school professionals, acceptance of change, and the integration of curriculum. Additionally, course participants will evaluate current STEM policies and research in order to develop effective strategies for mining STEM talent from underrepresented student populations. **Prerequisite/s: None.**

STEM 8200 Professional Development and Performance Assessment in STEM Based Schools (3 Cr)
This course will prepare participants to evaluate and design effective professional development for PK-8 STEM schools. Emphasis will be placed on analyzing professional development that fosters integrated learning approaches. Course participants will use school and student data to assess the success of professional development in terms of STEM school improvement. **Prerequisite/s: None.**

TEFL 515 Curriculum and Materials Development (3 Cr)
This is an introduction to curriculum development for Teachers of English as a Foreign Language (TEFL). The focus of this course is the processes involved in developing, implementing, and evaluating language programs and any organized course of language instruction. This course provides tools for the process of review and reflection by surveying approaches to language curriculum development and materials and by examining ways of addressing the issues that take place in developing and evaluating language programs and language teaching materials. **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 Englishes: 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. **Pre-requisite/s: None.**

TLDR 653 Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School Improvement (3 Cr)
This course introduces the concepts of teacher as leader within an educational organization and the importance of collaboration to enhance student achievement and promote improvement in classroom practices and overall school culture. Practitioners will investigate the current research on school organizations that value and understand diverse perspectives, foster collaboration among all stakeholders, and establish rigorous academic standards. **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 document applied professional experience with students whose first language is not English in a K-14 educational setting. Graduate students will maintain a reflective journal, develop an evaluative portfolio of one students' work, use and evaluate multiple assessment instruments, and demonstrate application of the state professional and content standards. **Prerequisite/s: 24 credits, including CUR 526.**

TSOL 710 Language Learning and Teaching for Multi-lingual Classrooms of the 21st Century (3 Cr)
This is an advanced course for principles of language learning and teaching focusing on the current classroom environments of the 21st century. This course is designed to prepare candidates with practical and theoretical understanding of implementing cultural infusion into language learning using various approaches of teaching. The course will focus on multicultural literacy, the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others. Research, theories, and best practice of language learning pedagogy will be combined with subject knowledge of the value of diversity, informed sensitivity and how to actively engage other cultures. **Prerequisite/s: None.**

TSOL 720 International and National Assessment and Evaluation of English Language Acquisition (3 Cr)
This course examines various assessment measures and their role in the evaluation of the placement and progress of all English language learners in the United States and abroad. This course emphasizes the use of alternative assessments and reviews placement, diagnostic, outcomes, exit, and state mandated assessments. Alternative assessments, which are linked to standards, learning objectives, and national norms that will be connected to instruction will be examined. English language assessments used nationally and internationally will be reviewed. **Prerequisite/s: None.**

TSOL 730 International and Comparative Education: Issues in Language and Literacy Policy (3 Cr)
This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **Prerequisite/s: None.**

TSOL 740 International Englishes: History Issues and Teaching Trends (3 Cr)
This course investigates the history, structure, usage, and teaching of International English. The English language has the standing of the major international language. Its arrival at this status, its current varieties, and the possible futures as an international language communication is the major themes presented. Through analysis of online international newspapers and journals, students will compare how similar news events are presented, both from a sociolinguistic point of view and language structure. The varieties of English used throughout the world are compared to local usage. Issues concerning teaching English as a foreign language will also be introduced. **Prerequisite/s: None.**

TSOL 750 Distance Education Technology for Teaching English as a New Language (3 Cr)
This course explores the various technological options at the disposal of teachers of English language learners 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 states and nations. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their schools and colleges. **Prerequisite/s: None.**

TSOL 760 Literature Review in TESOL (3 Cr)
This course provides practice in the creation and writing of a literature review in the field of TESOL in order to prepare for writing a TESOL-themed dissertation and ultimately to contribute to the TESOL knowledge base through teaching and professional writing. Issues addressed in the course include identification of previous research on a topic, establishing significance and importance of a topic, use of primary and secondary sources in TESOL, identification of instruments and procedures used investigating a TESOL topic, and creation of research questions as result of surveying the literature. The culminating task in the course will be an extensive literature review of the most current research on a TESOL topic. **Prerequisite/s: None.**

2018 – 2019
Student Handbook
Policies, Regulations, Procedures, and
General Student Information

General Student Information

NSU Student Handbook

The *NSU Student Handbook* is designed to provide all enrolled students, regardless of academic program, an overview of the universal rights and responsibilities provided and required as a member of our academic community. Through the Student Code of Conduct in the *NSU Student Handbook*, information regarding academic integrity requirements, as well as behavioral expectations, are provided to all students. In addition, information about grievance, including discrimination procedures, are provided for all students through the *NSU Student Handbook*. Academic programs/colleges may enforce additional policies for academic progress and/or professional standards and are outlined in the individual college's catalog/handbook.

For the purpose of promoting its educational mission, Nova Southeastern University 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 procedure 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. 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 Nova Southeastern University, 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. 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 require the withdrawal of a student from either enrollment and/or university housing, whose continuation in school, in the university's judgment, is detrimental to the health or safety of the student or others. Students who withdraw for reasons of health or safety must contact the Office of Student Conduct and Community Standards before seeking readmission to NSU. Decisions made under this policy are final.

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* will always be available at *https://education.nova.edu/students/current-students/studentcataloghandbook.html*.

Reservation of Power

The *Fischler College of Education Graduate Catalog and Student Handbook* and *NSU Student Handbook* are not intended to be a contracts or parts 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 Graduate Catalog and Student Handbook* and *NSU Student Handbook* does not excuse students from the rules, policies, and procedures contained therin. The rights and responsibilities that follow take effect immediately upon publication of this document.

Fischler College of Education Policies, Regulations and Procedures

Student Code of Conduct

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, 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. 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. Violations of sexual misconduct/discrimination will be handled by the Office of the Vice President of Student Affairs, following an investigation by the Title IX Coordinator. 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 Graduate Catalog and Student Handbook* define a violation more stringently or differently than local or state law, the handbooks 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.

Students should refer to the *NSU Student Handbook* for a complete list of student conduct standards. The *NSU Student Handbook* is available at the Office of Student Affairs website or the college's website, respectively, at:
- *http://www.nova.edu/studentaffairs/index.html*
- *https://education.nova.edu/students/current-students/studentcataloghandbook.html.*

Academic Misconduct

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, 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*, available online at the Office of Student Affairs website, *http://www.nova.edu/studentaffairs/index.html*.

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.**

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 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 the process provided for in the *Abraham S. Fischler College of Education Graduate Catalog and Student Handbook.*

Academic Progress

Academic progress is defined as progression from one academic term/semester to the next. To make satisfactory academic progress and progress to the next academic term/semester, a student must satisfactorily complete all courses and/or benchmarks required in the preceding academic term/semester. Please note that this policy is separate from the Satisfactory Academic Progress (SAP) policy for financial aid eligibility.

Academic Standing

Students are in good academic standing if they have successfully completed all courses attempted, no courses with incomplete grades are outstanding, maintained a cumulative GPA of 3.0 or better, and the student is not currently on academic or behavioral probation, or has been dismissed.

Academic Probation and Dismissal–M.H.S., M.S., and Ed.S. Students

- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students who are placed on academic probation are required to raise their cumulative GPA to 3.0 or better within the defined probation period.
- Students have one semester (defined as one [1] sixteen [16] week term, or two [2] eight [8] week sessions) in which to clear probation. Students in the School of Criminal Justice have two semesters in which to clear probation.
- Students who fail to clear probation within the defined probation period will be subject to dismissal.
- Students previously placed on probation will be subject to dismissal should their GPA fall below a 3.0 a second time (students are limited to one [1] probationary period only).
- Students who are conditionally admitted and do not earn a grade of B or above in all courses completed during their first term of enrollment will be subject to dismissal.

Notification of probation or dismissal may occur during the succeeding term of registration, whereby future term registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Academic Warning, Suspension, and Dismissal–Ed.D. and Ph.D. Students

- For the semester in which a student earns a failing grade in any course (i.e., a first grade of "F"), the student will be placed on Academic Warning.
- Students who have been placed on Academic Warning and earn a failing grade in a repeated course, or any other course (i.e., a second grade of "F"), will be placed on Academic Suspension pending a review of their academic record.
- Successfully repeated courses do not absolve students from the original grade of "F." An Academic Warning remains in effect for a student's remaining tenure in the program.
- Students who earn failing grades in more than one course during the same semester (i.e., two or more grades of "F") will be placed on Academic Suspension pending a review of their academic record.
- Students may not make progress and cannot receive services in their NSU degree program beyond the term of enrollment during which notification of Academic Suspension is received.
- Students placed on Academic Suspension may be dismissed.
- Students may be placed on Academic Suspension pending a review of their academic record under a second finding of plagiarism in a course, or any finding of plagiarism on a practicum or an applied dissertation, or finding of other academic misconduct (See Academic Misconduct).

Notification of academic suspension or dismissal may occur during the succeeding semester of registration,

whereby future semester registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Address and Name Changes
NSU maintains student contact information through the Student Information System (*http://webstar.nova.edu)*, including current mailing address and telephone number. Students should update their records in WebSTAR and notify their academic division if there is a change in their contact information. Name changes require official documentation to be submitted along with a Data Change Form. For detailed instructions, visit the Registrar's website at *http://www.nova.edu/registrar/services/name-change.html*.

Advisement Services
Academic and Faculty advisors in the Abraham S. Fischler College of Education 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.

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 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 Disability Services at (954) 262-7185 or 800-986-3223, ext. 27185, 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 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.

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.

Grades and Grading

Grading Scale: Department of Curriculum and Instruction, and Department of Higher Education Leadership and Instructional Technology

Letter Grade	Percentage Points	GPA Equivalent
Doctoral Courses		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
Master's and Ed.S. Courses		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Below 70	0.0

Additional Grading Codes

IP   In Progress
I   Incomplete
NPR   No Progress (applied dissertation benchmarks only)
P   Pass
PR   Progress (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 will be graded Pass/Fail (P/F) and are identified accordingly.

Grading Scale: Department of Human Services and School of Criminal Justice

Letter Grade	Percentage Points	GPA Equivalent
A	93–100	4.0
A-	90-92	3.75
B+	87–89	3.5
B	83–86	3.0
B-	80-82	2.75
C+	77-79	2.5
C	73-76	2.0
C-	70-72	1.75
F	69 and below	0.0
NPR	No Progress	0.0

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 (i.e., 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 website
http://apps.fischlerschool.nova.edu/graft/student_incomplete_grade_form.aspx

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 will 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.

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.

If a student is receiving financial aid, please be aware that the Standards of Academic Progress (SAP) is separate from the Grading Policy. Repeated coursework does affect SAP measures. All repeated courses must be counted towards the maximum timeframe 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 M.H.S., M.S., or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation* in the Student Information section of the catalog for a complete listing of graduation requirements):
- successfully 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.

State approved certification/licensure programs additional graduation requirements:
- In order to graduate from the FCE state-approved certification/licensure programs, students must complete any state examinations and field or work experiences. Each program has different requirements; 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 doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* for the Ed.D. in the Doctoral Programs section of the catalog for a complete listing of graduation requirements):
- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory EDGE @ Fischler Institute (formerly Summer Institute),
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied dissertation,
- complete all state testing requirements as applicable, dependent upon program concentration (students should consult a faculty 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.

Ph.D. in Education Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements:
- PPO 8000: Ph.D. Program Orientation,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied research practicum,
- complete an applied research 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.

Ph.D. in Criminal Justice Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements:

- complete all required coursework,
- attain an overall 3.0 GPA,
- successfully 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.

Commencement Participation

Students must satisfy all NSU and Abraham S. Fischler College of Education requirements, including degree conferral, prior to June 1 of the same year. Students not conferred prior to June 1 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 June 1 of the same year; all course work completed.
- Ph.D.:
  - Final Dissertation completed and/or oral defense scheduled or taken place prior to June 1 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 currently enrolled in their last two courses [maximum of 9 credits] for degree completion).
  - All exams completed and submitted to the program office prior to June 1 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 May 31 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 without the possibility of re-enrolling at any time.

Any determination of plagiarism on a practicum or an applied dissertation (prospectus, proposal development, proposal, and applied dissertation), also may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied 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 policies and procedures.

Program Completion Timelines

M.H.S., M.S., and Ed.S. Program Completion Timeline

Master's and Educational Specialist students in Education are allotted four (4) 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 four (4) year time frame will be subject to dismissal. M.H.S. in Child Protection, M.S. in Criminal Justice, and M.S. in Developmental Disabilities students are allotted five (5) years (no additional time may be available beyound the 5 years).

Students in the M.S. and Ed.S. in Education programs who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within four (4) years may request a one-time extension of time up to one (1) year (maximum). Requests must be received prior to the expiration of the four (4) year time frame for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension. No other extensions beyond one (1) year may be available.

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excluding DSO 8000). Students unable to complete all program/degree requirements within seven (7) years may be dismissed from the program. Students who experience extenuating circumstances that inhibit their ability to complete all program/degree requirements within seven (7) years may request an extension of time of up to one (1) year.

In order to be considered for a 1-year extension, students must submit a request to *fseeddsap@nova.edu* during the last semester prior to the expiration of the seven (7) year time frame for program/degree completion. Students must be in good academic and financial standing to be eligible for an extension. As part of this extension, students may be placed into a Dissertation Intensive Support (DIS) group, and/or attend the EDGE @ Fischler Institute, if applicable.

An additional extension of time of up to one (1) year may be requested for students who demonstrate noticeable progress toward completion of the applied dissertation, either with their committee or in their DIS group (if assigned). Students must submit requests to *fseeddsap@nova.edu* during the last semester prior to the expiration of their initial extension. Students must also be in good academic and financial standing to be eligible for an additional extension. As part of this additional extension, students may be placed into a Dissertation Intensive Support (DIS) group if not already assigned, or continue with their DIS group, and/or attend the EDGE @ Fischler Institute, if applicable. No additional time beyond a second 1-year extension may be available.

Readmission

Graduate students who have not enrolled for one-year or more (i.e., three (3) consecutive semesters), and are not eligible for reinstatement, must reapply for admission for their program of study by following the readmission process set forth in this section.

I. **Readmission Following Academic Dismissal (Master's and Educational Specialist Students)**
A student who is dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:
- A student must wait one calendar year from the date of dismissal before requesting readmission to the program.
- After being dismissed, a student may reapply to the program one time only.
- A student who reapplies is subject to the terms, conditions, and criteria for admission in effect at the time of application, as set forth in the catalog (e.g., admission, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
  - Credits were earned within the past five years.
  - A grade of B, Pass, or better was earned in the courses to be applied.
  - Credits are consistent with concentration, major, specialization and degree requirements as stated in the current catalog.
- Students who have been dismissed for academic reasons must include a letter of intent to re-enroll with their application. The letter of intent should specify what circumstances have changed to enable the applicant to be academically successful in the program.

II. **Readmission Following Academic Dismissal (Doctoral Students)**
A doctoral student who is dismissed for academic reasons is ineligible for readmission to a FCE doctoral program.

III. **Readmission Following Expiration of Completion Timeline (Master's, Educational Specialist, and Doctoral Students)**
A student who is dismissed for exceeding his/her time limit for degree completion may reapply to their program of study under the following conditions:
- A student may reapply to the program one time only.

- A student who reapplies is subject to the terms, conditions, and criteria for admission in effect at the time of application, as set forth in the current catalog (e.g., admission, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
  - Credits were earned within the past five years.
  - A grade of B, Pass, or better was earned in the courses to be applied.
  - Credits are consistent with concentration, major, specialization, and degree requirements as stated in the current catalog.

Students seeking readmission may reapply to the program by fulfilling all the admissions requirement set out in this catalog, submitting a completed admissions application, and paying the applicable non-refundable application fee.

Registration

All students must be officially registered, and pay tuition and fees in order 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 semester or risk being dropped from their courses. Students should register via SharkLink for the fall, winter, and summer 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 not be accepted 20 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. Students must have completed all admission requirements for financial aid funds to disburse. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student.

Reinstatement

Graduate students who are administratively withdrawn or who do not enroll for one-year (three [3] consecutive semesters) or more may seek reinstatement to their program of study under the following conditions:
- Student was in good academic standing when last enrolled.
- Student's account is free of any outstanding financial obligations to the university.
- A student is required to complete a reinstatement form.
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established time frame based on the initial term of enrollment, and (b) credits previously earned are consistent with curricular requirements in place at the time of initial enrollment.

Note: A student who was placed on academic probation or academic warning is subject to the terms and conditions of their continued academic probation or academic warning upon reinstatement to the program.

Graduate students who have exceeded the Program Completion Timeline are not eligible for reinstatement and must reapply to the university.

Transcript Issuance

You may request an official transcript through SharkLink. After entering your SharkLink ID and Password, click on *"My Academics"* on the left navigation bar, select "I Would Like To…", and click on "Transcripts/CAPP Degree Evaluation." This process allows you to request and pay for the transcript online. Generally, transcripts are processed within one (1) business day of receiving your request.
For standard U.S. mail, please allow up to 10 days for delivery. If a student chooses to have a transcript mailed directly to him or herself, be aware that the student's name and address will appear as the one it was "Issued to."

After you have made your request, you can also check on the status of the transcript processing through the online system. If you do not have a Password, visit the My NSU Identity page at
http://www.nova.edu/resources/nsuidentity.html.

If you are unable to request the transcript through the online process, you may submit a Transcript Request Form available at *http://www.nova.edu/registrar/forms/transreg.pdf* either by fax to (954) 262-4862 or by mail to:

> Nova Southeastern University
> Enrollment and Student Services
> Office of the University Registrar
> 3301 College Ave.
> Fort Lauderdale-Davie, FL 33314-7796

For additional information regarding transcript requests, visit *https://www.nova.edu/registrar/services/transcript.html*.

Withdrawal

Student Withdrawal from a Course and Cancellation of Registration

In accordance with the Tuition Refund Policy, a student who cancels his/her registration before the start of the term/semester, or first class meeting/session is entitled to a full tuition refund; student fees are also refundable. A student who drops a course after the first class meeting will receive a prorated tuition refund. The refund for courses, which includes applied dissertation services, capstones, and internships, is based on the date of receipt of the Student Transaction Form (STF) following the official start date of the term/semester. Student fees are non-refundable. The prorated tuition refund will be based on the number of class meeting/sessions held during the term as of the date of receipt of a completed STF.

Students must submit withdrawal requests on or before the *'Last Day to Withdraw'* date listed in the current academic calendar/tuition refund schedule in this section. 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 no later than 72 hours (3 days) prior to the end of the term. Approvals will be based on extenuating circumstances, and documentation may be required.

A student who stops attending class will receive a final grade based on course requirements and work completed. An official drop request must be submitted by the student (i.e., a completed STF, signed and dated, and sent from the student's NSU e-mail) and received by the Office of Student Affairs in order to drop/withdraw from class (email below).

A completed STF to drop or withdraw from class may also be mailed or faxed to the Office of Student Affairs at the address below:

> Nova Southeastern University
> Abraham S. Fischler College of Education
> Office of Student Affairs
> ATTN: Registration Department
> 3301 College Avenue
> Fort Lauderdale, FL 33314
> Fax (954) 262-2336
> *fseroster@nova.edu*

Note: Unless withdrawal procedures have been completed within the stated deadline (see Tuition Refund Policy and Schedule in this section), students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Student Affairs has received written notification of the drop/withdrawal STF.

Student Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below. Students must submit a written request for program withdrawal. Students must notify the Office of Student Affairs, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program and specialization information, effective date for program withdrawal, and cluster number (if applicable).

1. Upon receipt of written notification from the student, the Admissions Department in the Office of Student Affairs will process the program withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the transaction.
2. The Admissions Department in the Office of Student Affairs will send an official program withdrawal confirmation to the student via U.S. mail and NSU email.
3. A copy of the program withdrawal letter will also be sent to the Enrollment Processing Services (EPS), and noted on the student's academic record.

Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must drop those courses by following the course withdrawal procedure.

Contact Information: Nova Southeastern University
                         Abraham S. Fischler College of Education
                         Office of Student Affairs
                         Attention: Admissions Department
                         3301 College Avenue
                         Fort Lauderdale, FL 33314
                         Email: *admitteam@nova.edu*

Administrative Withdrawal from a Program
Any student who fails to register or enroll in any courses at the Fischler College of Education for a period of one year (3 consecutive full terms/semesters) or more will be considered administratively withdrawn from the program/college and subject to the readmission policies detailed above.

Tuition Refund Policy

A student who 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 number of class meetings/sessions held during the term as of the date of receipt of a completed *Student Transaction Form* (STF). For exact dates, refer to the Tuition Refund Schedule on page 12.

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 approved by the institution and confirmed in writing by a physician) that precludes completion of the term.
- For exceptional 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 Office of Student Affairs* no later than 20 days after the end of the semester for which the registration was accepted and processed; documentation may be required.

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

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FCE Office of 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 (FCE) 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 the Office of Student Judicial Affairs by completing a *Student Appeal Form*. This form must be completed and on file in Student Judicial Affairs within fifteen (15) days following receipt of notification of the administrative action, or if appealing a grade, fifteen (15) days from the date the final course grade is posted (for an incomplete, fifteen [15] days from the date a final course grade is posted), for consideration by the committee.

A. A three-member committee consisting of a cross section of department faculty, 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 present 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 appellant. 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 FCE. 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 appellant. 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.
   3. 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 appellant. 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. In the event all documentation to be reviewed is not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting. If the documentation is not provided within ten (10) working days prior to the following scheduled meeting, 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 appellant, 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 appellant, 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 appellant 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 Office of 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) 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 Office of 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 (FCE) 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 the Office of 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 the Office of Student Judicial Affairs within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.

A. A three-member committee consisting of faculty and/or administrators, 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. 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.

B. 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.

Note: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with their respective state licensing authority. Additional information is available through the following web page: *http://nova.edu/distanceed/student-complaint-process.html*. The complaint/grievance process described in this handbook/catalog does not limit or prohibit the student from filing a complaint/grievance related to perceived discrimination at any time, as provided for in the *NSU Student Handbook* or through any governmental agency.

Note for Residents of Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, (602)-542-5709, Web site address: http://azppse.state.az.us.

Note for Residents of Georgia: Students have the right of appeal of the final institutional decision regarding a grievance to the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker GA 30084-5305); (770) 414-3300; *http://www.gnpec.org*.

Note for Residents of South Carolina: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The student must contact the Commission for further details. The Commission's address is 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2260.

Note for Residents of Virginia: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond, Virginia 23219; (804) 225-2600. The following information is supplied in support of the Virginia Commonwealth Administrative Code 8 VAC 40-31-160 F:
For anyone interested in the number of Nova Southeastern University students who are residents of the Virginia Commonwealth, a request may be sent to: Don Rudawsky, Ph.D., Vice President*, Nova Southeastern University*, Office of Institutional Effectiveness*, 3301 College Avenue*, Fort Lauderdale, FL 33314*, rudawsky@nova.edu.* (954)262-5392

Venue shall lie in Broward County, State of Florida, for any and all Abraham S. Fischler College of Education student disputes, grievances or appeals.

Office of International Affairs (OIA)

The Office of International Affairs is committed to providing essential services to assist international students and visiting scholars at NSU. The OIA also serves as a resource to the university community and provides services and counseling expertise regarding U.S. government visa regulations and university life in the United States, and acts as a liaison with federal agencies such as the United States Citizenship and Immigration Services (USCIS), the U.S. Department of State, and other foreign governmental agencies. The OIA also coordinates and provides assistance to domestic and international students who wish to study abroad for a summer, semester, or full academic year.

More than 1,282 international students and scholars from more than 106 countries have selected NSU as their academic destination. The OIA provides the following support services:

- International student admissions and advising
- F-1 and J-1 visa assistance and counseling
- issuance of I-20 documents
- assistance with reinstatement of status
- travel documentation
- curricular practical training (CPT)
- optional practical training (OPT)
- extension of stay
- study abroad
- social security
- income tax filing
- health insurance
- cross-cultural activities
- international student orientation
- international travel registration

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University. For further information, contact the OIA at (954) 262-7240 or visit the Web site at *www.nova.edu/internationalstudents*.

International Students

Nova Southeastern University is authorized to accept international students for admission to all degree programs. An international student is an individual who has a residence in a country other than the United States to which he or she plans to return, and who has come to the United States temporarily and solely for the purpose of attending an academic institution.

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 requirements at *http://www.nova.edu/internationalstudents/prospective/i20.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).
- 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.

Note: International candidates may not qualify for a student visa due to the online instructional delivery format of all FCE 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 more information on international student admissions and program requirements, please visit the website at *http://www.nova.edu/internationalstudents/index.html*

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 (WebSTAR). 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, WebSTAR, Calendars, Groups, Events, and Activities. Access SharkLink at *https://sharklink.nova.edu*

WebSTAR

WebSTAR is available to all students, faculty and staff members. Students can use WebSTAR 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 midterm and final grades. Employees are able to sign up for benefits, view pay stub information and tax forms. Access WebSTAR at *https://webstar.nova.edu*. You will need your NSU ID and PIN to enter the system.

Need Help?

The Office of Innovation and Information Technology (OIIT) Computing Help Desk provides assistance to all NSU students. Contact the *Help Desk* at 800-541-6682 x 24357 or (954) 262-4357.

Enrollment and Student Services (ESS) Policies, Regulations, and Procedures

Financial Aid

Financial aid policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE master's, educational specialist, and doctoral students and programs, unless otherwise stated within this text.

Enrollment and Student Services

Enrollment and Student Services (ESS) is comprised of the Office of Student Financial Assistance (OSFA), the Office of the University Registrar, the Office of the University Bursar, NSU Student Health Insurance, the One-Stop Shops in the Horvitz and Terry Administration Buildings, the University Call Center and Help Desk, Enrollment Processing Services/Admissions Management Services, Transfer Evaluation Services, the Health Professions Divisions (HPD) Office of Admissions, and SharkCard Services. Collectively, ESS' ultimate goal is to exceed the information and service needs of all NSU students.

Means of Communication with Students

ESS' 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
- access their online degree evaluation (CAPP)
- obtain enrollment verification
- change their primary and mailing addresses and phone numbers (click on the green WebSTAR tile in the application slider bar)
- 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 helping students make educated financial choices while they are in college. The OSFA administers federal, state, and institutional aid programs such as grants, scholarships, student employment, and loans. In order to be eligible for these programs, students must generally complete the Free Application for Federal Student Aid (FAFSA) at *www.fafsa.gov*.

Financial Aid Checklist

1. **Complete the FAFSA.**
   Students should complete the Free Application for Federal Student Aid (FAFSA) at *www.fafsa.gov* annually. It becomes available each October 1 for aid in the following award year. The earlier students apply, the better chance they have of being considered for 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
   www.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, if they intend to live on campus.
4. **Check financial aid account regularly.**
   Students should log in to SharkLink at *https://sharklink.nova.edu* and regularly check their financial aid status to ensure that there are no outstanding requirements. Students who must submit additional documents in order to be awarded financial aid will also be notified via NSU email.

5. **Accept, reduce, or decline loan and federal work-study award(s).**
   The financial aid award notice provides students with detailed instructions on how to accept, reduce, or decline their financial aid award. Loan awards are not disbursed, and students are not able to apply for student employment in JobX until this step has been completed.
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 *https://studentloans.gov* before loan funds can be disbursed.
7. **Register for classes (early).**
   In order for students to receive any federal Title IV or state 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. Half-time status varies by program. Students should register as early as possible to ensure timely disbursement of their financial aid funds.

   Students are to use NSU's online degree-evaluation system CAPP to keep track of completed and outstanding degree/certificate requirements when registering for courses. For more information, visit the Registrar's website at *https://www.nova.edu/registrar*.

Grants and Scholarships
Grants and scholarships are considered "gift" aid and 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 *http://www.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 *www.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. 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 *www.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 *www.nova.edu/financialaid*.

Return of Title IV Funds
Any student who does not complete at least one financial aid eligible course within an academic session/term, will be reviewed for a Return of Title IV Funds calculation. For complete information, please review *http://www.nova.edu/financialaid/apply-for-aid/title-iv-return.html*.

Satisfactory Academic Progress (SAP)
In order 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 2018–2019 academic year will not be eligible for Title IV federal and Florida state financial aid during the 2019–2020 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., 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 *www.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 *www.gibill.va.gov*.

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 *https://sharklink.nova.edu/* for a $10 fee.

Registration

Registrar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all graduate and doctoral FCE students and programs, unless otherwise stated within this text.

The Office of the University Registrar

The University Registrar's Office 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. Additional service information is available at *www.nova.edu/registrar/services.html*.

Registration

All students must be officially registered, and pay tuition and fees in order 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 semester or risk being dropped from their courses. Students should register via SharkLink for the fall, winter, and summer semester during the open registration period prior to 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 not be accepted 20 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. Students must have completed all admission requirements for financial aid funds to disburse. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student.

The following hold will prevent students from registering: NSU employee hold—NSU employees must submit a Student Transaction Form to register.

Other holds—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).

Roster Reconciliation

Faculty members are required to notify the Office of the University Registrar of any registered student who is not in attendance at the beginning of each semester. Therefore, it is of utmost importance that students attend the courses they registered for at the beginning of each semester. If that is not possible, students must notify their professor. Otherwise, the professor may report the student as not in attendance, and the student can be dropped from the course.

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 a class may result in a tuition charge, affect fees, or impact a student's financial aid. Students may withdraw from a class after the drop period has ended. Changes to course registrations will not be accepted 20 days after each semester ends. 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.

Curriculum, Advising, and Program Planning
The Curriculum Advising and Program Planning (CAPP) degree evaluation system allows students to compare their completed coursework against the degree/certificate requirements published in the catalog for the year in which they matriculated. This useful reference tool helps students track their progress toward degree/certificate completion and is available through SharkLink.

CAPP helps students keep track of their completed coursework by applying it to each specific requirement (e.g., major and minor requirements). Once students have registered for a course, CAPP will display the course as "in progress," regardless of whether the term has actually begun. CAPP displays any courses that are not required for degree/ certificate completion under "Additional Information" in the "Courses Not Used" section. This allows students to verify whether their enrollment is degree-applicable prior to the beginning of the term and helps students stay on track toward graduation or certificate completion.

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 not degree-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. Half-time status varies by program. If half-time enrollment is defined as 6 credits per session/term, students must be enrolled in at least 6 degree-applicable credits to be eligible for federal loans. If a student enrolls in one 3-credit course that is degree-applicable and 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.

Detailed instructions on how to view a CAPP Online Degree Evaluation are available at *www.nova.edu/capp*.

Payment
Bursar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE students and programs, unless otherwise stated within this text. For more information, visit *www.nova.edu/bursar*.

Office of the University Bursar
The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, issuing refunds from excess financial aid funds, and verifying students' eligibility for a student loan. Please 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. Electronic checks can be used through NSU eBill. 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
3301 College Avenue
Fort Lauderdale, FL 33314

Students may mail a completed Credit Card Authorization Form available at
http://www.nova.edu/bursar/forms/cc_authorization.pdf or money order/cashier's check to:

Nova Southeastern University
Bursar's Office
P.O. 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. Hours of operation are Monday through Thursday, 8:30 a.m. to 7:00 p.m.; Friday 8:30 a.m. to 6:00 p.m., and Saturday (Horvitz only), 9:00 a.m. to noon.

Instructions on payment by wire transfer are available on the Bursar's website at
http://www.nova.edu/bursar/payment/pay_my_bill.html.

Payment Plans
NSU students (with the exception of international 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. Detailed information, including application deadlines, is available at *www.nova.edu/bursar/payment/payment_plans.html*.

Tuition Assistance Plans
- **Tuition Deferment**
  Graduate students should contact their program office for information on deferment programs.

- **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 accordingly. Upon registration, the student must:
  - provide a voucher, financial guarantee, letter of credit or eligibility from the respective payer with the amount and enrollment period for which funds are to be applied when charges are due at the time of registration, and
  - pay any amount due not covered in the billed party documentation.

- **Tuition Reimbursement**
  Some employers/sponsors/guarantors make payments directly to the student. Upon registration, students must:
  - Pay charges in full for the session/term to be reimbursed.
  - Send an email to *bursar@nova.edu* from their SharkLink (NSU) email account to request a receipt of paid charges.

Enrollment and Student Services Contact Information

Technical Help

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk 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, students may call (954) 262-4357; 800-541-6682 ext. 24357; or email *help@nova.edu*.

University Call Center

The University Call Center is available seven days a week to answer financial aid, bursar, registrar, and technical support 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
Help Desk:	(954) 262-HELP (4357) or 800-541-6682, ext. 24357
NSU Student Health Insurance:	(954) 262-4060 or 844-990-1800

Hours of Operation (E.T.)
Monday-Friday: 7 a.m. to 10 p.m.
Saturday-Sunday: 8:30 a.m. to 5 p.m.

The One-Stop Shop (Horvitz and Terry Administration Buildings)

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 decal at the One-Stop Shop. Offices are conveniently located in the Horvitz Administration Building on the Fort Lauderdale/Davie Campus as well as on the first floor of the Terry Administration Building.

> **Hours of Operation (E.T.)**
> Monday–Thursday: 8:30 a.m. to 7:00 p.m.
> Friday: 8:30 a.m. to 6:00 p.m.
> Saturday: 9:00 a.m. to noon (Horvitz Building only)

The University Call Center and the One-Stop Shops are closed on holidays observed by NSU.

Financial Policies and Information
Fees

Application Fee
The application for admission to the university must be accompanied by a $50 non-refundable application fee.

Graduation Fee
An Application for Degree Form should be submitted no later than the last session/term in which the student will complete his or her program. The application must be submitted with a $100 non-refundable fee. Students may visit the Office of the Registrar website at *http://www.nova.edu/registrar/instructions* for access to the degree application and instructions. Graduation regalia can be purchased through the NSU Bookstore (*http://nsubooks.bncollege.com*) at an additional charge.

Late Payment Fee
If a student has a balance at 30 days after the official start of the session/term, a hold and a $100 late payment fee will be placed on the account. If a balance exists after 90 days, the account will be placed in collections. Any further registrations received for an account with a hold will not be processed.

Late Registration Fee
Continuing students who register for classes after the registration deadline will be required to pay a $100 late registration fee. Students should refer to the program schedule, posted on the respective website, regarding registration dates and deadlines.

Registration Fee
Students will pay a $30 registration fee per session/term. This fee is non-refundable if a student withdraws on or after the first day of the session/term.

University Student Services Fee
A $225 fee will be charged for students registering for 3 credits or less in a given session/term. A $450 fee will be charged for students registering for more than 3 credits per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

Declined Payment Fee
NSU assesses a $25 declined payment fee for each declined payment, including payments made by check or credit card. The Bursar's Office reserves the right to refuse personal checks from students, whose previous check payments have been declined more than once. These students will be required to submit payment by money order, credit card, or certified check.

2018 - 2019
Manual del estudiante
Políticas, Reglamentos, Procedimientos e

Información general del estudiante

El catálogo de FCE y el Manual del estudiante de FCE se han combinado en un solo documento. Las políticas y los programas establecidos en este manual son efectivos hasta el año académico 2018-2019. Los cambios en el contenido del Manual del Estudiante de NSU pueden realizarse, en cualquier momento, por la universidad, la división o la administración de la universidad. Se le dará al estudiante un aviso adecuado de los cambios anticipados, siempre que sea posible. Este Manual del estudiante reemplaza todos los manuales, documentos y directivas anteriores donde puedan estar en conflicto. El Manual del estudiante es el documento que rige toda la información relacionada con el programa. Por favor, familiarícese con las políticas y procedimientos enumerados en él. El no leer este manual no exime a los estudiantes de las reglas, políticas y procedimientos

Información general del estudiante

Manual del Estudiante de NSU

El Manual del Estudiante de NSU está diseñado para proporcionar a todos los estudiantes matriculados, independientemente del programa académico, una descripción general de los derechos y responsabilidades universales proporcionados y requeridos como miembro de nuestra comunidad académica. A través del Código de Conducta del Estudiante en el Manual del Estudiante de NSU, se proporciona información a todos los estudiantes sobre los requisitos de integridad académica, así como sobre las expectativas de comportamiento. Además, se proporciona información sobre quejas, incluidos los procedimientos de discriminación, para todos los estudiantes a través del Manual del Estudiante de NSU. Los programas académicos / universidades pueden aplicar políticas adicionales para el progreso académico y / o estándares profesionales y se detallan en el catálogo / manual de la universidad individual.

Con el fin de promover su misión educativa, Nova Southeastern University tiene el derecho inherente de preservar el orden y mantener la estabilidad mediante el establecimiento de normas de conducta y la prescripción de procedimientos para la aplicación de dichas normas. Además de mantener el orden y la estabilidad, siempre que sea posible, la universidad pretende utilizar su procedimiento disciplinario como un proceso de desarrollo. De acuerdo con esta filosofía, las tareas educativas pueden agregarse a cualquier sanción disciplinaria. La base de estas normas estudiantiles está basada en el principio de que el ejercicio de los derechos individuales debe ir acompañado de una cantidad igual de responsabilidad. Esto asegura que no se nieguen los mismos derechos a los demás. Al convertirse en miembro de la comunidad universitaria, un estudiante adquiere los derechos y responsabilidades de toda la comunidad universitaria. Estos derechos y responsabilidades están incluidos en este manual.

Se requiere que los estudiantes cumplan con todas las regulaciones de NSU, así como con todas las leyes locales, de la ciudad, del condado, estatales y federales. Todos los estudiantes están sujetos a las políticas y procedimientos que se incluyen en este documento. El término "estudiantes" incluye a cualquier individuo matriculado en un curso o programa académico ofrecido por Nova Southeastern University, ya sea en un programa de búsqueda de título o no. Además, cualquier estudiante que resida en instalaciones de residencia universitaria está sujeto a estas políticas y procedimientos por infracciones que ocurran dentro de esas instalaciones. Cualquier acto que constituya una violación o un intento de violar cualquiera de las políticas o procedimientos contenidos en este documento puede establecer una causa de acción disciplinaria y / o legal por parte de la universidad. En circunstancias donde este manual define una violación de manera más estricta o diferente a la ley local / estatal, la definición del manual prevalecerá. La universidad no está limitada por las definiciones contenidas en los estatutos locales / estatales o la jurisprudencia al abordar las violaciones de conducta de los estudiantes.

Los estudiantes también están sujetos a las reglas y regulaciones que se aplican a los programas académicos de las diferentes escuelas y colegios universitarios de la universidad, que incluyen, entre otros, el Código de Conducta del Estudiante y la Responsabilidad Académica. Los estudiantes deben familiarizarse con los estándares académicos, de conducta y profesionalismo de sus universidades individuales, además de la información contenida en el Manual del Estudiante de NSU.

A los estudiantes que participan en una conducta que pone en peligro su salud o seguridad, o la salud o seguridad de los demás, se les puede exigir que participen y progresen satisfactoriamente en un programa de evaluación médica y / o tratamiento si desean permanecer en la universidad. La determinación en cuanto a la participación y progreso del estudiante la hará el Comité de Preocupaciones de Comportamiento del Estudiante de NSU. La universidad se reserva el derecho de exigir el retiro de un estudiante de la inscripción y / o de la vivienda de la universidad, cuya continuación en la escuela, a juicio de la universidad, sea perjudicial para la salud o la seguridad del estudiante u otros. Los estudiantes que se retiran por razones de salud o seguridad deben comunicarse con la Oficina de Conducta Estudiantil y Normas de la Comunidad antes de solicitar la readmisión a NSU. Las decisiones tomadas bajo esta política son definitivas.

En lugar de, o además de, una acción disciplinaria, NSU también se reserva el derecho de imponer multas, emprender acciones legales, rescindir privilegios de vivienda, revocar privilegios de estudios en el extranjero, retener registros de estudiantes, revocar otros privilegios e imponer otras penalidades que se consideren apropiado. Los estudiantes también deben ser conscientes de que las medidas disciplinarias pueden afectar la elegibilidad para becas u otras ayudas financieras institucionales. Además, la admisión de un estudiante en Nova Southeastern University para cualquier semestre no implica ni garantiza que dicho estudiante se reinscriba en cualquier semestre académico posterior. Los estudiantes también pueden estar sujetos a procedimientos disciplinarios por actos cometidos antes de su admisión y / o inscripción en la Universidad Nova Southeastern.

La versión más reciente del Manual del Estudiante de NSU siempre estará disponible en https://education.nova.edu/students/current-students/studentcataloghandbook.html .

Reserva de poder
El Catálogo de Graduados de la Facultad de Educación de Fischler y el Manual del Estudiante de NSU no pretenden ser contratos o partes de un acuerdo contractual entre la NSU y el estudiante. De vez en cuando, puede ser

recomendable que la universidad altere o modifique sus procedimientos o políticas. Se puede proporcionar un aviso razonable a la comunidad universitaria de cualquier cambio sustancial, pero no es obligatorio.

Siempre que se utilicen títulos específicos en estos procedimientos, deberán incluir a la persona designada apropiada de la persona que lleva estos títulos. Cuando aparecen referencias a lo singular en este manual, también se pretende el plural; cada vez que se usa el plural, el singular también está implicado. Siempre que se hace referencia al género masculino, se incluye el género femenino.

El no leer el Catálogo de Graduados y el Manual del Estudiante de la Universidad de Fischler y el Manual del Estudiante de NSU no exime a los estudiantes de las reglas, políticas y procedimientos contenidos en el mismo. Los derechos y responsabilidades que siguen tienen efecto inmediatamente después de la publicación de este documento.

Fischler College of Education Políticas, Regulaciones y procedimientos

Código de Conducta Estudiantil

La Universidad es una comunidad de académicos en la que se sostienen los ideales de libertad de investigación, libertad de pensamiento, libertad de expresión y libertad del individuo. Sin embargo, el ejercicio y la preservación de estas libertades y derechos requieren el respeto de los derechos de todos en la comunidad para disfrutarlos en la misma medida. Es claro que, en una comunidad de aprendizaje, la interrupción voluntaria del proceso educativo, la destrucción de la propiedad y la interferencia con el proceso ordenado de la universidad, tal como lo define la administración de la universidad o con los derechos de otros miembros de la universidad, no se pueden tolerar. Los estudiantes que se matriculan en la universidad asumen la obligación de comportarse de una manera compatible con la función de la universidad como institución educativa. Para cumplir con sus funciones de impartir y adquirir conocimiento, la universidad conserva el poder de mantener el orden dentro de la universidad y de excluir a quienes interrumpen el proceso educativo.

En apoyo del Código de Conducta Estudiantil, cualquier violación del Código de Conducta Estudiantil y Responsabilidad Académica y / o políticas y procedimientos de la universidad puede resultar en acción disciplinaria y / o enjuiciamiento criminal. Las violaciones de los estándares académicos y / o suplementarios se manejarán a través de la universidad o centro académico del estudiante. Las violaciones de los estándares de conducta, las políticas y / o procedimientos de la universidad serán manejados por la Oficina del Vicepresidente de Asuntos Estudiantiles, o por medio de la universidad individual cuando sea apropiado. Una unidad académica, como resultado de los estándares / requisitos de educación profesional, puede tener procedimientos adicionales para abordar la conducta indebida de los estudiantes. Las violaciones de conducta sexual inapropiada / discriminación serán manejadas por la Oficina del Vicepresidente de Asuntos Estudiantiles, luego de una investigación realizada por el Coordinador del Título IX. Los cambios en el Código de Conducta Estudiantil y Responsabilidad Académica se publicarán en el sitio web de Asuntos Estudiantiles. Se requiere que los estudiantes estén familiarizados con las reglas, políticas y el Código de conducta y responsabilidad académica del estudiante.

Todas las organizaciones estudiantiles están sujetas a las normas y regulaciones universitarias relativas a la conducta según lo establecido en el Manual del Estudiante de NSU, ya sea que ocurra un incidente en el campus o en cualquier lugar fuera del campus.

Los procedimientos para investigar y adjudicar cada tipo de incidente se proporcionan en el Manual del Estudiante de NSU.

En las circunstancias en que el Manual del Estudiante de NSU o el Catálogo de Graduados y el Manual del Estudiante de Fischler College of Education definen una violación de manera más estricta o diferente a la ley local o estatal, la definición de los manuales prevalecerá. La universidad no está limitada u obligada a las definiciones contenidas en los estatutos locales o estatales o la jurisprudencia al abordar las violaciones del código de conducta.

Los estudiantes deben consultar el Manual del Estudiante de NSU para obtener una lista completa de los estándares de conducta de los estudiantes. El Manual del Estudiante de NSU está disponible en el sitio web de la Oficina de Asuntos Estudiantiles o en el sitio web de la universidad, respectivamente, en:
•http://www.nova.edu/studentaffairs/index.html
• https://education.nova.edu/students/current-students/studentcataloghandbook.html.

Mala Conducta Académica

La universidad, como una comunidad de académicos, abraza la libre expresión de ideas para promover la adquisición de conocimientos al tiempo que respeta los principios de confianza, responsabilidad, honor, integridad y comportamiento ético en el cumplimiento de los requisitos de programas y títulos. Como tal, se espera que los estudiantes se adhieran a una norma de honestidad académica en todo el trabajo enviado. Las violaciones de las normas de honestidad académica constituyen una conducta indebida académica y violan el Código de conducta y responsabilidad académica de la NSU que se encuentra en el Manual del estudiante de la NSU, disponible en línea en el sitio web de la Oficina de Asuntos Estudiantiles, http://www.nova.edu/studentaffairs/index

Los siguientes actos violan las normas de honestidad académica y darán como resultado una mala conducta académica:
1. Hacer trampa en cualquier forma: usar intencionalmente o intentar usar materiales, información o ayudas de estudio no autorizados en cualquier ejercicio académico, o hacer que otros completen trabajos o exámenes y los representen como propios.
2. Fabricación: falsificación intencional y no autorizada o invención de cualquier información o cita en un ejercicio académico.
3. Facilitar la deshonestidad académica: ayudar o intentar ayudar a otro intencionalmente a sabiendas de que se va a violar cualquier disposición de este código.
4. Plagio: la adopción o reproducción de ideas, palabras o declaraciones de otra persona como propia sin el debido reconocimiento. (Ver Estándares de Honestidad Académica).
5. Conspiración para cometer deshonestidad académica: ayudar a otros a cometer actos de mala conducta académica.
6. Declaración falsa: intencionalmente hacer declaraciones falsas u omisiones de hechos en un contrato. Los ejemplos incluyen, pero no se limitan a portafolios, hojas de portada, clínica, estación de capacitación y acuerdos de práctica.
7. Soborno: ofrecimiento de bienes, servicios, bienes o dinero en un intento de obtener una ventaja académica.
8. Falsificación o alteración de documentos o credenciales: los ejemplos incluyen, entre otros, firmas, fechas y otra información sobre carteras, hojas de portada, clínica, estación de capacitación y acuerdos de prácticas.
9. Proporcionar, a sabiendas, información falsa a la institución.

Las sanciones por mala conducta académica pueden ir desde calificaciones reducidas en las tareas o en los cursos, hasta calificaciones bajas en las tareas o en los cursos, según lo determine el profesor del curso. La mala conducta académica también puede resultar en el despido de la Escuela de Educación Abraham S. Fischler sin la posibilidad de volver a inscribirse en cualquier momento. Los estudiantes no pueden retirarse de un curso en curso para evitar una calificación reprobatoria al recibir la notificación de que puede haber ocurrido una mala conducta académica.

Nota: Si un cargo por mala conducta académica se determina en un curso, cualquier retiro iniciado por un estudiante para ese curso puede ser revocado administrativamente y se puede ingresar una calificación de F en la transcripción del estudiante para ese curso.

Todos los estudiantes tienen derecho al proceso previsto en el Catálogo de Graduados y el Manual del Estudiante de la Escuela de Educación Abraham S. Fischler.

Progreso académico
El progreso académico se define como la progresión de un término / semestre académico al siguiente. Para lograr un progreso académico satisfactorio y para el siguiente semestre / semestre académico, un estudiante debe completar satisfactoriamente todos los cursos y / o puntos de referencia requeridos en el semestre / semestre académico precedente. Tenga en cuenta que esta política es independiente de la política de progreso académico satisfactorio (SAP) para la elegibilidad de ayuda financiera.

Rendimiento académico
Los estudiantes tienen un buen rendimiento académico si han completado exitosamente todos los cursos intentados, ningún curso con calificaciones de incompleto es adecuado, si ha mantenido un GPA acumulativo de 3.0 o mejor, y si el estudiante no está actualmente en probatoria académica o de comportamiento, o ha sido despedido.

Período de prueba académico y despido - M.H.S., M.S., y Ed.S. Estudiantes
• Los estudiantes que no cumplan con un GPA acumulativo de 3.0 serán asignados a retención académica.
• Los estudiantes que retención académica condicional deben elevar su GPA acumulativo a 3.0 o mejor dentro del período de prueba definido.

• Los estudiantes tienen un semestre (definido como un [1] período de dieciséis [16] semanas, o dos [2] sesiones de ocho [8] semanas) en las cuales se puede eliminar la retención condicional. Los estudiantes en la Escuela de Justicia Criminal tienen dos semestres en los cuales se puede aprobar la retención condicional.
• Los estudiantes que no superen la retención condicional dentro del período de prueba definido estarán sujetos a despido.
• Los estudiantes que se colocaron previamente en retención condicional estarán sujetos a despido si su GPA cae por debajo de 3.0 por segunda vez (los estudiantes están limitados a un período de prueba [1] solamente).
• Los estudiantes que son admitidos condicionalmente y que no obtienen una calificación de B o superior en todos los cursos completados durante su primer período de inscripción estarán sujetos a expulsión.

La notificación de la retención condicional o la expulsión pueden ocurrir durante el siguiente período de inscripción, por lo que las futuras inscripciones pueden cancelarse y / o los estudiantes pueden ser retirados administrativamente de los cursos en curso (si corresponde). Los estudiantes que son expulsados tienen la opción de apelar (ver Proceso de apelación de estudiantes).

Advertencia Académica, Suspensión y Despido – Ed.D. y Ph.D. Estudiantes
• Para el semestre en el que un estudiante obtiene una calificación reprobatoria en cualquier curso (es decir, un primer grado de "F"), el estudiante será colocado en Advertencia Académica.
• Los estudiantes que han sido colocados en Advertencia Académica y obtienen una calificación reprobada en un curso repetido, o cualquier otro curso (es decir, un segundo grado de "F"), se colocarán en suspensión académica en espera de una revisión de su expediente académico.
• Los cursos repetidos con éxito no eximen a los estudiantes de la calificación original de "F". Una advertencia académica permanece vigente para la permanencia de un estudiante en el programa.
• Los estudiantes que obtienen calificaciones bajas en más de un curso durante el mismo semestre (es decir, dos o más calificaciones de "F") se colocarán en suspensión académica en espera de una revisión de su expediente académico.
• Los estudiantes no pueden progresar y no pueden recibir servicios en su programa de grado de NSU más allá del período de inscripción durante el cual se recibe la notificación de suspensión académica.
• Los estudiantes colocados en suspensión académica pueden ser despedidos.
• Se puede colocar a los estudiantes en suspensión académica en espera de una revisión de su expediente académico bajo un segundo hallazgo de plagio en un curso, o cualquier hallazgo de plagio en una práctica o una disertación aplicada, o encontrar otra mala conducta académica (consulte Mala conducta académica).
La notificación de suspensión académica o de despido puede ocurrir durante el siguiente semestre de inscripción, por lo que las futuras inscripciones del semestre pueden cancelarse y / o los estudiantes pueden ser retirados administrativamente de los cursos en curso (si corresponde). Los estudiantes que son despedidos tienen la opción de apelar (ver Proceso de apelación de estudiantes

Dirección y cambios de nombre
NSU mantiene la información de contacto de los estudiantes a través del Sistema de información del estudiante (http://webstar.nova.edu), incluida la dirección postal actual y el número de teléfono. Los estudiantes deben actualizar sus registros en WebSTAR y notificar a su división académica si hay un cambio en su información de contacto. Los cambios de nombre requieren que se presente documentación oficial junto con un formulario de cambio de datos. Para obtener instrucciones detalladas, visite el sitio web del Registrador en
http://www.nova.edu/registrar/services/name-change.html.

Servicios de asesoría
Los asesores académicos y de la facultad en el Colegio de Educación Abraham S. Fischler brindan a los estudiantes servicios de apoyo para ayudarlos a completar con éxito sus metas educativas. Estos servicios incluyen asesoramiento académico, social y de desarrollo confidencial para garantizar que los estudiantes reciban la atención individual que necesitan para tener éxito. Los asesores ayudan a los estudiantes con:
• Seleccionar la especialización en educación más adecuada para cumplir sus objetivos profesionales en el campo de la educación;
• Revisar, seleccionar y ayudar con el registro para cursos apropiados para asegurar el progreso exitoso y la finalización de todos los requisitos de grado;
• Determinar los objetivos potenciales de la carrera;
• Facilitar la asistencia de otros servicios y departamentos provistos por la Universidad.

Ley de Estadounidenses con Discapacidades (ADA)
Nova Southeastern University cumple con la Sección 504 de la Ley de Rehabilitación de 1973 y la Ley de Estadounidenses con Discapacidades (ADA, por sus siglas en inglés) de 1990. Ningún individuo calificado con una discapacidad será excluido de participar, se le negará los beneficios o será objeto de discriminación en cualquier actividad, servicio o programa de la universidad únicamente por motivo de su discapacidad. A cada persona calificada con una discapacidad que cumpla con los estándares académicos y técnicos requeridos para inscribirse y participar en los programas de la Universidad de Nova Southeastern se le proporcionará acceso equitativo a los programas educativos en el entorno más integrado apropiado para las necesidades de esa persona a través de ajustes razonables.

En el nivel postsecundario, es responsabilidad del estudiante iniciar el proceso de servicios para discapacitados. El proceso para obtener una adaptación razonable es uno interactivo que comienza con la divulgación de la discapacidad del estudiante y una solicitud de adaptación razonable. El estudiante tiene la responsabilidad de proporcionar a Nova Southeastern University la documentación adecuada de una discapacidad por parte de un médico o clínico calificado que diagnostica discapacidades y establece las adaptaciones recomendadas.

Las Políticas y los Procedimientos de ADA de la Universidad, y los formularios necesarios para solicitar adaptaciones relacionadas con la discapacidad se pueden obtener comunicándose con la Oficina de Servicios para Discapacitados de la NSU al (954) 262-7185 o al 800-986-3223, ext. 27185, o visitando el sitio web en
http://www.nova.edu/disabilityservices.

Para garantizar que se puedan proporcionar adaptaciones razonables de manera oportuna, todos los formularios y la documentación deben completarse y archivarse en la Oficina de Servicios para Discapacitados de la NSU un mínimo de cuatro (4) semanas antes del comienzo de las clases para cualquier semestre dado.

Asistencia

Cada profesor / instructor del curso puede aconsejar a los estudiantes sobre las repercusiones en las que se puede incurrir como resultado de la ausencia de clase. Las tareas / exámenes perdidos se pueden recuperar únicamente a discreción del profesor / instructor del curso. La universidad se reserva el derecho de retirar administrativamente a cualquier estudiante de un curso si ese estudiante no se presenta durante la primera semana.

Cancelación de cursos

La Universidad se reserva el derecho de cancelar cualquier curso o sección. Si se cancela una sección del curso y no se ofrece un reemplazo, los estudiantes recibirán un reembolso completo de la matrícula pagada por el curso cancelado. Si el estudiante se inscribió en un solo curso, también se reembolsará la tarifa de inscripción y la tarifa de servicios estudiantiles.

Grados y calificaciones

Escala de calificaciones: Departamento de Currículo e Instrucción, y Departamento de Liderazgo en Educación Superior y Tecnología Educativa.

Códigos de calificación adicionales

IP - en curso
I - incompleto
NPR - No Progress (puntos de referencia de tesis aplicados solamente)
P - pase
PR - Progress (solo puntos de referencia de tesis aplicados)
W - retirado

Todos los puntos de referencia de disertación aplicados (prospecto, desarrollo de la propuesta, propuesta y disertación aplicada) se calificarán como Aprobado (P), Progreso (PR) o Sin progreso (NPR). Algunos cursos se calificarán como aprobados / rechazados (P / F) y se identifican en consecuencia.

Calificación alfa	Puntos	GPA equivalente
Cursos de Doctorado		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
Cursos de Master y de Ed.S.		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Menos de 70	0.0

Escala de calificaciones: Departamento de Servicios Humanos y Escuela de Justicia Criminal

Calificación alfa	Puntos	GPA equivalente
A	93–100	4.0
A-	90-92	3.75
B+	87–89	3.5
B	83–86	3.0
B-	80-82	2.75
C+	77-79	2.5
C	73-76	2.0
C-	70-72	1.75
F	69 and below	0.0
NPR	No Progress	0.0

Grados incompletos

Una calificación de incompleto (I) puede otorgarse a discreción del profesor / instructor a los estudiantes que tienen un buen nivel académico, pero que pueden haber experimentado una emergencia médica, personal o profesional inesperada. No se puede otorgar una calificación de "I" a un estudiante cuyo trabajo no haya sido satisfactorio o que no haya presentado la mayoría de las tareas (es decir, publicaciones, respuestas, tareas escritas, referencias, etc.) al final del curso. Las calificaciones incompletas no se otorgan automáticamente. Los estudiantes son los responsables de comunicarse con el profesor / instructor para iniciar su solicitud de una calificación incompleta antes del final del curso. Si el profesor / instructor acepta la solicitud, el estudiante es responsable de enviar el Formulario de acuerdo de calificación incompleta para su aprobación. El formulario se encuentra en el sitio web de FCE. http://apps.fischlerschool.nova.edu/graft/student_incomplete_grade_form.aspx

Se puede pedir a los estudiantes que proporcionen documentación si lo solicita el profesor / instructor. Todos los cursos incompletos deben enviarse dentro de un término / semestre de la última reunión de clase del curso, o antes según lo estipule el profesor / instructor. Las asignaciones no se aceptarán después de la fecha indicada en el Formulario de acuerdo de calificación incompleta. Si el incompleto (I) no se resuelve dentro del plazo establecido por el profesor / instructor, puede ocurrir lo siguiente:

• El profesor / instructor envía un formulario de cambio de calificación para emitir una calificación final del curso en función de los trabajos presentados,
• La calificación incompleta (I) se cambia administrativamente a una calificación de F.

Nota: Los estudiantes no pueden retirarse de un curso una vez que hayan recibido una calificación de Incompleto.

Curso repetido / Reemplazo de grado
El reemplazo repetido del curso / grado permite que los estudiantes que han tenido un bajo rendimiento en un curso repitan el curso y eliminen el peso del grado anterior del promedio de calificaciones acumulativo (GPA) del estudiante. Lo siguiente se aplica a todos los cursos repetidos y a todos los estudiantes que desean obtener un título.
• Si un estudiante repite un curso, la calificación más alta se aplicará al cálculo del GPA acumulativo. La calificación más baja se mostrará en el registro, pero no se calculará en el GPA acumulativo.

• Si un estudiante repite un curso dos veces, la calificación más alta se aplicará al cálculo del GPA acumulativo. Las dos calificaciones más bajas se mostrarán en el registro, pero no se calcularán en el GPA acumulativo.
• Si un estudiante repite un curso tres o más veces, las dos calificaciones más bajas serán excluidas (perdonadas) del cálculo del GPA acumulativo. Todos los demás grados se aplicarán al cálculo del GPA acumulativo.

Solo los cursos tomados en NSU califican para el reemplazo de grado. Los estudiantes deben obtener la aprobación previa de la equivalencia del curso antes de la inscripción. En los casos en que los estudiantes creen que los cursos son idénticos, aunque el número o título del curso puede diferir, será necesario obtener la validación del departamento que ofrece el curso.

Los cursos repetidos se incluirán al determinar el estado de inscripción de ayuda financiera, con la excepción de una limitación en los cursos aprobados anteriormente. Un curso aprobado anteriormente es elegible solo una vez para ayuda financiera.

Si un estudiante está recibiendo ayuda financiera, tenga en cuenta que los Estándares de progreso académico (SAP) están separados de la Política de calificaciones. Los cursos repetidos afectan las medidas de SAP. Todos los cursos repetidos deben contarse para el plazo máximo que podría afectar negativamente la elegibilidad del estudiante para recibir ayuda financiera. Las preguntas sobre el progreso académico satisfactorio deben dirigirse a la Oficina de Asistencia Financiera para Estudiantes.

La Administración de Veteranos no pagará por cursos repetidos si el grado anterior cumplió con los estándares académicos. Los estudiantes deben dirigir sus preguntas a la Oficina de Asuntos de Veteranos.

Requisitos de graduación
M.H.S., M.S., y Ed.S. Estudiantes
Los estudiantes inscritos en cualquier FCE M.H.S., M.S., o Ed.S. el programa debe cumplir con los siguientes requisitos de graduación (consulte Graduación en la sección de Información del estudiante del catálogo para obtener una lista completa de los requisitos de graduación):
• completar con éxito todos los requisitos académicos y del programa,
• lograr un promedio general de 3.0,
• completar una solicitud de título (consulte la sección de Información General del Estudiante del catálogo para el procedimiento de transferencia de títulos), y
• Cumplir todas las obligaciones financieras con la universidad.

Programas de certificación / licencia aprobados por el estado, requisitos adicionales de graduación:
• Para graduarse de los programas de certificación / licencia aprobados por el estado de FCE, los estudiantes deben completar los exámenes estatales y las experiencias de campo o de trabajo. Cada programa tiene diferentes requisitos; Es responsabilidad del estudiante completar todos los requisitos descritos en el programa de estudios que están vigentes al momento de la inscripción inicial.

Ed.D. Estudiantes
Los estudiantes inscritos en cualquier programa de doctorado de FCE deben cumplir con los siguientes requisitos de graduación (consulte los Requisitos de graduación para el Ed.D. en la sección Programas de doctorado del catálogo para obtener una lista completa de los requisitos de graduación):
• completar con éxito DSO 8000: Orientación para estudios de doctorado,
• asistir al EDGE obligatorio en el Instituto Fischler (anteriormente Instituto de Verano),
• completar todos los cursos requeridos,
• lograr un promedio general de 3.0,
• completar una tesis aplicada,
• completar todos los requisitos de exámenes estatales según corresponda, dependiendo de la concentración del programa (los estudiantes deben consultar a un profesorado o asesor doctoral),
• completar una solicitud de título (consulte la sección de Información del Estudiante del catálogo para el procedimiento de transferencia de títulos), y
• Cumplir todas las obligaciones financieras con la universidad.

Doctor en Filosofía. en educación para estudiantes
Los estudiantes inscritos en cualquier programa de doctorado de FCE deben cumplir con los siguientes requisitos de graduación:
• PPO 8000: Ph.D. Orientación del programa,
• completar todos los cursos requeridos,
• lograr un promedio general de 3.0,
• completar una práctica de investigación aplicada,
• completar una tesis de investigación aplicada,
• completar una solicitud de título (consulte la sección de Información del Estudiante del catálogo para el procedimiento de transferencia de títulos), y
• Cumplir todas las obligaciones financieras con la universidad.

Doctor en Filosofía en estudiantes de justicia penal
Los estudiantes inscritos en cualquier programa de doctorado de FCE deben cumplir con los siguientes requisitos de graduación:
• completar todos los cursos requeridos,
• lograr un promedio general de 3.0,
• completar con éxito y defender la disertación,
• complete una solicitud de licenciatura (consulte la sección de Información del estudiante del catálogo para la entrega del título) y
• Cumplir todas las obligaciones financieras con la universidad.
Participación en la ceremonia de graduación
Los estudiantes deben cumplir con todos los requisitos de NSU y Abraham S. Fischler College of Education, incluida la concesión de títulos, antes del 1 de junio del mismo año. Los estudiantes no conferidos antes del 1 de junio del mismo año, y que cumplan con los siguientes criterios para su programa respectivo, pueden solicitar al Colegio que participe en la ceremonia de graduación. Un formulario de petición de participación de graduación está disponible en https://education.nova.edu/commencement/index.html.

• Ed.D .:
• Se aprobó el informe final de disertación aplicada para el contenido y / o en la Revisión de formato antes del 1 de junio del mismo año; todo el trabajo del curso completado.
• Ph.D .:
• Tesis final completada y / o defensa oral programada o realizada antes del 1 de junio del mismo año; todo el trabajo del curso completado.
• M.H.S., M.S., y Ed.S .:
• Programado / registrado para completar todo el trabajo del curso al final del semestre de verano del mismo año (es decir, los estudiantes deben estar inscritos actualmente en sus últimos dos cursos [máximo de 9 créditos] para completar el grado).
• Todos los exámenes completados y enviados a la oficina del programa antes del 1 de junio del mismo año (es decir, la recepción de los puntajes de aprobación en todos los exámenes requeridos para la concesión de títulos).
• Debe cumplir con los requisitos de GPA para la concesión de títulos.

Nota: Los nombres de los estudiantes no conferidos antes del 31 de mayo y aprobados para participar pueden no aparecer en el programa de graduación.

Plagio
El trabajo que se presenta para crédito debe ser el trabajo original del estudiante. Cualquier asignación que no sea el trabajo original del estudiante se considera plagiada y en violación del Código de Conducta del Estudiante y la Responsabilidad Académica. El plagio se produce cuando el trabajo, las palabras o las ideas de otra persona se representan como propias sin el uso de un método de citación reconocido por la escuela (p. Ej., Copiado de otra fuente, como un autor u otro alumno, sin reconocer adecuadamente al escritor / autor real) o cuando el trabajo de otra persona se copia o se duplica para obtener crédito académico. El plagio también se produce cuando a sabiendas permite que un trabajo propio sea copiado o duplicado por otro para obtener un crédito académico, o cuando se reenvía un trabajo propio para obtener un crédito académico (es decir, un trabajo que previamente se ha presentado para obtener un crédito académico). Cortar y pegar de fuentes en línea en Internet sin el reconocimiento y la cita de fuentes primarias y secundarias (por ejemplo, escritores / autores / organizaciones) también constituye plagio.

Las sanciones por plagio pueden variar desde calificaciones reducidas en las tareas o en los cursos, hasta calificaciones bajas en las tareas o en los cursos, según lo determine el profesor del curso. Una determinación posterior de plagio en un curso futuro (es decir, una segunda violación) puede resultar en el despido de la Escuela de Educación Abraham S. Fischler sin la posibilidad de volver a inscribirse en cualquier momento.

Cualquier determinación de plagio en una práctica o una disertación aplicada (prospecto, desarrollo de la propuesta, propuesta y disertación aplicada) también puede resultar en el despido de la Escuela de Educación Abraham S. Fischler sin la posibilidad de volver a inscribirse en cualquier momento.

Las asignaciones de los cursos, las prácticas y las disertaciones aplicadas que se presenten en cumplimiento parcial de los requisitos de grado pueden verificarse por plagio. Los estudiantes no pueden retirarse de un curso en progreso
para evitar un grado de reprobación u otra consecuencia al recibir la notificación de que pudo haber ocurrido plagio. Si se determina un cargo de plagio en un curso, cualquier retiro iniciado por un estudiante para ese curso puede ser revocado administrativamente y se puede ingresar una calificación de F en la transcripción del estudiante para ese curso [consulte Mala conducta académica]. El acceso de los estudiantes a los cursos en línea, y la asistencia a los cursos en el sitio, se puede suspender luego de una determinación de plagio que resulta en una "F" para el curso. Todos los estudiantes tienen derecho al debido proceso de conformidad con las políticas y procedimientos del Colegio de Educación Abraham S. Fischler.

Plazos de finalización del programa
M.H.S., M.S., y Ed.S. Cronograma de finalización del programa
Los estudiantes de maestría y especialista en educación en educación tienen asignados cuatro (4) años a partir del período inicial de inscripción para completar todos los requisitos del programa / grado. Los estudiantes que no puedan completar todos los requisitos del programa / grado dentro de este marco de tiempo de cuatro (4) años estarán sujetos a despido. M.H.S. en Protección Infantil, M.S. en Justicia Criminal, y M.S. En Discapacidades del Desarrollo, los estudiantes tienen asignados cinco (5) años (no hay tiempo adicional disponible después de los 5 años).

Estudiantes en el M.S. y Ed.S. En los programas de educación que experimentan circunstancias atenuantes inesperadas que inhiben su capacidad para completar todos los requisitos del programa / grado dentro de los cuatro (4) años, pueden solicitar una extensión de tiempo por única vez hasta un (1) año (máximo). Las solicitudes deben recibirse antes del vencimiento del plazo de cuatro (4) años para la finalización del programa / grado, para su consideración. Los estudiantes deben tener un buen rendimiento académico y financiero para ser elegibles para una extensión. Ninguna otra extensión más allá de un (1) año.

Cronología del Programa de Doctorado
Los estudiantes de doctorado tienen siete (7) años asignados a partir del término inicial de inscripción para completar todos los requisitos del programa / grado (excluyendo DSO 8000). Los estudiantes que no puedan completar todos los requisitos del programa / grado dentro de los siete (7) años pueden ser despedidos del programa. Los estudiantes que experimentan circunstancias atenuantes que inhiben su capacidad para completar todos los requisitos del programa / grado dentro de los siete (7) años pueden solicitar una extensión de tiempo de hasta un (1) año.

Para ser considerados para una extensión de 1 año, los estudiantes deben enviar una solicitud a fseeddsap@nova.edu durante el último semestre anterior a la expiración del plazo de siete (7) años para la finalización del programa / grado. Los estudiantes deben tener una buena posición académica y financiera para ser elegibles para una extensión. Como parte de esta extensión, los estudiantes pueden ser ubicados en un grupo de Apoyo Intensivo de Tesis (DIS) y / o asistir al EDGE @ Fischler Institute, si corresponde.

Se puede solicitar una extensión adicional de tiempo de hasta un (1) año para los estudiantes que demuestren un progreso notable hacia la finalización de la disertación aplicada, ya sea con su comité o en su grupo DIS (si está asignado). Los estudiantes deben enviar solicitudes a fseeddsap@nova.edu durante el último semestre antes del

vencimiento de su extensión inicial. Los estudiantes también deben tener un buen rendimiento académico y financiero para ser elegibles para una extensión adicional. Como parte de esta extensión adicional, los estudiantes pueden ser colocados en un grupo de Apoyo Intensivo de Disertación (DIS) si aún no están asignados, o continuar con su grupo DIS y / o asistir al Instituto EDGE @ Fischler, si corresponde. Ningún tiempo adicional más allá de una segunda extensión de 1 año puede estar disponible.

Readmisión
Los estudiantes graduados que no se hayan inscrito por un año o más (es decir, tres (3) semestres consecutivos) y no son elegibles para el reintegro, deben volver a solicitar la admisión a su programa de estudios siguiendo el proceso de readmisión establecido en esta sección.
I. Readmisión después del despido académico (estudiantes de maestría y especialistas en educación)
Un estudiante que es despedido por razones académicas, como la falta de aprobación del período de prueba, puede volver a solicitar el programa bajo las siguientes condiciones:
• Un estudiante debe esperar un año calendario a partir de la fecha de salida antes de solicitar la readmisión al programa.
• Después de ser despedido, un estudiante puede volver a solicitar el programa una sola vez.
• Un estudiante que vuelve a presentar una solicitud está sujeto a los términos, condiciones y criterios de admisión vigentes en el momento de la solicitud, según lo establecido en el catálogo (por ejemplo, admisión, créditos adicionales requeridos, matrícula y tarifas, etc.).
• Se pueden aplicar nueve horas de semestre de créditos previamente obtenidos bajo las siguientes condiciones:
• Los créditos se obtuvieron en los últimos cinco años.
• Se obtuvo una calificación de B, Pase o mejor en los cursos que se aplicarán.
• Los créditos son consistentes con los requisitos de concentración, especialización, especialización y grado tal como se indica en el catálogo actual.
• Los estudiantes que han sido despedidos por razones académicas deben incluir una carta de intención para volver a inscribirse con su solicitud. La carta de intención debe especificar qué circunstancias han cambiado para permitir que el solicitante tenga éxito académico en el programa.

II. Readmisión después de la salida académica (estudiantes de doctorado)
Un estudiante de doctorado que es despedido por razones académicas no es elegible para la readmisión a un programa de doctorado FCE.
III. Readmisión después del vencimiento de la línea de tiempo de finalización (máster, especialista en educación y estudiantes de doctorado)
Un estudiante que es despedido por exceder su límite de tiempo para completar el grado puede volver a aplicar a su programa de estudio bajo las siguientes condiciones:

• Un estudiante puede volver a solicitar el programa una sola vez.
• Un estudiante que vuelve a presentar una solicitud está sujeto a los términos, condiciones y criterios de admisión vigentes en el momento de la solicitud, según lo establecido en el catálogo actual (por ejemplo, admisión, créditos adicionales requeridos, matrícula y tarifas, etc.).
• Se pueden aplicar nueve horas de semestre de créditos previamente obtenidos bajo las siguientes condiciones:
• Los créditos se obtuvieron en los últimos cinco años.
• Se obtuvo una calificación de B, Pase o mejor en los cursos que se aplicarán.
• Los créditos son consistentes con los requisitos de concentración, especialización, especialización y grado tal como se indica en el catálogo actual.

Los estudiantes que buscan readmisión pueden volver a solicitar el programa cumpliendo con todos los requisitos de admisión establecidos en este catálogo, enviando una solicitud de admisión completa y pagando la tarifa de solicitud no reembolsable correspondiente.

Matrícula

Todos los estudiantes deben estar inscritos oficialmente y pagar la matrícula y las cuotas para asistir a clase, recibir una calificación y recibir crédito académico. Antes de la inscripción, los estudiantes deben completar el Acuerdo de inscripción estudiantil (SEA) de Nova Southeastern University cada semestre o corren el riesgo de ser retirados de sus cursos. Los estudiantes deben matricularse a través de SharkLink para el semestre de otoño, invierno y verano durante el período de inscripción abierta antes de la fecha límite de inscripción. Los estudiantes deben inscribirse en todos los cursos que pretenden completar dentro de un semestre y no esperar hasta que el semestre empiece a registrarse por parte de un período. No se aceptarán solicitudes de cambios en las inscripciones de cursos 20 días después de que finalice cada semestre. La inscripción temprana durante todo el semestre garantiza la disponibilidad de asientos en las clases requeridas y permite que la Oficina de Asistencia Financiera para Estudiantes de NSU procese y desembolse adecuadamente la ayuda financiera del estudiante. Los estudiantes deben haber completado todos los requisitos de admisión para los fondos de ayuda financiera para desembolsar. No se registrará una calificación oficial y no se otorgará crédito a nadie que asista a clase como un estudiante no inscrito.

Reinstalación

Los estudiantes graduados que se retiran administrativamente o que no se inscriben por un año (tres [3] semestres consecutivos) o más pueden solicitar la reincorporación a su programa de estudio bajo las siguientes condiciones:
• El estudiante tenía un buen rendimiento académico cuando se matriculó por última vez.
• La cuenta del estudiante está libre de cualquier obligación financiera pendiente con la universidad.
• Se requiere que un estudiante complete un formulario de reincorporación.
• Los créditos obtenidos previamente en NSU se aplicarán siempre que (a) todos los requisitos de títulos restantes puedan completarse dentro del marco de tiempo establecido del programa en base al período inicial de inscripción, y (b) los créditos obtenidos previamente sean consistentes con los requisitos curriculares establecidos en el Tiempo de inscripción inicial.

Nota: Un estudiante que fue puesto en probatoria condicional académica o advertencia académica está sujeto a los términos y condiciones de su prueba académica continua o advertencia académica al reincorporarse al programa.

Los estudiantes graduados que han excedido el cronograma de finalización del programa no son elegibles para el reintegro y deben volver a presentar una solicitud a la universidad.

Emisión de la transcripción
Puede solicitar una transcripción oficial a través de SharkLink. Después de ingresar su ID y contraseña de SharkLink, haga clic en "Mis académicos" en la barra de navegación izquierda, seleccione "Me gustaría ...", y haga clic en "Transcripciones / Evaluación de títulos CAPP". Este proceso le permite solicitar y pagar por transcripción en línea. En general, las transcripciones se procesan dentro de un (1) día hábil después de recibir su solicitud.
Para el correo estándar de EE. UU., espere hasta 10 días para la entrega. Si un estudiante decide que le envíen una transcripción directamente a él o ella, tenga en cuenta que el nombre y la dirección del estudiante aparecerán como los que fueron "Emitidos a".

Después de que haya realizado su solicitud, también puede verificar el estado del procesamiento de la transcripción a través del sistema en línea. Si no tiene una contraseña, visite la página Mi identidad NSU en
http://www.nova.edu/resources/nsuidentity

Si no puede solicitar la transcripción a través del proceso en línea, puede enviar un Formulario de solicitud de transcripción disponible en http://www.nova.edu/registrar/forms/transreg. pdf por fax al (954) 262-4862 o por correo a

Nova Southeastern University
Inscripción y Servicios Estudiantiles
Oficina de Registro de la Universidad
3301 College Ave.
Fort Lauderdale-Davie, FL 33314-7796

Para obtener información adicional sobre las solicitudes de transcripción, visite
https://www.nova.edu/registrar/services/transcript.html.

Retirada

Retiro del estudiante de un curso y cancelación de la inscripción
De acuerdo con la Política de reembolso de matrícula, un estudiante que cancela su inscripción antes del inicio del semestre / semestre, o la reunión / sesión de primera clase tiene derecho a un reembolso completo de la matrícula; las tasas de los estudiantes también son reembolsables. Un estudiante que abandone un curso después de la primera reunión de clase recibirá un reembolso de colegiatura. El reembolso de los cursos, que incluye servicios de disertación aplicados, capstones y pasantías, se basa en la fecha de recepción del Formulario de Transacción del Estudiante (STF) después de la fecha oficial de inicio del período / semestre. Las tarifas de los estudiantes no son reembolsables. El reembolso prorrateado de la matrícula se basará en el número de reuniones / sesiones de clase celebradas durante el período a partir de la fecha de recepción de un STF completado.

Los estudiantes deben enviar solicitudes de retiro en o antes de la fecha de "Último día para retirar" que figura en el calendario académico actual / calendario de reembolso de matrícula en esta sección. Los estudiantes se consideran participantes activos en todas las clases para las cuales se ha aceptado y procesado un registro. **La participación activa incluye, pero no se limita a:**

• asistir físicamente a una clase donde existe la oportunidad de interacción directa entre el instructor y los estudiantes;
• presentar una asignación académica;
• realizar un examen, un tutorial interactivo o instrucción asistida por computadora;
• asistir a un grupo de estudio asignado por el instructor;
• participar en una discusión en línea sobre asuntos académicos;

• iniciar el contacto con un miembro de la facultad para hacer una pregunta sobre los estudios de materias académicas en el curso.

Los estudiantes que deseen retirarse de una clase después del último día deben enviar una solicitud por escrito a su asesor académico a más tardar 72 horas (3 días) antes del final del período. Las aprobaciones se basarán en circunstancias atenuantes y es posible que se requiera documentación.

Un estudiante que deja de asistir a la clase recibirá una calificación final basada en los requisitos del curso y el trabajo completado. El estudiante debe enviar una solicitud oficial de retiro (es decir, un STF completado, firmado y fechado, y debe enviarse desde el correo electrónico de NSU del estudiante) y debe ser recibido por la Oficina de Asuntos Estudiantiles para retirarse / cancelar un curso (leer más abajo).

Un STF completado para retirarse o retirarse de la clase también se puede enviar por correo o por fax a la Oficina de Asuntos Estudiantiles a la dirección a continuación:

Nova Southeastern University
Abraham S. Fischler Colegio de Educación
Oficina de Asuntos Estudiantiles
ATTN: Departamento de Registro
3301 College Avenue
Fort Lauderdale, FL 33314
Fax (954) 262-2336
fseroster@nova.edu

Nota: A menos que se hayan completado los procedimientos de retiro dentro del plazo establecido (consulte la Política de reembolso de matrícula y el Programa en esta sección), los estudiantes se consideran participantes activos en todas las clases para las cuales se ha aceptado y procesado un registro, a menos que la Oficina de Asuntos Estudiantiles haya recibido por escrito Notificación de la caída / retirada STF

Retiro de un estudiante de un programa
Los estudiantes que deseen retirarse de su programa de estudio deben seguir el procedimiento descrito a continuación. Los estudiantes deben presentar una solicitud por escrito para el retiro del programa. Deben notificar a la Oficina de Asuntos Estudiantiles, por escrito, su intención de retirarse de su programa. Todos los estudiantes deben enviar su solicitud a través de su cuenta de correo electrónico de NSU o por correo de los EE. UU. (Consulte la información de contacto a continuación). Los estudiantes deben incluir su nombre completo, número de identificación de NSU, información del programa y especialización, fecha efectiva para el retiro del programa y número de grupo (si corresponde).

1. Al recibir una notificación por escrito del estudiante, el Departamento de Admisiones de la Oficina de Asuntos Estudiantiles procesará el retiro del programa. Se publicará un comentario en el sistema NSU Banner como confirmación de la transacción.
2. El Departamento de Admisiones de la Oficina de Asuntos Estudiantiles enviará una confirmación oficial de retiro del programa al estudiante a través del correo de los EE. UU. Y el correo electrónico de NSU.
3. También se enviará una copia de la carta de retiro del programa a los Servicios de Procesamiento de Inscripción (EPS) y se anotará en el expediente académico del estudiante.

Los estudiantes que estén inscritos en cursos durante un período / sesión que coincidan con las fechas de retiro del programa deben abandonar esos cursos siguiendo el procedimiento de retiro del curso.

Información de contacto: Nova Southeastern University
Abraham S. Fischler Colegio de Educación
Oficina de Asuntos Estudiantiles
Atención: Departamento de Admisiones.
3301 College Avenue
Fort Lauderdale, FL 33314
Correo electrónico: admitteam@nova.edu

Retiro administrativo de un programa
Cualquier estudiante que no se inscriba en cualquier curso en el Colegio de Educación Fischler por un período de un año (3 términos completos / semestres consecutivos) o más será considerado retirado administrativamente del programa / colegio y sujeto a las políticas de readmisión detalladas anteriormente.

Política de reembolso de matrícula
Un estudiante que cancela su registro antes del final de la primera semana de clase (es decir, el período de cancelación / adición) tiene derecho a un reembolso completo de la matrícula; las tasas de los estudiantes también son reembolsables.

Un estudiante que abandone un curso después de la primera semana recibirá un reembolso de la matrícula prorrateado. El reembolso prorrateado de la matrícula se basará en el número de reuniones / sesiones de clase celebradas durante el período a partir de la fecha de recepción de un Formulario de Transacción para el Estudiante (STF, por sus siglas en inglés) completado. Para las fechas exactas, consulte el Programa de reembolso de la en la pg. 12.

Los estudiantes pueden recibir un reembolso completo de los pagos de matrícula:
• Por no cumplir con los requisitos mínimos de admisión.
• Para un curso o taller cancelado.
• Por una llamada involuntaria al servicio militar activo.
• Por muerte documentada del estudiante o un miembro de su familia inmediata (padre, cónyuge, hijo o hermano).
• Por enfermedad grave del estudiante (según lo aprobado por la institución y confirmado por escrito por un médico) que impide la finalización del período.
• Por circunstancias excepcionales aprobadas por el presidente o su designado.

Nota: Las solicitudes de reembolso completo en consideración de cualquiera de las circunstancias anteriores deben enviarse y recibirse en la Oficina de Asuntos Estudiantiles de FCE * a más tardar 20 días después del final del semestre para el cual se aceptó y procesó la inscripción; se puede requerir la documentación a tal efecto.

* Consulte Retiro de estudiantes de un curso y Cancelación de inscripción en este catálogo para obtener información de contacto sobre cómo hacer la solicitud.

Procedimientos de apelación y reclamo

Proceso de apelación del estudiante
Los formularios para iniciar el proceso de apelación estudiantil se pueden obtener a través de la Oficina de Asuntos Judiciales Estudiantiles del FCE por correo electrónico a osja@nova.edu o el sitio web, en http://education.nova.edu/judicial-affairs/index.html .

El proceso de apelación para el Colegio de Educación Abraham S. Fischler (FCE) sirve para proporcionar un medio formal para resolver disputas entre los estudiantes y la administración o la facultad. El protocolo recomendado para resolver disputas implica primero utilizar las siguientes medidas informales:
• Para cualquier acción administrativa (por ejemplo, despido, violaciones de los estándares académicos), primero consulte al administrador apropiado (es decir, presidente, decano o persona designada). El administrador puede solicitar una cuenta escrita de cualquier discrepancia percibida antes de su revisión. El administrador puede, a su discreción, interceder o sugerir una revisión formal por parte del Comité de Apelaciones.
• Para disputas sobre una calificación final del curso u otros asuntos académicos relacionados con el curso, primero consulte al profesor del curso. Si la disputa persiste después de consultar al profesor del curso, consulte al jefe del departamento académico o persona designada. El presidente o persona designada puede solicitar un informe por escrito de cualquier discrepancia percibida antes de su revisión. El presidente o su representante pueden, a su discreción, interceder o sugerir una revisión formal por parte del Comité de Apelaciones.

Si no se logra una resolución después de utilizar las medidas informales anteriores, se puede presentar una apelación formal a través de la Oficina de Asuntos Judiciales Estudiantiles completando un Formulario de apelación estudiantil. Este formulario debe completarse y archivarse en Asuntos Judiciales Estudiantiles dentro de los quince (15) días posteriores a la recepción de la notificación de la acción administrativa, o si está apelando una calificación, quince (15) días a partir de la fecha de publicación de la calificación final del curso (para una incompleto, quince [15] días a partir de la fecha de publicación de la calificación final del curso), para consideración del comité.

A. Un comité de tres miembros que consiste en una sección transversal de la facultad del departamento, presidida por un presidente sin derecho a voto, se reunirá mensualmente alrededor de la mitad de cada mes, o según sea necesario, para revisar las apelaciones Ni los estudiantes, ni la administración o la facultad contra la cual se presenta una apelación, asisten a la revisión del comité. Los estudiantes presentan declaraciones escritas para incluir hechos y razones relevantes relacionados con la apelación y cualquier documentación de respaldo aplicable. La apelación se decide por mayoría de votos del comité.

1. Al apelar una calificación final del curso, las declaraciones escritas y la documentación adjunta enviadas con el Formulario de apelación del estudiante se envían al profesor del curso dentro de un plazo razonable para su respuesta por escrito a las cuestiones planteadas por el apelante. Una vez recibida la respuesta por escrito del profesor del curso, el Comité de Apelaciones lo examina en su próxima reunión.
a. Debido a que la asignación de calificaciones reside en la experiencia y la discreción académica / profesional del profesor, el comité no evalúa los cursos con el propósito de asignar o cambiar las calificaciones (es decir, la evaluación del trabajo de los estudiantes por parte del profesorado no es revisable). Sin embargo, el comité busca determinar si el profesor emitió calificaciones de acuerdo con las políticas y pautas del programa y FCE. Cualquier alegación de que una calificación se otorgó de manera caprichosa o arbitraria, o que hubo irregularidades en el

procedimiento, debe estar respaldada por evidencia clara y convincente; no simplemente por una declaración al efecto.
b. Si la decisión del comité favorece al alumno, se aplicará una de las siguientes medidas:

• El Coordinador de Apelaciones consultará al profesor del curso para resolver el asunto de acuerdo con la determinación del comité.
• Si el Coordinador de Apelaciones no puede resolver el asunto, se convocará un panel de profesores de tres miembros para revisar la apelación para una determinación final por mayoría de votos, que será vinculante para cualquiera de las partes. La facultad que sirve en el panel no habrá tenido ningún conocimiento previo de la apelación bajo revisión.

2. Al apelar otros asuntos académicos (por ejemplo, violaciones de los estándares académicos), las declaraciones escritas y la documentación adjunta enviadas con el Formulario de apelación del estudiante se envían al profesor del curso dentro de un plazo razonable para su respuesta por escrito a las cuestiones planteadas por el apelante. Una vez recibida la respuesta por escrito del profesor del curso, el Comité de Apelaciones lo examina en su próxima reunión.
a. Si la decisión del comité favorece al alumno, se aplicará una de las siguientes medidas:
• El Coordinador de Apelaciones consultará al profesor del curso para resolver el asunto de acuerdo con la determinación del comité.
• Si el Coordinador de Apelaciones no puede resolver el asunto, se convocará un panel de profesores de tres miembros para revisar la apelación para una determinación final por mayoría de votos, que será vinculante para cualquiera de las partes. La facultad que sirve en el panel no habrá tenido ningún conocimiento previo de la apelación bajo revisión.

3. Al apelar una acción administrativa (por ejemplo, despido, violaciones de los estándares académicos), las declaraciones escritas y la documentación adjunta que se envía con el Formulario de Apelación del Estudiante se pueden enviar a un administrador apropiado (es decir, al presidente, decano o persona designada) dentro de un plazo razonable para una respuesta por escrito a las cuestiones planteadas por la parte recurrente. Una vez recibida la respuesta por escrito del administrador, el Comité de Apelaciones lo examina en su próxima reunión. La decisión del comité será vinculante para cualquiera de las partes.
B. En el caso de que no se reciba toda la documentación que se revisará dentro de los diez (10) días hábiles posteriores a la reunión programada del comité, la apelación se llevará a su próxima reunión. Si la documentación no se proporciona dentro de los diez (10) días hábiles antes de la siguiente reunión programada, el comité puede proceder con la apelación sin dicha documentación.

C. La notificación por escrito de la decisión del comité se proporciona dentro de un marco de tiempo razonable de su revisión por correo electrónico y correo de primera clase en los EE. UU.
1. El comité puede solicitar información adicional al apelante y / o a la administración o facultad, si determina que no se puede llegar a una decisión basándose en la información proporcionada.
• Cuando se necesita información adicional del apelante y / o la administración o la facultad, la apelación, para incluir cualquier información adicional, se lleva a la próxima reunión del comité.
2. Las acciones administrativas, las calificaciones finales del curso y otros asuntos académicos se pueden apelar una (1) vez.

D. Si el apelante no está satisfecho con la decisión del comité y desea continuar con su disputa, se puede presentar una queja formal a través de la Oficina de Asuntos Judiciales Estudiantiles del FCE.
1. Se puede presentar una queja formal cuando no se ha logrado una resolución satisfactoria mediante la utilización del proceso descrito anteriormente.
• Los formularios de reclamo deben recibirse dentro de los quince (15) días posteriores a la recepción de la correspondencia que revela la decisión del comité de apelación.
2. Los estudiantes que deseen presentar una queja formal pueden discutir el asunto con el Director de Asuntos Judiciales Estudiantiles.

Procedimiento agraviado
Los formularios para iniciar un reclamo formal se pueden obtener a través de la Oficina de Asuntos Judiciales Estudiantiles del FCE a través del correo electrónico osja@nova.edu o el sitio web, en
http://education.nova.edu/judicial-affairs/index.html .

El Procedimiento de Quejas Estudiantiles para el Colegio de Educación Abraham S. Fischler (FCE) sirve como segundo y último nivel de apelación para resolver disputas entre estudiantes y la administración o la facultad. Los estudiantes que no logren una resolución satisfactoria a través de una apelación formal pueden presentar una queja a través de la Oficina de Asuntos Judiciales para Estudiantes.

Este nivel de apelación brinda a los estudiantes la oportunidad de (a) contrarrestar (no reprochar) un resultado desfavorable por parte del comité de apelaciones y / o (b) introducir nueva información que posiblemente no se haya divulgado previamente. La declaración escrita de la queja debe describir de manera concisa (a) todos los hechos

relevantes en respuesta a la decisión del comité de apelación, y (b) la resolución deseada; La declaración no debe ser meramente una reiteración de la apelación.

El material del reclamo (es decir, el Formulario de reclamo, la declaración por escrito y la documentación de respaldo) debe completarse y archivarse correctamente en la Oficina de Asuntos Judiciales para Estudiantes dentro de los quince (15) días posteriores a la recepción de la correspondencia que revela la decisión del comité de apelación.

A. Un comité de tres miembros compuesto por profesores y / o administradores, presidido por un presidente sin derecho a voto, se reunirá mensualmente, o según sea necesario, para revisar las quejas. La facultad y / o los administradores que forman parte del comité no habrán tenido ningún conocimiento previo de la queja bajo revisión. Ni el estudiante, ni el administrador o el miembro de la facultad contra quien se presenta una queja, pueden asistir a la revisión del comité en persona. Todas las partes involucradas (es decir, estudiantes, administradores o miembros de la facultad) están representadas por declaraciones escritas y cualquier documentación de respaldo aplicable que establezca su posición. Además de presentar declaraciones por escrito, a cada parte involucrada se le brinda la oportunidad de dirigirse al comité durante su revisión y responder a las preguntas de los miembros del comité a través de una teleconferencia opcional.

1. Las teleconferencias están programadas al menos una semana antes de la fecha de la reunión del comité. Solo la parte individual involucrada puede participar en una teleconferencia con el comité; ninguna otra persona puede participar o escuchar la teleconferencia. Las teleconferencias con las partes involucradas se llevan a cabo por separado, y el estudiante se dirige primero al comité. A cada una de las partes involucradas en la queja se le dará una ventana de 30 minutos, durante la cual el comité llamará a un número de teléfono proporcionado previamente. Las fechas, horarios y números de teléfono se verifican por correo electrónico.
a. Si cualquiera de las partes involucradas no responde a los intentos de programar una teleconferencia, se perderá la teleconferencia para esa parte; el comité luego basará su decisión en la información escrita provista y en el testimonio de la teleconferencia de la otra parte, si se da.
b. Si cualquiera de las partes involucradas no responde a la llamada programada del comité, la teleconferencia para esa parte se perderá; el comité luego basará su decisión en la información escrita provista y en el testimonio de la teleconferencia de la otra parte, si se da.
c. Si cualquiera de las partes involucradas decide no participar en la teleconferencia opcional, el comité basará su decisión en la información recibida.

2. Calificaciones y otros asuntos académicos (por ejemplo, calificaciones finales del curso, violaciones de los estándares académicos): las declaraciones escritas y la documentación adjunta que se presenta con el formulario de reclamo se envían al miembro de la facultad dentro de un plazo razonable para una respuesta por escrito a los problemas planteados por el estudiante. Una vez recibida la respuesta por escrito del miembro de la facultad, el Comité de quejas examina el asunto.
a. El comité no sustituye su juicio por la discreción académica profesional de la facultad al evaluar la calidad del trabajo de los estudiantes; la evaluación cualitativa / cuantitativa del trabajo de los estudiantes por parte del profesorado al otorgar calificaciones no está sujeta a revisión. Cualquier alegación de que una calificación se otorgó de manera caprichosa o arbitraria, o que hubo irregularidades en el procedimiento, debe estar respaldada por evidencia clara y convincente, no simplemente una declaración al efecto.

3. Acciones administrativas (p. Ej., Despido, violaciones de los estándares académicos): las declaraciones escritas y la documentación adjunta enviadas con el Formulario de reclamo pueden enviarse a un administrador apropiado (es decir, presidente, decano o designado) dentro de un plazo de tiempo razonable para un escrito respuesta. Al recibir una respuesta por escrito del administrador, el Comité de quejas examina el asunto.

Nota: El comité puede solicitar información adicional al estudiante, y / o al administrador o al cuerpo docente si determina que no se puede llegar a una decisión basándose en la información proporcionada. Cuando se considere necesaria información adicional, la queja se pondrá en espera hasta que se reciba la información solicitada. Al recibir la información solicitada, el comité completará su revisión en su próxima reunión. Se pueden programar teleconferencias adicionales con cualquiera de las partes según lo considere necesario el comité.

B. Las quejas se deciden por mayoría de votos del comité. Si se determina que la queja no tiene fundamento, que es insustancial o que es totalmente una cuestión de discreción académica *, la queja será desestimada sin más acción.

* Consulte la referencia anterior a la evaluación de la facultad del trabajo de los estudiantes al asignar calificaciones (A.2.a.)

1. La decisión del comité es definitiva y será obligatoria para ambas partes.
2. La notificación por escrito de la decisión del comité se proporciona dentro de un plazo razonable a través del correo electrónico y el correo de primera clase de los Estados Unidos.
3. Las calificaciones y otros asuntos académicos, y las acciones administrativas, están sujetas a revisión una (1) vez.

Nota: Si la queja no se puede resolver después de agotar el procedimiento de quejas de la institución, el estudiante puede presentar una queja ante su respectiva autoridad de licencias del estado. Se puede obtener información adicional a través de la siguiente página web: http://nova.edu/distanceed/student-complaint-process.html. El proceso de quejas / reclamos que se describe en este manual / catálogo no limita ni prohíbe al estudiante presentar una queja / reclamo relacionado con la percepción de discriminación en cualquier momento, según lo dispuesto en el Manual del Estudiante de NSU o por medio de cualquier agencia gubernamental.

Nota para los residentes de Arizona: Si la queja no se puede resolver después de agotar el procedimiento de quejas de la institución, el estudiante puede presentar una queja ante la Junta Estatal de Arizona para la educación postsecundaria privada. El estudiante debe ponerse en contacto con la Junta Estatal para más detalles. La dirección de la Junta Estatal es 1400 W. Washington Street, Sala 260, Phoenix, AZ 85007, (602) -542-5709, dirección del sitio web: http://azppse.state.az.us .

Nota para los residentes de Georgia: Los estudiantes tienen el derecho de apelar la decisión institucional final con respecto a un reclamo ante la Comisión de educación postsecundaria no pública de Georgia (2082 East Exchange Place, Suite 220, Tucker GA 30084-5305); (770) 414-3300; http://www.gnpec.org.
Nota para los residentes de Carolina del Sur: si la queja no se puede resolver después de agotar el procedimiento de quejas de la institución, el estudiante puede presentar una queja ante la Comisión de Educación Superior de Carolina del Sur. El estudiante debe contactar a la Comisión para más detalles. La dirección de la Comisión es 1333 Main Street, Suite 200, Columbia, SC 29201; Teléfono (803) 737-2260.

Nota para los residentes de Virginia: si la queja no se puede resolver después de agotar el procedimiento de quejas de la institución, el estudiante puede presentar una queja ante el Consejo Estatal de Educación Superior de Virginia, 101 N. 14th Street, James Monroe Building, Richmond, Virginia 23219; (804) 225-2600. La siguiente información se proporciona en apoyo del Código Administrativo de Virginia Commonwealth 8 VAC 40-31-160 F:
Para cualquier persona interesada en el número de estudiantes de la Universidad Nova Southeastern que residen en la Mancomunidad de Virginia, se puede enviar una solicitud a: Don Rudawsky, Ph.D., vicepresidente, Universidad Nova Southeastern, Oficina de Efectividad Institucional, 3301 College Avenue, Fort Lauderdale, FL 33314, rudawsky@nova.edu. (954) 262-5392

El lugar de encuentro estará en el condado de Broward, estado de Florida, para todas y cada una de las disputas, quejas o apelaciones de los estudiantes del Colegio de Educación Abraham S. Fischler.

Oficina de Asuntos Internacionales (OIA)

La Oficina de Asuntos Internacionales se compromete a proporcionar servicios esenciales para ayudar a los estudiantes internacionales y académicos visitantes en NSU. La OIA también sirve como un recurso para la comunidad universitaria y brinda servicios y experiencia de asesoría con respecto a las regulaciones de visas del gobierno de los EE. UU. Y la vida universitaria en los Estados Unidos, y actúa como enlace con agencias federales como los Servicios de Ciudadanía e Inmigración de los Estados Unidos (USCIS), el Departamento de Estado de los Estados Unidos y otras agencias gubernamentales extranjeras. La OIA también coordina y brinda asistencia a los estudiantes nacionales e internacionales que desean estudiar en el extranjero durante un verano, un semestre o un año académico completo.

- Más de 1,282 estudiantes y académicos internacionales de más de 106 países han seleccionado NSU como su destino académico. La OIA proporciona los siguientes servicios de apoyo:
    - Admisión y asesoramiento a estudiantes internacionales.
    - Asesoría y asistencia para visas F-1 y J-1.
    - emisión de documentos I-20
    - Asistencia con el restablecimiento de estatus.
    - documentación de viaje
    - Formación práctica curricular (CPT).
    - formación práctica opcional (OPT)
    - extensión de la estancia
    - estudiar en el extranjero
    - seguridad Social
    - presentación del impuesto sobre la renta
    - seguro de salud
    - actividades interculturales
    - orientación a estudiantes internacionales.
  - registro de viajes internacionales

La OIA se compromete a dar la bienvenida a los estudiantes internacionales, académicos y sus familias mientras facilita su transición a la vida en la Universidad Nova Southeastern. Para obtener más información, comuníquese con la OIA al (954) 262-7240 o visite el sitio web en www.nova.edu/internationalstudents.

Estudiantes internacionales

La Universidad Nova Southeastern está autorizada para aceptar estudiantes internacionales para ingresar a todos los programas de grado. Un estudiante internacional es una persona que tiene una residencia en un país distinto de los Estados Unidos al que planea regresar, y que ha venido a los Estados Unidos temporal y exclusivamente con el propósito de asistir a una institución académica.

Todos los futuros estudiantes internacionales deben seguir estos pasos para recibir un Certificado de Elegibilidad del Formulario AB I-20:
• Debe solicitar y ser aceptado en un programa académico (consulte los criterios de elegibilidad para su programa específico).
• Debe presentar un comprobante de la competencia en el idioma inglés (consulte los requisitos de idioma en http://www.nova.edu/internationalstudents/prospective/i20.html) .
• Debe proporcionar una declaración de capacidad financiera (un extracto bancario con fondos disponibles para cubrir el costo de la matrícula y los gastos de manutención de un año).
• Si asistió a una institución académica de los EE. UU. y tenía una visa F-1 anterior, debe descargar y hacer que la oficina internacional de su institución actual complete un formulario de Transferencia de autorización.
• Para ser considerado un estudiante internacional con buena reputación y mantener su estado, debe seguir un curso de estudio completo.

Nota: los candidatos internacionales pueden no calificar para una visa de estudiante debido al formato de entrega de instrucción en línea de todos los programas FCE actualmente disponibles. Los candidatos deben comunicarse con un consejero académico o un asistente / director asociado de reclutamiento para discutir sus opciones antes de comenzar el proceso de solicitud.

Para obtener más información sobre las admisiones de estudiantes internacionales y los requisitos del programa, visite el sitio web en http://www.nova.edu/internationalstudents/index.html

Requisitos tecnológicos

A todos los solicitantes, estudiantes, empleados y antiguos alumnos se les asigna un ID de NSU que los identifica de forma única y les proporciona acceso a nuestro sistema administrativo (WebSTAR). Además, a los estudiantes, empleados y antiguos alumnos se les asigna una ID de SharkLink que también es su nombre de correo electrónico de NSU.

Su nombre de correo electrónico de NSU se crea automáticamente cuando se convierte en un nuevo estudiante, profesor o miembro del personal de NSU.
Su nombre de usuario y contraseña de NSU se usa para:
• Su nombre de usuario de SharkLink
• Su inicio de sesión de Canvas
• Acceso de seguridad a varias aplicaciones web de NSU

Canvas es un sistema de gestión de cursos diseñado para permitir a los estudiantes y profesores participar en clases impartidas en línea o utilizar materiales y actividades en línea para complementar la enseñanza presencial. Canvas permite a los instructores proporcionar a los estudiantes materiales de cursos, foros de discusión, chat virtual, pruebas en línea, un centro de recursos académicos y más.

SharkLink

SharkLink combina los sistemas de computación de NSU al proporcionar un entorno de inicio de sesión único. Lo que esto significa para usted es un entorno en el que solo necesita recordar un único nombre de usuario y contraseña para acceder a todas las herramientas necesarias para mantenerse informado, comunicarse y participar en la universidad. Esto también significa que la seguridad y la integridad de sus credenciales de acceso deben ser protegidas ya que abre muchas puertas. SharkLink también está especialmente diseñado para cada individuo y reconoce su papel como se ha definido en la universidad. En SharkLink tendrás acceso a las siguientes áreas; Canvas, correo electrónico, WebSTAR, calendarios, grupos, eventos y actividades. Acceda a SharkLink en https://sharklink.nova.edu

WebSTAR

WebSTAR está disponible para todos los estudiantes, profesores y miembros del personal. Los estudiantes pueden usar WebSTAR para inscribirse en clases en línea, ver calificaciones y transcripciones y también pagar la matrícula y las tarifas. Los miembros de la facultad pueden ver sus cursos, ponerse en contacto con los estudiantes e ingresar a los grados intermedios y finales. Los empleados pueden inscribirse para recibir beneficios, ver la información del talón de pago y los formularios de impuestos. Acceda a WebSTAR en https://webstar.nova.edu . Necesitará su ID de NSU y PIN para ingresar al sistema.

¿Necesitas ayuda?
La Oficina de Ayuda Informática de la Oficina de Innovación y Tecnología de la Información (OIIT) brinda asistencia a todos los estudiantes de NSU. Comuníquese con *Help Desk* en el 800-541-6682 x 24357 o (954) 262-4357.

Políticas de inscripción y servicios estudiantiles (ESS),
Reglamentos y procedimientos

Ayuda financiera
Las políticas de ayuda financiera y la información en esta sección son provistas por Inscripción y Servicios Estudiantiles. Las políticas enumeradas en esta sección se aplican a todos los estudiantes y programas de maestría, especialista en educación y doctorado de FCE, a menos que se indique lo contrario en este texto.

Inscripción y Servicios Estudiantiles
La inscripción y los Servicios para Estudiantes (ESS) están compuestos por la Oficina de Asistencia Financiera para Estudiantes (OSFA), la Oficina del Registrador de la Universidad, la Oficina del Bursar de la Universidad, el Seguro de Salud del Estudiante de NSU, las Ventanillas Únicas en la Administración de Horvitz y Terry. Edificios, el Centro de llamadas de la Universidad y la Mesa de ayuda, Servicios de procesamiento de inscripción / Servicios de administración de admisiones, Servicios de evaluación de transferencias, la Oficina de admisiones de la División de profesiones de salud (HPD) y Servicios de SharkCard. En conjunto, el objetivo final de ESS es superar la información y las necesidades de servicio de todos los estudiantes de NSU.

Medios de comunicación con los estudiantes.
El medio oficial de ESS para comunicarse con los estudiantes es a través del correo electrónico de SharkLink y NSU. Se anima a los estudiantes a acceder a SharkLink en https://sharklink.nova.edu para completar las siguientes tareas:
• revisar su correo electrónico NSU
• acceder a su información de ayuda financiera
• solicitar transcripciones oficiales y ver las transcripciones no oficiales
• ver su cuenta de estudiante
• realizar pagos
• acceder a sus calificaciones
• inscribirse y cancelar cursos
• ver el horario de sus cursos
• acceder a su evaluación de grado en línea (CAPP)
• obtener verificación de inscripción
• cambiar sus direcciones y números de teléfono principales y de correo (haga clic en el mosaico verde de WebSTAR en la barra deslizante de la aplicación)
• solicitar puestos de trabajo para estudiantes
• firmar el Acuerdo de Inscripción Estudiantil (SEA)

La Oficina de Asistencia Financiera Estudiantil
La Oficina de Asistencia Financiera para Estudiantes (OSFA, por sus siglas en inglés) está dedicada a ayudar a los estudiantes a tomar decisiones financieras adecuadas mientras están en la universidad. La OSFA administra programas de ayuda federales, estatales e institucionales como subvenciones, becas, empleo estudiantil y préstamos. Para ser elegibles para estos programas, los estudiantes generalmente deben completar la Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA) en www.fafsa.gov.

Lista de verificación de ayuda financiera

1. Completa la FAFSA.
Los estudiantes deben completar la Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA) en www.fafsa.gov , anualmente. Está disponible cada 1ro de octubre para recibir ayuda en el siguiente año de adjudicación. Cuanto más temprano soliciten los estudiantes, más posibilidades tienen de ser considerados para el máximo de fondos disponibles.
2. Identificar y solicitar becas.
Hay oportunidades de becas institucionales y externas disponibles para ayudar a los estudiantes a alcanzar sus metas educativas. El mejor recurso para obtener información actualizada es el sitio web de becas de NSU ubicado en www.nova.edu/financialaid/scholarships. Los estudiantes encontrarán información sobre cómo solicitar, así como recursos para ayudarlos a identificar becas. Los estudiantes deben comprometerse a identificar y solicitar becas continuamente. Este tipo de ayuda financiera no tiene que ser reembolsada.
3. Plan de gastos de alojamiento y comida.
El presupuesto incluye un componente de vivienda y comida. Los estudiantes deben asegurarse de presupuestar estos gastos, si tienen la intención de vivir en el campus.
4. Revise la cuenta de ayuda financiera regularmente.
Los estudiantes deben iniciar sesión en SharkLink en https://sharklink.nova.edu y verificar regularmente su estado de ayuda financiera para asegurarse de que no haya requisitos pendientes. Los estudiantes que deben presentar

documentos adicionales para que se les otorgue ayuda financiera también serán notificados por correo electrónico de NSU.

5. Aceptar, reducir o rechazar los préstamos y los premios federales de trabajo y estudio.
El aviso de concesión de ayuda financiera proporciona a los estudiantes instrucciones detalladas sobre cómo aceptar, reducir o rechazar su concesión de ayuda financiera. Las concesiones de préstamos no se desembolsan, y los estudiantes no pueden solicitar un empleo estudiantil en JobX hasta que este paso se haya completado.

6. Completar el pagaré principal y la asesoría de ingreso.
Los estudiantes interesados en recibir Préstamos Federales Directos deben completar una Nota Promisora Maestra de Préstamo Directo (MPN, por sus siglas en inglés) y asesoría de entrada en https://studentloans.gov antes de que se puedan desembolsar los fondos del préstamo.

7. Inscribirse en las clases (temprano).
Para que los estudiantes reciban cualquier Título Federal IV o ayuda financiera estatal (subvenciones, becas, trabajo y estudio federal y préstamos), deben matricularse para obtener un número mínimo de créditos que se requieren para completar el título / certificado (se aplica el grado) según lo publicado en el catálogo del año en que se matriculó el alumno. Los requisitos de inscripción para subvenciones federales y estatales varían. Los estudiantes que reciben préstamos federales directos deben estar inscritos por lo menos medio tiempo en cursos de grado aplicable. El estado de medio tiempo varía según el programa. Los estudiantes deben inscribirse tan pronto como sea posible para asegurar el desembolso oportuno de sus fondos de ayuda financiera.

Los estudiantes deben utilizar el sistema de evaluación de títulos en línea CAPP de NSU para realizar un seguimiento de los requisitos de títulos / certificados pendientes y completos al inscribirse en los cursos. Para obtener más información, visite el sitio web del Registrador en *https://www.nova.edu/registrar*

Subvenciones y Becas
Las subvenciones y las becas se consideran ayudas de "regalo" y, por lo general, no tienen que devolverse. Sin embargo, si un estudiante abandona o se retira de alguna clase para la que se ha recibido ayuda financiera, es posible que el estudiante tenga que devolver los fondos "no devengados" (consulte la Declaración de Fondos del Título IV).

Beca de enseñanza
El programa de becas de Asistencia Educativa para Profesores y Universitarios (TEACH) otorga subsidios de hasta $ 2,000 por semestre a estudiantes en un programa de becas TEACH elegibles que cumplan con ciertos requisitos y pretendan enseñar en un campo de alta necesidad en una escuela primaria pública o privada. o escuela secundaria que atiende a estudiantes de familias de bajos ingresos. Los beneficiarios de las Becas TEACH deben enseñar al menos cuatro años académicos dentro de los ocho años calendario posteriores a la finalización de la inscripción o al completar el programa de estudio para el cual recibieron fondos de las Becas TEACH. Si no se completa este acuerdo de servicio, los fondos de la Beca TEACH se convertirán en un Préstamo Federal Directo sin subsidio con intereses cobrados retroactivamente a partir de la fecha de cada desembolso de la Beca TEACH. Para obtener más información, visite el sitio web de ayuda financiera http://www.nova.edu/financialaid/graduate-professional/grants/teachgrant.html

Becas
Hay numerosas becas disponibles para ayudar a los estudiantes a financiar el costo de asistir a NSU. La página web de becas de NSU en www.nova.edu/financialaid/scholarships/ proporciona recursos para ayudar a los estudiantes a encontrar y solicitar becas. Nuevas becas se añaden regularmente a la página web.

Empleo estudiantil
Hay cuatro programas de empleo para estudiantes: Federal Work-Study (FWS), Florida Work Experience Program (FWEP), Nova Student Employment (NSE) y Job Location and Development (JLD). Los programas NSE y JLD proporcionan trabajos a los estudiantes independientemente de la necesidad financiera. FWS y FWEP se basan en la necesidad y requieren la finalización de la FAFSA. Los estudiantes que reciben FWS pueden participar en los programas America Reads / America Counts a través de los cuales los estudiantes sirven como tutores de lectura o matemáticas para niños de escuelas primarias. Más información e instrucciones sobre cómo solicitar puestos, están disponibles en www.nova.edu/financialaid/employment/ . Se agregan nuevos y emocionantes trabajos dentro y fuera del campus a lo largo del año.

Préstamos
Un préstamo estudiantil, a diferencia de una beca y un empleo estudiantil, es un dinero prestado que debe pagarse con intereses. El pago de los préstamos estudiantiles es una obligación legal, por lo tanto, antes de que los estudiantes decidan tomar un préstamo estudiantil, deben determinar la cantidad que tendrán que pagar por el préstamo. La información detallada sobre los préstamos está disponible en el sitio web de ayuda financiera en www.nova.edu/financialaid.

Devolución de los fondos del Título IV
Cualquier estudiante que no complete al menos un curso elegible para ayuda financiera dentro de una sesión / término académico, será revisado para un cálculo de devolución de fondos del Título IV. Para obtener información completa, consulte http://www.nova.edu/financialaid/apply-for-aid/title-iv-return.html.

Progreso Académico Satisfactorio (SAP)
Para recibir asistencia financiera, un estudiante debe cumplir continuamente con el Progreso Académico Satisfactorio (SAP). Se aplican diferentes definiciones de SAP para las ayudas estatales y federales de Florida. De acuerdo con las regulaciones federales, NSU ha establecido los requisitos anuales de SAP en términos cuantitativos, cualitativos, de tiempo máximo y universitarios.

Los estudiantes que no cumplan con los requisitos de SAP durante el año académico 2018-2019 no serán elegibles para recibir ayuda financiera federal del Estado del Título IV y el estado de Florida durante el año académico 2019-2020. La información completa está disponible en el sitio web de ayuda financiera en www.nova.edu/sap.

Beneficios de educación para veteranos
Los beneficios educativos del Departamento de Asuntos de Veteranos están diseñados para proporcionar a las personas elegibles una oportunidad para el crecimiento educativo y profesional. Los veteranos elegibles y sus dependientes deben comunicarse con la Oficina de Beneficios para Veteranos al (954) 262-7236; línea gratuita 800-541-6682 ext. 27236, de lunes a viernes, entre las 8:30 a.m. y las 5:00 p.m., o visite la oficina en el edificio de administración de Horvitz en el campus de Fort Lauderdale-Davie. La información detallada también está disponible en la página web de beneficios para la educación de los veteranos en www.nova.edu/financialaid/veterans/ . Si tiene alguna pregunta sobre la elegibilidad, también puede comunicarse con el Departamento de Asuntos de Veteranos (DVA) de los EE. UU. Al 888-442-4551 o visitar su sitio web en www.gibill.va.gov.

Informes de grado / progreso para estudiantes que reciben beneficios de veteranos
Nova Southeastern University proporciona a cada estudiante una Notificación de publicación de calificaciones con instrucciones sobre cómo ver un expediente académico no oficial que muestra el estado actual de las calificaciones y las horas semestrales obtenidas para todos los cursos completados y / o intentados, y las calificaciones de los cursos en los que el estudiante está actualmente matriculados. Al final de cada período de evaluación (por ejemplo, término, semestre), cada veterano puede solicitar un expediente académico oficial que muestre el estado actual de las calificaciones y las horas semestrales obtenidas para todos los cursos completados y / o intentados. Esta transcripción se puede obtener en One-Stop Shops en los edificios de administración de Horvitz o Terry o en línea en https://sharklink.nova.edu/ por una cantidad de $10.

Matrícula
Las políticas de matrícula y la información en esta sección las proveen los Servicios de Inscripción y Servicios Estudiantiles. Las políticas enumeradas en esta sección se aplican a todos los estudiantes y programas de FCE graduados y doctorales, a menos que se indique lo contrario en este texto.

La oficina de registro de la universidad.

La Oficina de Registro de la Universidad ofrece una variedad de servicios diversos a la comunidad universitaria. Estos servicios incluyen, entre otros, registro de cursos, procesamiento de transcripciones, cambio de nombre y dirección, aplazamiento de préstamos, verificación de inscripción y grado, procesamiento de calificaciones, graduación, transferencia de títulos e impresión de diplomas. Información adicional sobre el servicio está disponible en www.nova.edu/registrar/services.html .

Inscripción
Todos los estudiantes deben estar reginscritos oficialmente y pagar la matrícula y las cuotas para asistir a clase, recibir una calificación y recibir crédito académico. Antes de la inscripción, los estudiantes deben completar el Acuerdo de inscripción estudiantil (SEA) de Nova Southeastern University cada semestre o el riesgo de ser retirado de sus cursos. Los estudiantes deben inscribirse a través de SharkLink para el semestre de otoño, invierno y verano durante el período de inscripción abierta antes de la fecha límite de inscripción. Los estudiantes deben inscribirse en todos los cursos que pretenden completar dentro de un semestre y no esperar hasta que el semestre empiece para inscribirse por parte de un período. No se aceptarán solicitudes de cambios en las inscripciones de cursos 20 días después de que finalice cada semestre. La inscripción temprana durante todo el semestre garantiza la disponibilidad de asientos en las clases requeridas y permite que la Oficina de Asistencia Financiera para Estudiantes de NSU procese y desembolse adecuadamente la ayuda financiera del estudiante. Los estudiantes deben haber completado todos los requisitos de admisión para los fondos de ayuda financiera para desembolsar. No se registrará una calificación oficial y no se otorgará crédito a nadie que asista a clase como un estudiante no matriculado.

La siguiente retención impedirá que los estudiantes se inscriban: Retención de empleados de NSU: los empleados de NSU deben enviar un Formulario de transacción de estudiante para inscribirse.

Otras retenciones:
Otras retenciones, como una beca o retención académica, pueden impedir que los estudiantes se matriculen. Los estudiantes deben comunicarse con el originador de la retención respectiva para resolver la retención antes de registrarse en SharkLink. Los estudiantes pueden ver sus reservas en SharkLink (página Mi cuenta).

Reconciliación de la lista
Los miembros de la facultad deben notificar a la Oficina del Registrador de la Universidad de cualquier estudiante registrado que no esté asistiendo al comienzo de cada semestre. Por lo tanto, es de suma importancia que los estudiantes asistan a los cursos en los que se inscribieron al comienzo de cada semestre. Si eso no es posible, los estudiantes deben notificar a su profesor. De lo contrario, el profesor puede informar que el estudiante no asistió, y el estudiante puede ser retirado del curso.

Cancelando y agregando clases
Durante los períodos de baja y adición, los estudiantes pueden modificar su horario cambiando las clases sin ninguna otra implicación académica. Sin embargo, incluso durante el período de baja y adición, la suspensión de una clase puede resultar en un costo de matrícula, afectar las tarifas o afectar la ayuda financiera del estudiante. Los estudiantes pueden retirarse de una clase después de que el período de abandono haya terminado. Los cambios en las inscripciones a cursos no se aceptarán 20 días después de que finalice cada semestre. La cancelación de un curso puede resultar en un reembolso por la matrícula pagada y no afectará negativamente el GPA. Sin embargo, los estudiantes deben ser cautelosos porque el abandono de las clases puede afectar el estado de inscripción, la elegibilidad para recibir ayuda financiera y el aplazamiento del préstamo. Si un estudiante cae por debajo del estado de medio tiempo o de tiempo completo, (lo que sea la base para la ayuda financiera otorgada), el estudiante puede ser inelegible para la subvención, los préstamos y las becas que se otorgaron antes de la caída. Esto puede causar una reducción en ciertos tipos de ayuda financiera y, en consecuencia, puede resultar en un mayor saldo adeudado. Se recomienda encarecidamente a los estudiantes que reciben ayuda financiera que consulten a un consejero de ayuda financiera antes de abandonar o retirarse de las clases para garantizar el cumplimiento de los estándares federales y estatales de progreso académico satisfactorio (SAP). Los estudiantes atletas también deben comunicarse con el oficial de cumplimiento atlético.

Retiro de Clases
Los estudiantes pueden retirarse de una clase después de que el período de baja haya terminado y antes de las últimas tres semanas del semestre. Los cursos retirados permanecerán en las transcripciones de los estudiantes con una calificación de W, pero no afectarán el GPA del estudiante. Antes de retirarse de las clases, se recomienda a los estudiantes que consulten con su asesor académico para discutir las implicaciones académicas. Se recomienda encarecidamente a los destinatarios de la ayuda financiera que también hablen con un asesor de ayuda financiera para evitar consecuencias como la pérdida de la elegibilidad de la ayuda financiera o la reversión o reducción de los fondos recibidos. Los estudiantes internacionales deben tener en cuenta que su estado de inmigración

Currículo, Asesoramiento y Planificación de Programas.
El sistema de evaluación de títulos de Asesoramiento Curricular y Planificación de Programas (CAPP, por sus siglas en inglés) permite a los estudiantes comparar sus cursos completos con los requisitos de títulos / certificados publicados en el catálogo para el año en que se matricularon. Esta útil herramienta de referencia ayuda a los estudiantes a realizar un seguimiento de su progreso hacia la finalización del título / certificado y está disponible a través de SharkLink.

CAPP ayuda a los estudiantes a realizar un seguimiento de sus cursos completados aplicándolos a cada requisito específico (por ejemplo, requisitos mayores y menores). Una vez que los estudiantes se hayan inscrito en un curso, CAPP mostrará el curso como "en progreso", independientemente de si el término realmente ha comenzado. CAPP muestra los cursos que no se requieren para completar un título / certificado en "Información adicional" en la sección "Cursos no utilizados". Esto les permite a los estudiantes verificar si su inscripción es aplicable a un grado antes del comienzo del período y ayuda a los estudiantes a mantenerse en camino hacia la graduación o la finalización del certificado.

Requisitos de inscripción para la elegibilidad de ayuda financiera
Para que los estudiantes reciban cualquier Título Federal IV o ayuda financiera estatal (subvenciones, becas, empleo estudiantil y préstamos), deben estar inscritos en un número mínimo de cursos que se requieren para completar el título / certificado (aplicable al grado). Los estudiantes solo pueden recibir ayuda financiera para los cursos que se requieren para completar un título / certificado. Los fondos de ayuda financiera solo se desembolsarán a los estudiantes que cumplan con los requisitos mínimos de inscripción para la elegibilidad de ayuda financiera con los cursos de grado aplicables. Un estudiante puede mantener la elegibilidad máxima de ayuda financiera mientras está inscrito en cursos que no son de grado aplicable si el estudiante cumple con los requisitos de inscripción para cada programa respectivo del Título IV con cursos de grado aplicable. Por ejemplo, para ser elegible para préstamos federales, un estudiante debe estar inscrito al menos medio tiempo. El estado de medio tiempo varía según el programa. Si la inscripción de medio tiempo se define como 6 créditos por sesión / término, los estudiantes deben estar inscritos en al menos 6 créditos de grado aplicable para ser elegibles para préstamos federales. Si un estudiante se inscribe en un curso de 3 créditos que es de grado aplicable y un curso de 3 créditos que no es de

grado aplicable, el estudiante no será elegible para préstamos federales, aunque el estudiante esté matriculado a medio tiempo.

Las instrucciones detalladas sobre cómo ver una evaluación de grado en línea de CAPP están disponibles en *www.nova.edu/capp*.

Pago
Las políticas de adquisición y la información en esta sección son provistas por Inscripción y Servicios Estudiantiles. Las políticas enumeradas en esta sección se aplican a todos los estudiantes y programas de FCE, a menos que se indique lo contrario en este texto. Para obtener más información, visite www.nova.edu/bursar.

Oficina de la Universidad de Bursar
La Oficina de la Universidad Bursar es responsable de facturar a los estudiantes, cobrar y depositar sus pagos, emitir reembolsos del exceso de fondos de ayuda financiera y verificar la elegibilidad de los estudiantes para un préstamo estudiantil. Tenga en cuenta las siguientes políticas:
• El pago se realizará en su totalidad al momento de la inscripción.
• La inscripción se procesará a menos que haya una retención en la cuenta del estudiante.
• Las facturas electrónicas se envían a mediados de cada mes por correo electrónico a la dirección de correo electrónico de NSU del estudiante. No se envían facturas en papel. Los estudiantes pueden autorizar a usuarios adicionales a recibir una notificación de factura electrónica de NSU firmando a la persona como usuario autorizado.
• Si un estudiante debe un saldo 30 días después del inicio de la sesión / período, se colocará en la cuenta una retención y un cargo por retraso de $ 100.00. Esta retención evita futuras inscripciones, la visualización de calificaciones y el acceso al RecPlex en el Centro Universitario Don Taft.

• Si existe un saldo después de 90 días, la cuenta se colocará en cobros.

Forma de pago
NSU acepta Visa, MasterCard y American Express, así como los pagos realizados con cheques de viajero, cheques de caja, cheques personales, giros postales y transferencias bancarias. Los cheques electrónicos se pueden utilizar a través de la factura electrónica de NSU. Los cheques internacionales deben estar solo en fondos de los EE. UU. Y girarse en un banco de los EE. UU.

Pago en línea
La opción más rápida y conveniente es pagar en línea a través de la factura electrónica de NSU. Las notificaciones de la factura electrónica de NSU se envían al correo electrónico de NSU de los estudiantes a mediados de cada mes. Los estudiantes pueden pagar su factura electrónica de NSU por correo electrónico o tarjeta de crédito.

Pago por correo
Los estudiantes pueden enviar su cheque con su nombre e identificación de NSU a:

Nova Southeastern University
Oficina de Bursar
3301 College Avenue
Fort Lauderdale, FL 33314

Los estudiantes pueden enviar por correo un Formulario de Autorización de Tarjeta de Crédito completo en http://www.nova.edu/bursar/forms/cc_authorization.pdf o giro postal / cheque de caja a:

Nova Southeastern University
Oficina de Bursar
CORREOS. Caja 290060
Fort Lauderdale, FL 33329

Pago en persona

Los estudiantes pueden pagar en persona en One-Stop Shop, ubicado en el edificio de administración de Horvitz y en el edificio de administración de Terry en el campus de Fort Lauderdale-Davie. El horario de atención es de lunes a jueves, de 8:30 a.m. a 7:00 p.m..; viernes de 8:30 a.m. a 6:00 p.m., y sábado (solo Horvitz), de 9:00 a.m. a mediodía.

Las instrucciones sobre el pago mediante transferencia bancaria están disponibles en el sitio web de Bursar en http://www.nova.edu/bursar/payment/pay_my_bill.html.

Planes de pago
Los estudiantes de NSU (con la excepción de los estudiantes internacionales) que deseen diferir el pago de su matrícula, tarifas y otros cargos institucionales, que vencen en el momento de la inscripción, pueden inscribirse en

un Plan de pago de NSU. La información detallada, incluidos los plazos de solicitud, está disponible en www.nova.edu/bursar/payment/payment_plans.html.

Planes de asistencia de matrícula
• Aplazamiento de la matrícula
Los estudiantes graduados deben comunicarse con la oficina de su programa para obtener información sobre los programas de aplazamiento.

• Facturación directa de matrícula
Un estudiante cuyo empleador, patrocinador o garante haya aceptado ser facturado directamente por NSU debe notificar a la Oficina de la Universidad Bursar en consecuencia. Al registrarse, el estudiante debe:
o proporcionar un comprobante, garantía financiera, carta de crédito o elegibilidad del pagador respectivo con la cantidad y el período de inscripción para el cual se aplicarán los fondos cuando se deban los cargos al momento de la inscripción, y
o pagar cualquier cantidad adeudada que no esté cubierta en la documentación facturada

• Reembolso de matricula
Algunos empleadores / patrocinadores / garantes hacen pagos directamente al estudiante. Al registrarse, los estudiantes deben:
o Pagar los cargos en su totalidad por la sesión / término a ser reembolsado.
o Envíe un correo electrónico a bursar@nova.edu desde su cuenta de correo electrónico de SharkLink (NSU) para solicitar un recibo de los cargos pagados.

Información de Contacto de Inscripción y Servicios Estudiantiles
Ayuda técnica
El Help Desk está dedicado a servir a la comunidad de NSU desde la inscripción hasta la graduación y más allá. Los servicios de la Mesa de Ayuda incluyen, pero no se limitan a, configuración de computadora y navegador para los recursos en línea de NSU; Soporte de cuenta SharkLink; programa académico especificado instalaciones; configuración de correo electrónico; Solución de problemas y configuración básica de la red, y soporte para dispositivos móviles. Para obtener ayuda técnica, los estudiantes pueden llamar al (954) 262-4357; 800-541-6682 ext. 24357; o envíe un correo electrónico a help@nova.edu.

Centro de llamadas de la universidad
El Centro de llamadas de la Universidad está disponible los siete días de la semana para responder a preguntas sobre ayuda financiera, tesorería, registrador y apoyo técnico.

Bursar Universitario: (954) 262-5200 o 800-806-3680
Oficina de Asistencia Financiera para Estudiantes: (954) 262-3380 o 800-806-3680
Registrador de la universidad: (954) 262-7200 o 800-806-3680
Mesa de ayuda: (954) 262-HELP (4357) o 800-541-6682, ext. 24357
Seguro de salud para estudiantes de NSU: (954) 262-4060 o 844-990-1800

Horas de Operación (E.T.)
Lunes a viernes de 7 a.m. a 10 p.m.

Sábado a domingo de 8:30 a.m. a 5 p.m.

The One-Stop Shop (edificios de administración de Horvitz y Terry)
The One-Stop Shop es el punto central de contacto para obtener información y servicio para los estudiantes sin cita previa, nuevos y continuos. Los miembros del personal están capacitados para responder preguntas sobre ayuda financiera, registro y funciones de tesorería. Los estudiantes también pueden obtener su SharkCard y la calcomanía de estacionamiento en One-Stop Shop. Las oficinas están convenientemente ubicadas en el edificio de administración de Horvitz en el campus de Fort Lauderdale / Davie, así como en el primer piso del edificio de administración de Terry.
Horas de Operación (E.T.)
De lunes a jueves: de 8:30 a.m. a 7:00 p.m.
Viernes: de 8:30 a.m. a 6:00 p.m.
Sábados: de 9:00 a.m. a mediodía (solo en el edificio Horvitz)

El centro de llamadas de la universidad y las ventanillas están cerradas los días festivos observados por NSU.

Políticas financieras e información
Matrícula

Tasa de solicitud
La solicitud de admisión a la universidad debe ir acompañada de una tarifa de solicitud no reembolsable de $ 50.

Cuota de graduación
Se debe enviar un Formulario de solicitud de licenciatura a más tardar en la última sesión / término en el que el estudiante completará su programa. La solicitud debe presentarse con una tarifa no reembolsable de $ 100. Los estudiantes pueden visitar el sitio web de la Oficina del Registrador en http://www.nova.edu/registrar/instructions para acceder a la solicitud de título e instrucciones. La graduación se puede comprar a través de la Librería NSU (http://nsubooks.bncollege.com) con un cargo adicional.

Cargo del pago atrasado
Si un estudiante tiene un saldo 30 días después del inicio oficial de la sesión / período, se colocará en la cuenta una retención y un cargo por pago tardío de $ 100. Si existe un saldo después de 90 días, la cuenta se colocará en cobros. Cualquier registro adicional recibido para una cuenta con retención no será procesado.

Cuota de inscripción tardía
Los estudiantes continuos que se inscriban en clases después de la fecha límite de inscripción deberán pagar una tarifa de inscripción tardía de $ 100. Los estudiantes deben consultar el horario del programa, publicado en el sitio web respectivo, con respecto a las fechas de inscripción y los plazos.

Cuota de inscripción
Los estudiantes pagarán una cuota de inscripción de $ 30 por sesión / término. Esta tarifa no es reembolsable si un estudiante se retira en o después del primer día de la sesión / término.

Cuota de servicios para estudiantes universitarios
Se cobrará una tarifa de $ 225 para los estudiantes que se registren por 3 créditos o menos en una sesión / período determinado. Se cobrará una tarifa de $ 450 para los estudiantes que se registren por más de 3 créditos por período. Esta tarifa no es reembolsable si un estudiante se retira en o después del primer día del período.

Tarifa de pago rechazada
NSU cobra una tarifa de pago rechazada de $25 por cada pago rechazado, incluidos los pagos realizados con cheque o tarjeta de crédito. La Oficina de Bursar se reserva el derecho de rechazar cheques personales de los estudiantes, cuyos pagos de cheques anteriores se han rechazado más de una vez. Estos estudiantes deberán enviar el pago mediante giro postal, tarjeta de crédito o cheque certificado.

Full-time Faculty
and
Campus Locations

Full-Time Faculty Academic Year 2018-2019

Julie Alemany
Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Associate Professor

Jennifer Allen
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M.S., Southeast Missouri State University
Professor

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M.B.A., Nova Southeastern University
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M.S., Nova Southeastern University
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M.C.S.E., University of Miami
M.P.S., Lynn University
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M.A., Florida International University
Assistant Professor

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M.S., University of Miami
Assistant Professor

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M.B.A., Nova Southeastern University
Director/Assistant Professor

Marcelo Castro
Ph.D., University of Miami
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina
Director/Professor

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Ed.D., Teacher's College, Columbia University
M.Ed., Ohio University
Associate Professor

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M.Ed., Ashland University
Associate Professor

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M.S., Nova Southeastern University
Chair/Associate Professor

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M.S., Miami Institute of Psychology
M.S., St. Thomas University
Associate Professor

Maribel Del Rio-Roberts
Psy.D., Carlos Albizu University
M.A., Florida International University
Associate Professor

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M.A.Ed., Harvard University
M.A., Tufts University
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Chair/Assistant Professor

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M.A., University of the Virgin Islands
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M.S., University of Miami
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M.A. Indiana State University
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Gabriela Mendez
Ph.D., The Pennsylvania State University
M.S,, The Pennsylvania State University
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M.Ed., University of Waikato
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Angela Yehl
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Oceanographic Center
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