NSU Florida

2025–2026 Graduate Catalog and Student Handbook

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

NSU Florida

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

NOVA SOUTHEASTERN UNIVERSITY

Catalog and Student Handbook 2025–2026

Department of Education
Department of Human Services
School of Criminal Justice

The Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) Catalog and Student Handbook is the governing document for all program-related information and FCE&SCJ 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.

FCE&SCJ Catalog and Student Handbook 2025–2026

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

Catalog and Student Handbook 2025–2026

Effective July 1, 2025
Addendum September 16, 2025

The Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) *Catalog and Student Handbook* are presented in one document. Policies and programs set forth in this catalog and student handbook are effective from July 1, 2025, through June 30, 2026 or until superseded. Regulations and requirements, including fees, are necessarily subject to change without notice any time at the discretion of the Nova Southeastern University (NSU) administration. FCE&SCJ reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

University Equal Opportunity/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 any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, gender, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

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

The person listed below has been designated to handle inquiries and complaints regarding perceived discrimination and NSU nondiscrimination policies.

NSU does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including admissions and employment.

Inquiries about Title IX may be referred to NSU's Title IX coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

NSU's Title IX coordinator is Laura Bennett.

Laura Bennett
Title IX Coordinator/Managing Director of Title IX Compliance
Email: *Laura.bennett@nova.edu*
Phone: (954) 262-7858
Website: *nova.edu/title-ix*

Mailing Address
Office of Human Resources
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

The office of the Title IX coordinator is remote/virtual with team offices in the Campus Support Building (170B and 174). Please visit *nova.edu/title-ix* to review NSU's Title IX nondiscrimination policy and grievance procedures, to report information about conduct that may constitute sex discrimination, or to make a complaint of sex discrimination under Title IX.

All other inquiries or complaints regarding perceived discrimination should be directed to:

Benjamin Johnson, Ph.D.
Dean of Students
Phone: (954) 262-7281
Email: *bj379@nova.edu*

Grievance Procedure for Complaints of Discrimination

Nova Southeastern University has established the below grievance procedures to review, investigate, and resolve allegations of discrimination, harassment, and/or retaliation in violation of the University's Equal Opportunity/Nondiscrimination Policy, other than complaints subject to the NSU Title IX/Sexual Misconduct Policy, which will follow the policies and procedures contained therein. Please refer to *NSU Student Handbook* for more details on the procedure.

Flexibility in Policies

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

Reservation of Power

NSU's student handbooks and academic catalogs are not intended to be a contract or part of a contractual agreement between NSU and the student. Handbooks and catalogs are in effect upon publishing and will remain in effect until superseded by a new handbook/catalog. From time to time, it may be advisable for the university to alter or amend its procedures, policies, and/or the modality of instruction. NSU reserves the right to enact such changes at any time. Reasonable notice may be furnished to the university community of any substantive changes but is not required. It is the responsibility of each student to remain informed about any changes to student handbooks and academic catalogs as they are published on the NSU website.

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 this handbook or catalog does not excuse the student from the rules, policies, and procedures contained within the student handbook or catalog. The rights and responsibilities that follow take effect immediately upon publication of this document.

Accreditations and Approvals

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

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

Council for the Accreditation of Educator Preparation (CAEP) Accreditation

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

The M.S. and Ed.S. in Educational Leadership have also earned National Recognition by the National Educational Leadership Preparation (NELP) Specialized Professional Association (SPA).

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

State Approved Educator Preparation Programs

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

The following degree programs are approved for certification/licensure.

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

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

Professional Licensure Programs:
Per 34 C.F.R. § 668.43, the Fischler College of Education and School of Criminal Justice (FCE&SCJ) defines a *Professional Licensure Program* as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment. State-approved programs are included in this definition. Please refer to the *Professional Licensure Disclosures* section for each program for additional licensure/certification information.

NOTE: Professional credentialing terminology—including licensure, certification, and state-approved programs—is used throughout this catalog to describe NSU's degree programs. While distinct, these terms are used interchangeably at NSU. Here's a brief explanation of each.

- **Certification/Licensure**: A credential for professionals who meet specific criteria, including passing exams and gaining practical experience. It serves as official state authorization, qualifying individuals for employment in their field.
- **State-approved Programs**: Educational programs recognized by a state's education department.

Educator Certification/Licensure

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

professional certificate or endorsement. Actual certification, licensure, or endorsement is awarded by the Florida Department of Education. In Nevada, candidates graduating from a state-approved program and who have passed all portions of the Praxis testing requirements are eligible for certification, licensure, or endorsement. Actual teacher licensure or endorsement certification is awarded by the Nevada Department of Education

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

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

FLORIDA DOE BUREAU OF EDUCATOR CERTIFICATION
Turlington Building, Suite 201
325 West Gaines Street
Tallahassee, FL 32399-0400
https://www.fldoe.org/teaching/certification/

NEVADA DOE OFFICE OF EDUCATOR
Licensure Las Vegas Office
2080 E. Flamingo Rd., Suite 210
Las Vegas, NV 89119
Phone: 702.486.6458 Fax: 702.486.6450
Counties Served: Clark, Lincoln, & Nye Counties

Carson City Office
700 E. Fifth Street
Carson City, NV 89701
Phone: 775.687.9115
Counties Served: All remaining Nevada Counties

Nevada website: *https://doe.nv.gov/educator-licensure/*

PUERTO RICO DEPARTMENT OF EDUCATION
P.O. Box 190759
San Juan, PR 00919-0759
Phone: 787.759.2000
https://de.pr.gov/

National Council for State Authorization Reciprocity Agreements

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

Distance Education Student Complaint Process

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

FCE&SCJ Professional Memberships

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

Council of Academic Deans from Research Educational Institutions (CADREI)
Council for the Accreditation of Educator Preparation (CAEP)

Florida Association of Colleges for Teacher Education (FACTE)
Florida Association of Professors of Educational Leadership (FAPEL)
National Association of State Directors of Teacher education and Certification (NASDTEC)

Approved Programs Competencies and Standards

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

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

Florida
Florida Teacher Standards for ESOL (English for Speakers of Other Languages) Endorsement (ESOL)
Florida Competencies and Skills
Florida Educator Accomplished Practices
Florida Reading Endorsement Competencies
Florida Standards
Florida Educational Leadership Standards

Nevada
Nevada Academic Content Standards

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

NSU's Vision

Enhance Nova Southeastern University's reputation as a leading professional-dominant, doctoral research university providing competitive career advantages to our students and fostering alumni and partnership connections.

NSU's Mission

The mission of Nova Southeastern University—a selective, doctoral research university—is to deliver leading academic programs in a dynamic, innovative environment. We foster academic excellence, leadership, integrity, and scientific, economic, and community contributions through engaging and empowering our students, faculty, staff, alumni, and partners.

NSU's Core Values

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

FCE&SCJ Mission

The Abraham S. Fischler College of Education and School of Criminal Justice comprises a global professional learning community dedicated to teaching, service, and scholarship with integrity. The College is committed to offering technologically advanced, student-centered educational experiences in Education, Human Services, and Criminal Justice. As a result, students are prepared to lead positive change in all communities through fostering collaboration and engagement.

FCE&SCJ Compact Between Faculty and Students

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

Commitments of Faculty

We pledge our utmost efforts to ensure that we will:

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

Commitments of Students

We pledge our utmost efforts to ensure that we will:

1. Take responsibility for being an active participant in the learning process.
2. Submit original and quality work in a timely manner.
3. Respond to faculty in a respectful and timely manner.
4. Exhibit professional behavior.
5. Be considerate of times when faculty may be less available.

FCE&SCJ Administration

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

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

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

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

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

Roxanne Molina, Ph.D., *Assistant Dean of Finance and Data Analysis/Associate Professor*

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

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

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

Grace A. Telesco, Ph.D., *Associate Professor/Director*

FCE&SCJ Programs

Bachelor of Science (B.S.) with majors in:

- Child Development
  with concentrations in:
  - Child Life
  - Curriculum and Instruction
  - Early Child Development
  - Leadership and Administration
- Criminal Justice
- Education
  with concentrations in:
  - Computer Science Education
  - Teaching and Learning
- Elementary Education—ESOL/Reading Endorsements (Florida State Approved)
- Exceptional Student Education—ESOL Endorsement (Florida State Approved)
- Human Services Administration
  with concentrations in:
  - Advocacy/Case Management
  - Health Administration
  - Nonprofit Management, Philanthropy, and Grantsmanship
  - Social Work
  - Substance Abuse Studies

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

- Child Protection
  with concentrations in:
  - Child Advocacy Studies
  - Child Protection and Juvenile Justice
  - Leadership and Supervision for Child and Youth Programs
  - Psychological Foundations in Child Advocacy
  - No Concentration Option (combination of any three concentration courses)

Master of Science (M.S.) with majors in:

- Criminal Justice
  with concentrations in:
  - Behavioral Science
  - Child Protection and Juvenile Justice
  - Forensic Investigative Technologies
  - No Concentration Option (combination of any three concentration courses)
- Developmental Disabilities
  with concentrations in:
  - Adult Services/Transition
  - Child Life Specialist
  - Early Childhood
  - Leadership/Advocacy
  - Applied Behavior Analysis
- Education
  with concentrations in:
  - Curriculum, Instruction, and Technology
  - Elementary Education
  - Exceptional Student Education
  - Mathematics Education
  - Reading Education
  - Science Education
  - Spanish Language Education
  - Teaching English to Speakers of Other Languages (TESOL)
- Educational Leadership (Florida State Approved and Non-certification)
- Leadership
  with concentrations in:
  - Business Organizations
  - Organizational Leadership

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

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

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

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

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

- Criminal Justice
  with concentrations in:
    - Behavioral Science
    - Criminal Justice Policy, Practice, and Leadership
    - Crisis and Emergency Management
    - Juvenile Justice & Human Services

Student Information

2025–2026 Academic Calendar

Fall 2025 (202620)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	August 18 – December 7, 2025	April 7, 2025	August 24, 2025	August 18 – 24, 2025
1st Session	August 18 – October 12, 2025	April 7, 2025	August 24, 2025	August 18 – 24, 2025
2nd Session	October 13 – December 7, 2025	April 7, 2025	October 19, 2025	October 13 – 19, 2025

Winter 2026 (202630)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	January 5 – May 3, 2026	October 20, 2025	January 11, 2026	January 5 – 11, 2026
1st Session	January 5 – March 1, 2026	October 20, 2025	January 11, 2026	January 5 – 11, 2026
Spring Break: March 2 – March 8, 2026				
2nd Session	March 9 – May 3, 2026	October 20, 2025	March 15, 2026	March 9 – 15, 2026

Summer 2026 (202650)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	May 4 – August 9, 2026	March 30, 2026	May 10, 2026	May 4 – 10, 2026
1st Session	May 4 – June 21, 2026	March 30, 2026	May 10, 2026	May 4 – 10, 2026
2nd Session	June 22 – August 9, 2026	March 30, 2026	June 28, 2026	June 22 – 28, 2026

Tuition Refund Schedule

Tuition Refund Schedule Fall 2025 August 18 - December 7, 2025			
	Full Term/Semester [August 18 – December 7]	**Session 1 [August 18 – October 12]**	**Session 2 [October 13 – December 7]**
100% (Drop/Add)	August 18 – 24, 2025	August 18 – 24, 2025	October 13 – 19, 2025
50%	Ends August 31, 2025	Ends August 31, 2025	Ends October 26, 2025
25%	Ends September 7, 2025	Ends September 7, 2025	Ends November 2, 2025
Withdrawal Deadline	November 16, 2025 No Refunds after September 7, 2025	September 21, 2025 No Refunds after September 7, 2025	November 16, 2025 No Refunds after November 2, 2025

Tuition Refund Schedule Winter 2026 January 5 – May 3, 2026			
	Full Term/Semester [January 5 – May 3]	**Session 1 [January 5 – March 1]**	**Session 2 [March 9 – May 3]**
100% (Drop/Add)	January 5 – 11, 2026	January 5 – 11, 2026	March 9 – 15, 2026
50%	Ends January 18, 2026	Ends January 18, 2026	Ends March 22, 2026
25%	Ends January 25, 2026	Ends January 25, 2026	Ends March 29, 2026
Withdrawal Deadline	April 12, 2026 No Refunds after January 25, 2026	February 8, 2026 No Refunds after January 25, 2026	April 12, 2026 No Refunds after March 29, 2026

Tuition Refund Schedule Summer 2026 May 4 – August 9, 2026			
	Full Term/Semester [May 4 – August 9]	**Session 1 [May 4 – June 21]**	**Session 2 [June 22 – August 9]**
100% (Drop/Add)	May 4 – 10, 2026	May 4 – 10, 2026	June 22 – 28, 2026
50%	Ends May 17, 2026	Ends May 17, 2026	Ends July 5, 2026
25%	Ends May 24, 2026	Ends May 24, 2026	Ends July 12, 2026
Withdrawal Deadline	July 19, 2026 No Refunds after May 24, 2026	May 31, 2026 No Refunds after May 24, 2026	July 19, 2026 No Refunds after July 12, 2026

NSU Holiday Calendar August 2025–August 2026

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

Holiday	**NSU Observed Date**
Labor Day	Monday, September 1, 2025
Thanksgiving Day	Thursday, November 27, 2025
Day after Thanksgiving Day	Friday, November 28, 2025
Winter Closure	Subject to University President's discretion and approval
Martin Luther King Day	Monday, January 19, 2026
Memorial Day	Monday, May 25, 2026
Independence Day	Saturday, July 4, 2026

Admission Requirements

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please

contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/admissions/graduate.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. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended **(excluding CAS program applications and international student applications)**. If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
3. **Official transcripts for Doctoral/Educational Specialist degrees**- Sealed official transcripts from the applicants conferred master's degree institution attended **(excluding CAS program applications and international student applications)**. Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral or educational specialist program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

NOTE:

- Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*
- For NSU to consider an electronic transcript official, it must be received from a reputable third-party delivery agent. NSU accepts electronic transcripts from the following providers: SCOIR, Parchment, National Student Clearinghouse. Transcripts emailed by individuals will not be accepted as official. Third-party delivery agents may email official electronic transcripts to: *electronictranscript@nova.edu*.
- Photocopies and facsimiles will not be accepted as final, official transcripts.

4. 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.
5. Applicants may be provisionally admitted based on a preliminary review of unofficial transcripts and/or program-specific admission requirements. However, full admission to any degree program requires the submission of all final, official documents required for admission within 45 calendar days from the official start date of the session/term. Only fully admitted students are eligible for financial aid. Once provisional acceptance is granted, a student who does not attain full admittance within 45 calendar days from the official start date of the session/term will not be permitted to continue his/her studies. Registration will be prohibited, and other services may be suspended.

Nondegree-Seeking Students – Admission Requirements

A nondegree-seeking student is one who wishes to enroll in a course for professional development at the Fischler College of Education and School of Criminal Justice and does not intend to pursue a degree at the time of application. Nondegree-seeking applicants must submit the following documentation in order to register for graduate classes:

1. A completed admission application with a $50 nonrefundable fee.
2. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
    - Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)
3. **Official transcripts for Doctoral/Educational Specialist degrees**- Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral or educational specialist program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program

applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

- An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 2.5.

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

Professional Licensure Disclosures

The requirements for educator and administrator certification, licensure, or endorsement differ from state to state. Some states do not grant initial certification/licensure unless transcripts are endorsed as having met that state's approved program requirements. The FCE&SCJ defines a professional licensure program as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment.

Before beginning any program, prospective students are encouraged to research the requirements in their intended state of residence to ensure that their enrollment in a program will meet the requirements of their state's licensing *agency. Information to assist you in identifying the appropriate state licensing/certification entity is provided at https://www.ed.gov/contact-us/state-contacts*

Professional Licensure Disclosures

- M.S. in Educational Leadership: *https://education.nova.edu/_resources/files/ms-ed-leadership-disclosure.pdf*
- M.S. in Developmental Disabilities/ABA: *https://education.nova.edu/_resources/binaries/masters/ms-dev-disabilities-disclosure.pdf*
- Ed.S. in Educational Leadership: *https://education.nova.edu/_resources/files/eds-edl-professional-licensure-disclosure.pdf*
- Ed.D. in Special Education/ABA*: https://education.nova.edu/_resources/files/edd-sped-aba-professional-licensure-disclosure.pdf*

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

Master of Science in Education, Master of Science in Educational Leadership, and Master of Science in Leadership – Admission Requirements

The following are specific admission requirements for entry into the Master of Science in Education, Master of Science in Educational Leadership (non-certification), and Master of Science in Leadership programs.

1. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
2. Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)
3. For the **Florida DOE approved program in Educational Leadership**, please refer to the individual programs in the next section for additional admission requirements.

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

1. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
2. Please refer to the program of interest for additional admission requirements.

Educational Specialist – Admission Requirements

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

1. **Official transcripts for Educational Specialist degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the educational specialist program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
2. 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,

Doctor of Education – Admission Requirements

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

1. **Official transcripts for Doctoral degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
2. An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 3.0
3. Graduate Record Examination (GRE®) test scores are not required for admission to the Doctor of Education program. However, applicants are encouraged to submit GRE scores to strengthen their admission application. While there are no minimum or cut-off scores required, GRE test scores provide additional evidence pertaining to the applicant's quantitative and verbal skills and will be considered within the applicant's entire admissions packet. In order for GRE scores to be considered in the admissions process, the examination must have been taken within the past five (5) years.

Doctor of Philosophy in Criminal Justice – Admission Requirements

1. **Official transcripts for Doctoral degrees**- Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
2. 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 Ph.D. in Criminal Justice program, which only accepts fall applications and has an application deadline of May 31.

All documents and supplemental information, (e.g., test scores, transcripts, etc.) must be mailed to:
Nova Southeastern University
Enrollment Processing Services
Attn: Abraham S. Fischler College of Education and School of Criminal Justice
3300 S. University Drive, PO Box 299000
Fort Lauderdale, FL 33328-2004

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

Non-Native English Speakers

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

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

Transcript Evaluation

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

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

International Applicants

International applicants are required to obtain an F-1 student visa to study on campus at NSU. International candidates who intend to study in the United States are required to obtain an I-20 form from NSU and must be full-time, degree-seeking students, and must attend classes in the South Florida area or at any one of NSU's Regional Campuses in the State of Florida. International candidates may not qualify for an I-20 and a subsequent student F-1 visa due to the online instructional delivery format of all FCE&SCJ programs currently available. Candidates should contact an academic advisor or an assistant/associate director of recruitment to discuss their options prior to beginning the application process. For further information about student visas, contact the Office of International Affairs at 954-262-7240.

Concurrent Enrollment

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

Change in Concentration or Major

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

Graduation

Degree Completion Requirements

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

Degree Conferral

Students who have completed 100 percent of their degree requirements will automatically be conferred. Students are eligible for conferral when they meet the requirements listed in the student catalog in effect when they entered the university, unless a prior request to follow a more recent catalog has been approved. Students who wish to postpone the anticipated date of their degree conferral may submit a request as instructed in associated email communication. Progress toward completing degree requirements can be tracked using Degree Works. Once the program office has confirmed that the student has met all degree requirements, the student's name will be submitted to the university's Board of Trustees for final approval for degree conferral. Degrees/certificates are awarded on the last day of the month in which the degree application has been approved. Once degrees have been conferred, transcripts and diplomas showing the awarded degree are sent to students by mail to the address on the student's

record. Existing holds and outstanding balances will not prevent the awarding of a degree; however, students must satisfy any outstanding balances to receive their diploma. Once a degree is conferred, it is considered the official record that cannot be modified. Therefore, it is important for students to continuously monitor their academic record and request adjustments as needed before each semester's record is closed. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree.

Information regarding the degree conferral process can be located on the University Registrar website at *nova.edu/registrar/services/degree-conferral.html*

For doctoral students, a doctoral degree cannot be processed for conferral until after the last day of the last semester.

NOTE: Upon completion of all required program coursework, capstone experiences, and testing requirements for the given program of study, students must ensure their degree is conferred within one year. Failure to confer a degree within one year of completion of program requirements will constitute an abandonment of the degree and the student will be required to reapply to the program and fulfill all current program requirements.

Exit Survey

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

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

Diplomas

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

Commencement

The FCE&SCJ graduate commencement ceremonies are held annually. Students are not required to attend commencement to have their degrees conferred. Please refer to Commencement Participation in the *Student Handbook* section of this catalog for further information regarding participation eligibility for FCE&SCJ's Commencement Ceremony: Master's Degree, Educational Specialist Degree, and Doctoral Degree.

Degree Limits

To encourage focused academic achievement, promote postgraduate professional success, and allocate university resources efficiently, NSU has established the following limitations with respect to the number of degrees it will award to a single student:

- A maximum of three degrees at the master's level, regardless of academic program, major or concentration
- A maximum of two education specialist (Ed.S.) degrees
- One of each type of all other doctoral or professional degrees (e.g., Ph.D., M.D., J.D., D.O., etc.) at NSU.

Multiple doctoral degrees of the same type are not permitted, regardless of whether they have different majors/concentrations or are offered through different colleges or academic programs at NSU. By setting these limits, NSU aims to support students in achieving depth and specialization in their chosen fields while balancing academic rigor and maintaining the quality and accessibility of its educational offerings.

Although degrees awarded at other institutions do not count toward this policy, when exercising its academic discretion with respect to admissions decisions, NSU considers the totality of an applicant's academic history, including the nature and number of degrees possessed by the applicant.

Degree Recission Policy

Nova Southeastern University (NSU) awards degrees on the basis of the successful completion of all academic and program requirements and in accordance with NSU's Code of Conduct requiring academic honesty and integrity. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree. The Dean or designee of the college or school that oversees the degree program is essential in determining the discovery and receipt of credible information for review or investigation and will follow the protocols outlined in the applicable student catalog and handbook.

The recission recommendation is presented to the Provost and President for review and support. The decision to rescind the degree is the responsibility of the President of the University with the approval of the NSU Board of Trustees.

Once the decision to rescind a degree has been approved by the NSU Board of Trustees, the following will occur:

1. The Provost will communicate the actions required to formally rescind the degree and will provide the University Registrar, with a copy to the Dean, written authorization to proceed as follows:
   a. Send a certified notification to the individual informing the individual of the university's decision to rescind the degree and requesting return of the diploma provided after degree conferral.
   b. Remove the degree conferred status and date from the individual's academic record, the official transcript, and in all other pertinent education records maintained in the student information system (current and archive).
   c. Inform the College Dean, the National Student Clearinghouse, the Office of Alumni Affairs, the Library (if applicable for publications), and, if applicable, any local, state, national, or international agency of the degree rescission so that their records are revised to reflect this action.
   d. Enter a "Degree Rescinded" notation on the individual's academic record indicating rescission action and date of the Board of Trustee's decision.
   e. Place a University (UA) Hold on the individual's record to prevent future admissions, registration, and enrollment at the university.
   f. Ensure the Provost's written authorization and all supporting documentation are placed in the individual's permanent university records.

Transfer of Credit

Transferring Credit from Other Institutions

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

A maximum of six (6) semester hours of graduate credit may be considered if:

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

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

Requirements for Transfer Courses from NSU Graduate Certificates

Master's degree programs may accept up to one third of the required total coursework of graduate credit earned from NSU for a graduate certificate in field. Please see the below requirements:

- The student received a grade of 3.0 or better on a 4.0 scale.
- The course was taken at NSU.
- The graduate certificate is in the field of the master's degree.
- The date of completion of the graduate certificate was no longer than 5 years from the start of the master's program.

No transfer of credit will be accepted for the following program components/requirements: M.S. and Ed.S. Programs

- Any certificate program
- Supervised Teaching Internship or Teaching Externship

- Core Courses—CUR 526, EDU 708, CIMA 700, and CIMA 720
- Capstone—Administrative/Educational Leadership Internship, Applied Field Experience, Applied Professional Experience, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum

Ed.D. Programs

- Applied Dissertation Benchmarks
- Strategic Research Project
- Summer Institute

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

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

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

Internal Coursework Credit from NSU

Internal transfer of NSU credits is limited to only those courses that have not been applied towards an earned degree.

- Degree-applicable credit from NSU can be applied to a current eligible degree or a current eligible certificate as long as the credit has not already been applied to an awarded degree or an awarded certificate.
- An exception to the above is credit earned within a university approved dual degree program.
- The quality points will not be calculated in the grade point average (GPA).

NOTE: 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. Students are strongly encouraged to check with their state licensure board to stay updated on the most current certification or licensure requirements throughout the program. For state contact information please visit the U.S. Department of Education State Contacts webpage at: *https://www.ed.gov/contact-us/state-contacts* or for further assistance regarding certification or licensure, please contact: *fischlerinfo@nova.edu.*

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.

2025–2026 Tuition and Fees

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

University Fees

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the student's choice of educational modality selected. Therefore, the university sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

Application Fee..... $ 50

Student Services Fee (per semester)

- 1–3 credit hours ..... $ 340
- 4 or more credit hours ..... $ 680
- Annual Fee $2,040

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

Student Health Insurance Fee (12-month coverage period)

- Coverage August 1, 2025–July 31, 2026 ..... $2.430

Official Transcript Fee

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

Tuition and fees are subject to change without notice.

NSU Student Health Insurance Fee
All NSU students are required to maintain health insurance. Therefore, students will automatically be enrolled in the NSU Student Health Insurance Plan, and their student accounts will be charged when they register for classes. Students who already have comparable health insurance may waive out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for their program. For detailed information, including waiver deadlines, access to the online waiver, NSU Student Health Insurance Plan features, costs, and more, students should visit the Bursar's website at *https://www.nova.edu/bursar/health-insurance/index.html*. The annual fee for the 2025—2026 academic year is $2,430. Fees are assessed per semester.

Coverage Periods and Charges	Fall: August 1, 2025–December 31, 2025 ($1,019) Winter: January 1, 2026–July 31, 2026 ($1,411) Total Annual Charge: $2,430 (August 1, 2025–July 31, 2026)
Waiver Deadlines	Fall 2025: September 1, 2025 Winter 2026: February 1, 2026

NSU eBills
The middle of each month, email notifications are sent to students' NSU email to view their NSU eBill if the student has a balance due. However, students should not wait for their NSU eBill notification to pay their tuition and fees to avoid late charges. Students can access their student account and make payments anytime online by logging into NSU eBill at: *https://www.nova.edu/nsuebill/index.html* or their SharkLink account *at https://sharklinkportal.nova.edu/.* NSU eBill also allows students to authorize other individuals (e.g., parent, spouse) to view their bill, make payments, or set-up payment plans.

Following is a list of tuition rates effective July 1, 2025. Tuition rates are posted per credit hour unless otherwise noted. Students enrolled in Applied Dissertation Services pay a fee per semester.

Tuition and Fee Schedule

Master's Degrees (per credit hour)
Master of Human Services (M.H.S.) in Child Protection.....$ 913
Master of Science (M.S.) in Criminal Justice.....$ 913
Master of Science (M.S.) in Developmental Disabilities.....$ 913
Master of Science (M.S.) in Education..... $1,199
Master of Science (M.S.) in Leadership $1,034

Educational Specialist degree (per credit hour)
Educational Specialist (Ed.S.) $1,199

Doctorate Degrees (per credit hour)
Doctor of Education (Ed.D.)..... $1,597
Doctor of Philosophy (Ph.D.) in Criminal Justice..... $1,315

Applied Dissertation Continuing Services Fee (per semester)
ADS 8091 .....$3,833

Nondegree Tuition (per credit hour)
Programs at the Ed.D. Level – tuition is the same as Doctor of Education rate.
All Programs at the M.S., M.H.S., and Ed.S. Levels – tuition is the same as M.S. in Education rate.

Tuition Refund Policy

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

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

Students may receive a full refund of tuition payments:

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

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

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

Indebtedness to the University

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

Force Majeure

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

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

DEPARTMENTS, PROGRAMS, AND ACADEMIC DEGREES

Department of Education

PROGRAMS OF STUDY

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

Master of Science (M.S.) in Educational Leadership
Educational Leadership (Florida State Approved)
Educational Leadership (Non-certification)

Master of Science (M.S.) in Leadership
Business Organizations
Organizational Leadership

Educational Specialist (Ed.S.) in Education
Curriculum, Instruction, Management, and Administration
Educational Leadership (Florida and Nevada State Approved and Puerto Rico Non-certification)
Mathematics Education

Doctor of Education (Ed.D.) in Education
Curriculum and Teaching
Early Childhood and Elementary Education (Puerto Rico Only)
Educational Leadership
Healthcare Education (Puerto Rico Only)
Higher Education Leadership
Human Services Administration
Instructional Technology and Distance Education
Organizational Leadership
Reading
Special Education
Sports Leadership

BILINGUAL (ENGLISH/SPANISH) PROGRAMS

Programs for Residents of Puerto Rico
Online Bilingual Programs

Department of Education

Master of Science (M.S.)

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

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

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

Educational Specialist (Ed.S.)

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

Doctor of Education (Ed.D.)

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

Master of Science in Education

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

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

Program Learning Outcomes

Graduates of the M.S. in Education with concentrations in Elementary Education, Exceptional Student Education, Mathematics Education, Reading Education, Science Education, Spanish Language Education, and Teaching English to Speakers of Other Languages (TESOL) will demonstrate mastery of the following learning outcomes.

Graduates will be able to:

1. Advocate for changes to educational policies to ensure fairness for all learners.
2. Share strategies for integrating technology into educational practices with colleagues.
3. Evaluate curricular practices at the school level to ensure alignment with state or national/international standards.
4. Analyze assessment data to inform decision making regarding planning and instruction.
5. Evaluate research to identify evidence-based strategies to address a specific educational need.

Graduates of the M.S. in Education with a concentration in Curriculum, Instruction, and Technology will demonstrate mastery of the following learning outcomes.

Graduates will be able to:

1. Design, develop, and utilize appropriate instructional planning approaches and instructional technologies for learning in a variety of settings, with an emphasis on distance education.
2. Analyze and critique theory, research, and literature related to instruction, educational technology, and education and training, with an emphasis on distance teaching and learning.
3. Utilize various educational technologies for learning in organizations, colleges, universities, and schools.
4. Provide leadership in organizations, colleges, universities, and schools related to instruction/training, with an emphasis on educational technologies and distance education.

Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the master's programs. Teacher candidates employed by a school or school district will complete their assignments at their work site. Alternate assignments will be provided to those candidates who are not employed by a school or school district. These requirements are specified in the individual programs of study that are outlined in the Department of Education sections of this catalog.

Security Clearance

Current security clearance status is required to complete in-field assignments, therefore only candidates employed by a school or school district will be given in-field assignments.

Graduation Requirements

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

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

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

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

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

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

Program of Study
(Coursework in suggested order of completion)
CIT 515: Online Resources for Training and Teaching (3 credits)
CIT 502: Research in Education: Process and Application (3 credits)
CIT 516: Media and Instruction (3 credits)
CIT 517: Web Authoring Basics (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 623: Social Media and Web 2.0 Educational Applications (3 credits)
CIT 508: Instructional Design for Trainers and Teachers (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Elementary Education
(Major Code F511)

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

Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
ELE 503: Reading in the Elementary Classroom (3 credits)
ELE 504: Methods of Teaching Reading in the Elementary School (3 credits)
RED 552: Diagnosing Reading Difficulties in Today's Learners (3 credits)
ELE 601: Teaching Language Arts in the Elementary School (3 credits)
ELE 502: Methods of Teaching Mathematics in the Elementary School (3 credits)
ELE 602: Teaching of Science in the Elementary School (3 credits)
ELE 505: Teaching Visual Arts and Music in the Elementary School (2 credits)
ELE 506: Teaching Physical Education and Health Education in the Elementary School (2 credits)
ELE 603: Teaching Social Studies in Elementary School (3 credits)
TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits)
TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits)
ELE 699: Applied Professional Experience in Elementary Education (3 credits)

Total Credits Required for Degree Completion 40

Concentration: Exceptional Student Education
(Major Code F515)

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

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

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

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

Select 9 Courses from the following (27 credits)
CBD 503: Classroom Management (3 credits)
CBD 505: Working with Families of Exceptional Learners (3 credits)
CBD 516: Teaching Mathematics to Exceptional Learners (3 credits)
CBD 517: Teaching Reading to Exceptional Learners (3 credits)
CBD 510: Characteristics and Needs of Students with Developmental Disabilities (3 credits)
CBD 513: Methods for Teaching Students with Developmental Disabilities (3 credits)
CBD 512: Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 credits)
CBD 515: Methods for Teaching Students with Emotional and Behavioral Disorders (3 credits)
CBD 511: Characteristics and Needs of Students with Learning Disabilities (3 credits)
CBD 514: Methods for Teaching Students with Learning Disabilities (3 credits)
EP 650: Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)
EP 655: Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)
EP 660: Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 665: Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 credits)
EP 5265: Nature and Needs of Young Children with Disabilities (3 credits)
EP 5270: Assessing the Needs of Young Children with Disabilities (3 credits)
EP 5275: Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits)
EP 5280: Working with Families of Young Children with Disabilities and the Community (3 credits)
ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
ESE 620: Behavior Management of Exceptional Students (3 credits)
ESE 640: Transition Skills and Services for Exceptional Students (3 credits)
ESE 650: Instructional Strategies for Exceptional Students (3 credits)
ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 670: Educational Practices for Exceptional Students (3 credits)
ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 36

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

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

Option A – K-12 Mathematics Education Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
MAT 504: Algebra in the Secondary School (3 credits)
MAT 506: Strategies for Teaching Calculus (3 credits)
MAT 507: Linear and Abstract Algebra for Teachers (3 credits)
MAT 508: Conquering the Teaching of Calculus (3 credits)
MAT 509: Learning and Teaching Geometry in the K-12 Classrooms (3 credits)
MAT 511: Teaching Probability and Statistics in the K-12 Classroom (3 credits)
MAT 513: Problem-Solving Strategies in Mathematics 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

Option B – Postsecondary Mathematics Education Program of Study
Courses in the following track are content intensive and designed to prepare students for teaching at the post-secondary level. Given that courses are transferable at the discretion of the receiving institution, it is highly recommended that students contact the institutions where they are planning to teach prior to enrolling in these courses. Students interested in pursuing this track must contact their advisor and receive approval from faculty in the mathematics program before registering for courses.

Core Courses:
CUR 526: Educational Research for Practitioners (3 credits)
MAT 513: Problem Solving Strategies in Mathematics 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)

Postsecondary courses:
MAT 514: Topics in Applied Algebra and Geometry (3 credits)
MAT 515: Probability and Statistics (3 credits)
MAT 516: Elements of Differential Calculus (3 credits)
MAT 517: Elements of Integral Calculus (3 credits)
MAT 518: Linear Algebra (3 credits)
MAT 519: Abstract Algebra (3 credits)

Total Credits Required for Degree Completion 36

Concentration: Reading Education
(Major Code F513)

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

Program of Study
(Coursework in suggested order of completion)
CUR 526: Educational Research for Practitioners (3 credits)
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading (3 credits)
RED 552: Diagnosing Reading Difficulties in Today's Learners (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 560: Literature for Children and Adolescents (3 credits)
RED 567: Teaching Reading in the Secondary School (3 credits)
RED 582: Reading Assessments for Classroom and School Improvements (3 credits)
RED 585: Reading in the Content Area (3 credits)
RED 586: Reading Supervision and Curriculum Development: Theory and Practice (3 credits)
RED 577: Reading Assessments (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits

Total Credits Required for Degree Completion 36

Concentration: Science Education
(Major Code F656)

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

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

Total Credits Required for Degree Completion 36

Concentration: Spanish Language Education
(Major Code F520)

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

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

Total Credits Required for Degree Completion 36

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

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

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

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

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

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

Master of Science in Educational Leadership

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

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

Program Learning Outcomes

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

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

Field Experiences and Internships

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

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

Security Clearance

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

Testing Requirements

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

Graduation Requirements

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

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

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

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

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

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

Professional Licensure Statement
In accordance with U.S. Department of Education (ED) regulations, specifically 34 CFR § 668.43, the Fischler College of Education and School of Criminal Justice (FCE&SCJ) defines a professional licensure program as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage all students to contact their applicable State licensure entities to familiarize themselves with the specific professional licensure or certification requirements.

Please visit the following URL for the Professional Licensure Disclosure for the M.S. in Educational Leadership program*: https://education.nova.edu/_resources/files/ms-ed-leadership-disclosure.pdf.*

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

Program of Study
(Coursework in suggested order of completion)
Core Courses:
EDLR 505: School Leadership (3 credits)
EDLR 515: Leaders of Curriculum & Learning (3 credits)
EDLR 525: Assessment & Strategic Decision Making (3 credits)
EDLR 535: Policy, Ethics & Law in PK-12 Schools (3 credits)
EDLR 545: Administrative Processes and Finance (3 credits)
EDLR 600: Seminar in Educational Leadership (3 credits)
EDLR 610: Educational Leadership Symposium (3 credits)

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

*Enrollment in EDLR 585 requires approval by an academic advisor. Enrollment in EDLR 585 also requires passing scores on all sections of the Florida Educational Leadership Examination (FELE).

Total Credits Required for Degree Completion 30

Additional Graduation Requirements
1. Passing scores on all sections of the Florida Educational Leadership Examination (FELE).
2. Provide evidence of completion of ESOL/ELL requirement of sixty (60) hours or ESOL district in-service points OR three (3) credit-hour undergraduate or graduate level ESOL course

Educational Leadership
(Major Code F534)

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

Program of Study
(Coursework in suggested order of completion)
Core Courses:
EDLR 505: School Leadership (3 credits)
EDLR 515: Leaders of Curriculum & Learning (3 credits)
EDLR 525: Assessment & Strategic Decision Making (3 credits)
EDLR 535: Policy, Ethics & Law in PK-12 Schools (3 credits)
EDLR 545: Administrative Processes and Finance (3 credits)

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

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

Total Credits Required for Degree Completion 30

Master of Science in Leadership

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

Program Learning Outcomes

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

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

Graduation Requirements

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

To complete the MSL program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA; and
- fulfilled all financial obligations to the university for the diploma to be released.

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

Leadership
(Major Code F987)

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

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

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

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

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

Total Credits Required for Degree Completion 31

Educational Specialist

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

The Educational Leadership concentration at the Ed.S. level is designed to lead to state certification in Florida and Nevada. The non-certification track includes two concentrations—Curriculum, Instruction, Management, and Administration and Mathematics Education—which help educators enhance their qualifications or renew credentials, provided they meet state eligibility requirements. The program also supports professional growth in a specialized area of study while preparing students to become effective instructional leaders.

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

Program Learning Outcomes

Educational Leadership and Mathematics Education -- at the completion of the degree, graduates will be able to:

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

Curriculum, Instruction, Management, and Administration - at the completion of the degree, graduates will be able to:

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

Field Experiences

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

Security Clearance

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

Educational Leadership Internship

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

NOTE: The Candidate is responsible for identifying a PK-12 local school-based administrator who will participate in the assistance of the Candidate's course required activities. The Candidate is responsible for confirming participation with

their local school-based administrator prior to enrolling for EDL 799. The online internship application must be submitted and approved prior to the start of the semester/term to be eligible for the internship. **All field experience and internship students are expected to adhere to the *NSU Student Code of Conduct*.**

Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted. If passing scores for the Florida Educational Leadership Examination (FELE) are not submitted within one year of completing coursework, students will need to reapply to the program and meet all current program requirements.

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

Graduation Requirements

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

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

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

Program Completion Timeline

Educational Specialist students are allotted three (3) 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 three-year time frame will be subject to dismissal.

Educational Specialist (Ed.S.) Degree Programs

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

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

Program of Study
(Coursework in suggested order of completion)
CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)
CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)
CIMA 705: Today's Educational Leader (3 credits)
CIMA 706: Managing Change in the Educational Environment (3 credits)
CIMA 715: Communities in Education (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)
CIMA 708: Distance Education: Curriculum and Management (3 credits)

Total Credits Required for Degree Completion 30

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

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

Professional Licensure Statement
In accordance with U.S. Department of Education (ED) regulations, specifically 34 CFR § 668.43, the Fischler College of Education and School of Criminal Justice (FCE&SCJ) defines a professional licensure program as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage all students to contact their applicable State licensure entities to familiarize themselves with the specific professional licensure or certification requirements.

Please visit the following URL for the Professional Licensure Disclosure for the Ed.S. in Educational Leadership program: *https://education.nova.edu/_resources/files/eds-edl-professional-licensure-disclosure.pdf.*

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

Program of Study
(Coursework in suggested order of completion)
EDU 708: Research Design in Education (3 credits)
EDL 702: Standard-Based Curriculum and Assessment (3 credits)
EDL 704: Visionary Leadership for Educational Communities (3 credits)
EDL 705: Educational Budgeting and Finance (3 credits)
EDL 720: School Law for Administrators (3 credits)
EDL 725: Human Resources and Staff Development (3 credits)
EDL 735: Community Engagement and the Management of Schools (3 credits)

EDL 755: Research and Technology in Educational Leadership (3 credits)
EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)
EDL 790: Seminar in Educational Leadership (3 credits)*
EDL 799: Clinical Internship for Educational Leaders (6 credits)*

*Enrollment in EDL 790 and EDL 799 requires approval by an academic advisor. Enrollment in EDL 799 also requires passing scores on all sections of the Florida Educational Leadership Examination (FELE).

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

1. Passing scores on all sections of the Florida Educational Leadership Examination (FELE).
2. Provide evidence of completion of ESOL/ELL requirement of sixty (60) hours or ESOL district in-service points OR three (3) credit-hour undergraduate or graduate level ESOL course

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

About the Concentration

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

Professional Licensure Statement

In accordance with U.S. Department of Education (ED) regulations, specifically 34 CFR § 668.43, the Fischler College of Education and School of Criminal Justice (FCE&SCJ) defines a professional licensure program as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage all students to contact their applicable State licensure entities to familiarize themselves with the specific professional licensure or certification requirements.

Please visit the following URL for the Professional Licensure Disclosure for the Ed.S. in Educational Leadership program: https://education.nova.edu/_resources/files/eds-edl-professional-licensure-disclosure.pdf.

Additional Admission Requirements

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

Program of Study

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

*Enrollment in EDL 799 requires approval by an academic advisor. Enrollment in EDL 799 also requires passing scores on all sections of the Praxis exam.

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

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

Concentration: Mathematics Education
(Major Code F955)

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

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

Total Credits Required for Degree Completion 36

Doctor of Education

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

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 ethical practices in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute

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

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

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

Option A – Applied Dissertation

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

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. There are four stages in the completion of the applied dissertation: (1) DISR 8966: Prospectus, (2) DISR 8967: Proposal Development, (3) DISR 8968: Proposal, and (4) DISR 8969: Final Report.

DISR 8966, DISR 8967, and DISR 8968 are graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program. DISR 8969 is graded as PR (in progress), NPR (no progress), or P (pass). Each dissertation benchmark is a prerequisite of the following one. Students must pass the previous benchmark before they're allowed to register for the next benchmark.

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

Doctoral students receive dissertation services while enrolled in doctoral coursework during their first three years (up to the 36th month) of enrollment. Students who complete all coursework and register for all required dissertation benchmarks (prospectus, proposal development, proposal, and applied dissertation) within this timeframe will continue to receive dissertation support.

Beginning in the fourth year (the 37th month/10th semester) and provided that students have already registered during the initial 3 years for all four dissertation benchmarks, students must register for ADS 8091 – Applied Dissertation Services in order to receive ongoing dissertation guidance from their committee. This applies regardless of the remaining non-dissertation coursework that may still be pending. Those students who are beyond the third year and are still completing doctoral coursework must register for either a dissertation benchmark course or for continuing

dissertation services (ADS 8091) in order to maintain access to dissertation support. Following the initial one-time registration of all dissertation benchmarks*, registration in ADS 8091 is required each term until the dissertation is completed and the degree is conferred, per the doctoral completion timeline policy.

***Note:** *The following benchmark courses—DISR 8966, DISR 8967, and DISR 8968*—are graded on a pass/fail basis. Each course serves as a prerequisite for the next. Students must pass each benchmark to progress. If a benchmark is not passed, the student must repeat the benchmark following the same policies and procedures that apply to any other doctoral-level course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8091 is a continuing dissertation service required for doctoral students who have completed all required dissertation coursework but have not yet reached final approval of the dissertation. ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR). Maintaining satisfactory academic progress is required to retain active student status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project

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

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters. It is strongly encouraged for students to complete ORGL 8750 prior to registering for ESRP 9000.

The SRP is graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program.

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

Graduation Requirements

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

To complete the Doctor of Education program a student must have:

- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable; and
- fulfilled all financial obligations to the university for the diploma to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

Doctor of Education General Program Requirements

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

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

***NOTE:** RES 8100, Nature of Knowing: Introduction to Research Methods is a prerequisite to FSC 8000; therefore, students must wait until their second year to participate in Summer Institute.

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

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

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

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

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

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

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

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

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

Applied Dissertation Services*
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)*

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

Total Credits for Completion 55

Doctor of Education (Ed.D.) Degree Programs

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

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

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 fairness, 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 fairness, ethics, and integrity 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 44)
Required Core Courses (6 credits) *
Required Research Courses (6 credits)
Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
IDT 7914: Curriculum, Teaching, and Technology (3 credits)**
IDT 8124: Theories of Learning (3 credits)**
CUR 8110: Principles of Curriculum and Teaching (3 credits)
CUR 8210: Curriculum Development and Design (3 credits)
CUR 8310: Curriculum Assessment and Evaluation (3 credits)
CUR 8510: Social and Political Context of Curriculum (3 credits)
CUR 9510: Curriculum: Theory and Research (3 credits)
CUR 9610: Teaching: Theory and Research (3 credits)

Total Credits for Degree Completion 55

***NOTE:** Students taking the SRP will be required to complete ORGL 8750 Strategic Planning in place of EDD 8200.

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

Concentration Area: Educational Leadership

(Major Code F871 – Concentration Code F872)

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

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

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 44)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Course (3 credits)

- Any Ed.D. Program Course, ***OR*** EDLR 8498: Internship (Building Level), ***OR*** EDLR 8499: Internship (District Level)

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)

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

Total Credits for Degree Completion 55

Concentration Area: Higher Education Leadership

(Major Code F871 – Concentration Code F874)

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

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

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 its society.
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 44)

Required Core Courses (6 credits)

Required Research Courses (6 credits)

Research Track (6 credits)

Elective Course (3 credits)

- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)

Concentration Area Courses (21 credits)

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

Total Credits for Degree Completion 55

Concentration Area: Instructional Technology and Distance Education

(Major Code F871 – Concentration Code F877)

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

The doctoral program in Instructional Technology and Distance Education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. The applied dissertation is the strongly recommended option for ITDE students. 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. Note: This is a non-certification program.

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 44)

Required Core Courses (3 credits)

***EDD 8200 is satisfied in the curriculum and not required as a core course**

Required Research Courses (6 credits)

Research Track (6 credits)

Applied Dissertation or Strategic Research Project (12 credits)

Concentration Area Courses (27 credits)

Concentration Required Core Courses (18 credits)

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

Concentration Elective Courses (9 credits) *Select 3 courses:*

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

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

Total Credits for Degree Completion 55

Concentration Area: Organizational Leadership

(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in 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. Note: This is a non-certification program.

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.

Graduates will be able to:

1. Demonstrate understanding of leadership styles and their application in different organizational settings.
2. Apply problem-solving skills to different 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 44)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Course (3 credits)

- Any Ed.D. Program Course

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

Total Credits for Degree Completion 55

Concentration Area: Reading

(Major Code F871 – Concentration Code F513)

The Doctor of Education with a concentration in Reading is designed to prepare students for leadership and lifelong learning in the field of literacy education. This program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge and practice of the foundations of reading development, current trends and issues in literacy education and assessment, curriculum design and instructional practices related to literacy, and the characteristics of different 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. Note: This is a non-certification program.

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 44)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)

RED 9001: Issues and Trends in Literacy Education (3 credits)
RED 9002: Theories of Reading (3 credits)
RED 9004: Teaching Reading in Today's Classrooms (3 credits)
RED 9005: Literacy Across the Curriculum (3 credits)
RED 9006: Reading Assessment and Intervention: PK-3 (3 credits) ***OR*** ORGL 8750 Strategic Planning (required for students completing the SRP) (3 credits)*****
RED 9007: Reading Assessment and Intervention for Adolescents and Adults (3 credits) ***OR*** ORGL 8750 Strategic Planning (required for students completing the SRP) (3 credits)*****
RED 9009: Literature for Children and Young Adults: Critical Analysis (3 credits)
RED 9010: Advanced Seminar in Foundations of Reading Education (3 credits)

Total Credits for Degree Completion 55

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

Concentration Area: Special Education

(Major Code F871 – Concentration Code F879)

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

Courses emphasize the application of critical and reflective thinking skills in both theoretical and practical learning settings and opportunities. Course content is fluid, timely, and responsive to regulatory changes in the field to ensure the delivery of a current, relevant, and culturally competent program of study. Note: This is a non-certification program. In collaboration with their academic advisor and/or a full-time special education faculty member, each student is offered the opportunity to develop a customized program of study that: (a) recognizes and respects prior learning and work experiences, and (b) enables each student to direct their studies toward specific personal and/or professional career goals and objectives.

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

Concentration Learning Outcomes

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

Graduates will be able to:

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

Program of Study Options

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

Program of Study

General Program Requirements (Page 44)

Required Core Courses (6 credits)

Required Research Courses (6 credits)

Research Track (6 credits)

- RES 8930: Single Subject Design in Applied Behavior Analysis (3 credits) required for Applied Behavior Analysis and is taken in lieu of RES 8911 or RES 8916.

Elective Courses (Select one of the following courses) (3 Credits)

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

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

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

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

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

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

Professional Licensure Statement
In accordance with U.S. Department of Education (ED) regulations, specifically 34 CFR § 668.43, the Fischler College of Education and School of Criminal Justice (FCE&SCJ) defines a professional licensure program as an academic program designed, marketed, and/or advertised to fulfill the educational prerequisites for a particular state license or certificate for employment. State licensure or certification requirements can vary from state to state, depending on each State's laws and regulations. We encourage all students to contact their applicable State licensure entities to familiarize themselves with the specific professional licensure or certification requirements.

Please visit the following URL for the Professional Licensure Disclosure for the Ed.D. in Special Education/ Applied Behavior Analysis Track: *https://education.nova.edu/_resources/files/edd-sped-aba-professional-licensure-disclosure.pdf.*

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

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

Total Credits for Degree Completion 55

Concentration Area: Sports Leadership
(Major Code F871 – Concentration Code F702)

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

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

Graduates will be able to:
1. Demonstrate understanding of leadership styles and their application in different sport industry settings.
2. Apply problem-solving skills to different sport-industry issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles

Program of Study
General Program Requirements (Page 44)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Courses (3 credits)
- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

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

Total Credits for Degree Completion 55

Doctoral Completion Pathway

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

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

General Eligibility Requirements

- Be a Doctor of Education student or in a closely related degree field. Concentrations include:
  - Curriculum and Teaching
  - Educational Leadership
  - Higher Education Leadership
  - Human Services Administration
  - Instructional, Technology, and Distance Education
  - Organizational Leadership
  - Reading
  - Special Education
- For admission into the DCP, the time elapsed since initial term of enrollment in the original Doctor of Education program must not exceed 10 years.
- Courses completed:
  - NSU Students – All required courses for degree completed with an earned minimum cumulative grade point average (CGPA) of 3.0 on a four (4) point scale (3.0/4.0).
  - Non-NSU Students – A substantial portion of required courses for degree completed with an earned minimum cumulative grade point average (CGPA) of 3.0 on a four (4) point scale (3.0/4.0).
- Timed out of program/dismissed for time (i.e., not dismissed for academic/other reasons).
- Not currently enrolled.
- Good academic and financial standing with NSU or prior institution.

How To Apply – NSU Students

If you meet the eligibility criteria and wish to be evaluated for admission to the DCP, follow these easy steps.

- Complete the *DCP Entrance Survey*

How to Apply – Non-NSU Students

- Complete the *DCP-ABD Prequalification Survey*
- Email the following to *fcedcp@nova.edu*
  - Unofficial Transcript
  - Curriculum Vita

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

Next Steps

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

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

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

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

1. **Official transcripts for Doctoral degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

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

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

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

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

Total Credits for Degree Completion 54 credits

PROGRAM OF STUDY FOR NON-NSU STUDENTS – ALL CONCENTRATIONS

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

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

Transfer of Credit Concentration Area Courses (27 credits)

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

Total Credits for Degree Completion 54 credits

Bilingual (English/Spanish) Programs

Bilingual Programs| Nova Southeastern University

Programs for Residents of Puerto Rico

Online Bilingual Programs

Programs for Residents of Puerto Rico

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

The following programs are offered for residents of Puerto Rico and may be subject to unique certification requirements aligned with the Puerto Rico Department of Education

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

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

Educational Specialist (Ed.S.)
Educational Leadership

Doctor of Education (Ed.D.)
Early Childhood and Elementary Education
Educational Leadership
Healthcare Education
Human Services Administration
Instructional Technology and Distance Education
Organizational Leadership
Special Education

Doctor of Philosophy (Ph.D.)
Criminal Justice
with a concentration in:
Criminal Justice Policy, Practice, and Leadership

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

Master of Science in Education in the following concentrations.

- Curriculum, Instruction, and Technology (CIT)
- Exceptional Student Education
- Teaching English as a Second Language (TESOL)

Study Programs

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

Concentration: Curriculum, Instruction, and Technology

(Major Code F676)

About the Concentration

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

Program of Study

(Coursework in suggested order of completion)

CIT 500: Theories of Learning (3 credits)
CIT 501: Curriculum and Instruction (3 credits)
CIT 502: Research in Education: Process and Application (3 credits)
CIT 503: Assessment of Learning (3 credits)
CIT 508: Instructional Design for Trainers and Teachers (3 credits)
CIT 515: Online Resources for Training and Teaching (3 credits)
CIT 516: Media and Instruction (3 credits)
CIT 517: Web Authoring Basics (3 credits)
CIT 622: Technology and the School Curriculum (3 credits)
CIT 623: Social Media and Web 2.0 Educational Applications (3 credits)

Total Credits Required for Degree Completion 30

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

About the Concentration

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

Program of Study

CUR 526: Educational Research for Practitioners (3 credits)
CBD 501: Special Education Law (3 credits)
ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)
ESE 620: Behavior Management of Exceptional Students (3 credits)
ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)
ESE 640: Transition Skills and Services for Exceptional Students (3 credits)
ESE 650: Instructional Strategies for Exceptional Students (3 credits)
ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 670: Educational Practices for Exceptional Students (3 credits)
ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 36

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

About the Concentration
The M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) helps prepare practicing teachers in literacy development for non-native English speakers.

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

Courses are offered on a rotating basis. Students will work closely with their advisor and department faculty to plan a program of study that best fits their needs. The courses offered in this master's degree meet the Puerto Rico Department of Education requirements for K-12 TESOL Teacher Recertification. **In addition, applicants will need English language proficiency by one of the methods indicated on page 19 of this catalog.**

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

Total Credits Required for Degree Completion 36

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

Educational Specialist (Ed.S.) Degree Programs

Concentration: Educational Leadership
(Major Code F534)

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

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

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

Total Credits Required for Degree Completion 30

Doctor of Education (Ed.D.) Degree Programs

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

In Puerto Rico, the Doctor of Education is offered in the following areas of concentration:

1. Early Childhood and Elementary Education
2. Educational Leadership
3. Healthcare Education
4. Instructional Technology and Distance Education
5. Organizational Leadership
6. Special Education

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 ethical practices in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute

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

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

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

Option A – Applied Dissertation

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

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. There are four stages in the completion of the applied dissertation: (1) DISR 8966: Prospectus, (2) DISR 8967: Proposal Development, (3) DISR 8968: Proposal, and (4) DISR 8969: Final Report.

DISR 8966, DISR 8967, and DISR 8968 are graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program. DISR 8969 is graded as PR (in progress), NPR (no progress), or P (pass). Each dissertation benchmark is a prerequisite of the following one. Students must pass the previous benchmark before they're allowed to register for the next benchmark.

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

Doctoral students receive dissertation services while enrolled in doctoral coursework during their first three years (up to the 36th month) of enrollment. Students who complete all coursework and register for all required dissertation

benchmarks (prospectus, proposal development, proposal, and applied dissertation) within this timeframe will continue to receive dissertation support.

Beginning in the fourth year (the 37th month/10th semester) and provided that students have already registered during the initial 3 years for all four dissertation benchmarks, students must register for ADS 8091 – Applied Dissertation Services in order to receive ongoing dissertation guidance from their committee. This applies regardless of the remaining non-dissertation coursework that may still be pending. Those students who are beyond the third year and are still completing doctoral coursework must register for either a dissertation benchmark course or for continuing dissertation services (ADS 8091) in order to maintain access to dissertation support. Following the initial one-time registration of all dissertation benchmarks*, registration in ADS 8091 is required each term until the dissertation is completed and the degree is conferred, per the doctoral completion timeline policy.

***Note:** *The following benchmark courses—DISR 8966, DISR 8967, and DISR 8968*—are graded on a pass/fail basis. Each course serves as a prerequisite for the next. Students must pass each benchmark to progress. If a benchmark is not passed, the student must repeat the benchmark following the same policies and procedures that apply to any other doctoral-level course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8091 is a continuing dissertation service required for doctoral students who have completed all required dissertation coursework but have not yet reached final approval of the dissertation. ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR). Maintaining satisfactory academic progress is required to retain active student status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project

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

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters. It is strongly encouraged for students to complete ORGL 8750 prior to registering for ESRP 9000.

The SRP is graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program.

Graduation Requirements

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

To complete the Doctor of Education program a student must have:

- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable; and
- fulfilled all financial obligations to the university for the diploma to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

Doctor of Education General Program Requirements

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

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

***NOTE:** RES 8100, Nature of Knowing: Introduction to Research Methods is a prerequisite to FSC 8000; therefore, students must wait until their second year to participate in Summer Institute.

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

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

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

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

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

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

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

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

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

Applied Dissertation Services*
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

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

Total Credits for Completion 55

Concentration Area: Early Childhood and Elementary Education

(Major Code F871 – Concentration Code F124)

This Early Childhood and Elementary Education concentration is crafted for educators who aspire to enhance their impact on students from preschool through fifth grade. With a focus on child development and instructional innovation, the program empowers professionals to meet the complex academic and emotional needs of today's learners. Students engage in coursework that explores curriculum design, society and family involvement, child advocacy, and comprehensive educational practices. Special attention is given to the context of Puerto Rico, with content tailored to align with local laws and educational priorities. This concentration offers the flexibility needed by working professionals while maintaining academic excellence. Graduates will be prepared to lead and implement effective, evidence-based strategies that promote student success in early childhood and elementary education settings.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Evaluate and apply foundational theories and research to strengthen teaching and leadership in early learning environments.
2. Create curricula that promote the cognitive, social, and emotional development of children from preschool through fifth grade.
3. Assess how societal and legislative factors influence student learning and school operations, particularly in the Puerto Rican context.
4. Develop effective instructional strategies that engage families and communities in the learning process.
5. Promote the well-being and rights of children by designing advocacy initiatives grounded in research and best practices.
6. Integrate STEM and cross-curricular approaches to foster creativity, critical thinking, and problem-solving skills among young learners.
7. Lead educational improvements through the development of innovative programs and policies informed by local needs and current research.

Program of Study

General Program Requirements (Page 63)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Courses (3 credits)

- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (21 credits)

ECED 8511: Research Perspectives in Pedagogical Practices for Early Childhood and Elementary Education (3 credits)
ECED 8512: Transforming Early Childhood (PK) and Elementary Education (K-5) Tackling Core Challenges (3 credits)
ECED 8513: Developmental Dynamics in Today's Society (3 credits)
ECED 8514: Instructional Methodologies in Early Childhood (PK) and Elementary Education (K-5) (3 credits)
ECED 8520: Child Advocacy and the Social World of Young Children: Global Issues, Challenges, and Solutions (3 credits)
ECED 8524: Integrating Practice, Programming & Strategy in Early Childhood (PK) and Elementary Education (K-5) (3 credits)
STEM 8100: STEM Methodologies: Integrated Strategies for Teaching Science, Math, Social Studies & Spanish (3 credits)

Total Credits for Degree Completion 55

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

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

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

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

Graduates will be able to:

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

Program of Study
General Program Requirements (Page 63)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Course (3 credits)

- EDLR 8490: Reflection and Vision for School Leaders ***OR*** EDLR 8498*: Internship (Building Level)

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

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

Total Credits for Degree Completion 55

Concentration Area: Healthcare Education

(Major Code F871 – Concentration Code F873)

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

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

Program of Study
General Program Requirements (Page 63)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
HCE 8010: Advocacy in Health Education and Promotion (3 credits)
HCE 8011: Assessing Community Needs for Health Education (3 credits)
HCE 8012: Health Education and Promotion Communication Strategies (3 credits)
HCE 8015: Administration and Leadership in Health Education (3 credits)
HCE 8016: Program Evaluation and Implementation for Health Education (3 credits)
HCE 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)
HCE 8023: Ethics and Professionalism in Health Care (3 credits)
HCE 8030: Strategic Planning for Health Education and Promotion (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Human Services Administration

(Major Code F871 – Concentration Code F875)

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Demonstrate leadership potential in human services administration and programs through an understanding of contemporary theories of organizational behavior and leaders' influence on organizational behavior and performance.
2. Evaluate human services programs in terms of human resource planning, recruitment, selection, placement, compensation, and evaluation of personnel in light of the different needs of the community these programs serve.
3. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
4. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
5. Explore the various aspects of organizational culture and examine contemporary organizational theories as these relate to organizational behaviors within human service systems. Analyze the implications for leadership practice in the context of the current research literature.
6. Develop a strategic plan using current theory and principles of strategic planning including an analysis of barriers and facilitators of collaborative relationships among non-profit, for profit, and government agencies.

Program of Study

General Program Requirements (Page 63)

Required Core Courses (6 credits)

Required Research Courses (6 credits)

Research Track (6 credits)

Elective Courses (3 credits)

- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

Applied Dissertation or Strategic Research Project (12 credits)

Concentration Area Courses (21 credits)

HSA 8600: Human Services Delivery Systems (3 credits)
HSA 8601: Administration, Management, and Policy Development of Human Services Agencies and Programs (3 credits)
HSA 8602: Developing Human Services in the Context of the Family and the Community (3 credits)
HSA 8603: Human Resource Development (3 credits)
HSA 8604: Human Services and the Law (3 credits)
HSA 8605: Human Services Organizational Theory and Behavior (3 credits)
HSA 8606: Special Topics in Human Services (3 credits)

Total Credits for Degree Completion 55

Concentration Area: Instructional Technology and Distance Education

(Major Code F871 – Concentration Code F877)

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

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

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

Program of Study

General Program Requirements (Page 63)

Required Core Courses (3 credits)

***EDD 8200 is satisfied in the curriculum and not required as a core course.**

Required Research Courses (6 credits)

Research Courses (6 credits)

Applied Dissertation or Strategic Research Project (12 credits)

Concentration Area Courses (27 credits)

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

Concentration Elective Courses (9 credits) *Select 3 courses:*

EDD 8200: Leadership, Communication, and Technology (3 credits)*
ORGL 8750: Strategic Planning (3 credits)**
IDT 7123: Digital Media for ITDE (3 credits)
IDT 8012: Management and Evaluation of ITDE Programs (3 credits)
IDT 8119: Contemporary Topics in ITDE (3 credits)
IDT 8120: Perspectives in ITDE (3 credits)
IDT 8124: Theories of Learning (3 credits)
ORGL 8750: Strategic Planning (3 credits) OPTIONAL for SRP students only (but NOT MANDATORY)**

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

Total Credits for Degree Completion 55

Concentration Area: Organizational Leadership

(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead 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.

Graduates will be able to:

1. Demonstrate understanding of leadership styles and their application in different organizational settings.
2. Apply problem-solving skills to different 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 63)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Course (3 credits)

- Any Ed.D. Program Course

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

Total Credits for Degree Completion 55

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

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

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

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

Graduates will be able to:

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

Program of Study
General Program Requirements (Page 63)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Applied Dissertation or Strategic Research Project (12 credits)
Concentration Area Courses (24 credits)
SPED 8402: Families, the Law, and Exceptionalities (3 credits)
SPED 8405: Collaboration and Consultation (3 credits)*****
ORGL 8750: Strategic Planning (3 credits)******
SPED 8401: Special Education Law and Policy (3 credits)
SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
SPED 8404: Organization and Administration of Special Education Programs (3 credits)
SPED 8406: Transition, Career Development and Independent Living (3 credits)
SPED 8409: Educational Challenges in Classrooms (3 credits)
SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral (3 credits)

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

Total Credits for Degree Completion 55

Doctor of Philosophy in Criminal Justice

The Doctor of Philosophy (Ph.D.) in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

This 60-credit hour doctoral program opens opportunities in areas of research, academia, and management to those who are ready to advance, as well as to individuals considering a career change. Management perspectives, investigative techniques, and the understanding of human behavior continue to evolve. Criminal behavior impacts legal, social, and cultural influences. A detailed understanding of these factors and their interrelationships prepares an individual in the criminal justice field with a solid foundation upon which to perform, teach, and lead. The doctoral program examines these relationships and seeks to produce individuals able to make significant contributions within the criminal justice profession.

Program Learning Outcomes

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

1. Apply existing criminal justice theory to current research practices.
2. Analyze the history of criminal justice in the United States and identify significant events and their relation to current trends and policies.
3. Discuss current trends and issues in criminal justice and what they indicate in the future.
4. Evaluate current methods of crime control and prevention and identify weaknesses and strengths of each.
5. Apply scientific research methods to examine issues and questions of significance in the criminal justice field.
6. Evaluate scholarly papers and articles against well-recognized standards of research design and data interpretation.
7. Evaluate research results for validity and document these findings.
8. Use appropriate and ethical research methods to develop policies and procedures that advance the mission of criminal justice systems.
9. Carry out meaningful individual research and dissertation in the dissertation product.

Admission Requirements

Admission to the doctoral program in Criminal Justice will be determined according to established university policies. The department will make a concerted effort to select only those students who are clearly best qualified for the rigors and responsibility of advanced study.

The following is required of all applicants for the doctoral degree in Criminal Justice:

1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Completion of a Master's degree from a regionally accredited University with a GPA 3.0 for master's level work. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.
4. **Official transcripts for Doctoral degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

   Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit the *Office of International Students and Scholars*.
5. One of the following must be submitted:
   a. Copy of completed master's thesis or equivalent capstone deliverable; the paper must reflect original work, be exclusively of the applicant's authorship and should have been supervised and evaluated by a faculty member;

b. GRE score of 300 or better on the combined verbal and quantitative sections based on the new score reports. Test scores are valid for five years after the testing year in which the student was tested;
c. Sample of published work from a refereed publication within the criminal justice or related discipline
d. Successful completion of J.D. or doctorate in related field.

6. Submit a copy of current curriculum vitae.
7. Complete an interview with program faculty.
8. It is preferred that the Criminal Justice doctoral candidate have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.
9. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.

How to Apply

Those interested in seeking their Doctor of Philosophy in Criminal Justice should apply online at: *https://education.nova.edu/degrees/doctoral/criminal-justice/index.html* where an application and all necessary application information may be obtained.

Orientation Information

The School of Criminal Justice (SCJ) students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the SCJ program office. A synchronous (live) orientation session is held prior to the start of the Fall term. Students are strongly advised to attend this session to learn more about the program's expectations and to meet their classmates and professors along with program staff and administrators.

Academic Advisement

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

Graduation Requirements

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

To complete the Doctor of Philosophy in Criminal Justice program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA;
- successfully completed and defended dissertation; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

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

Criminal Justice
(Major Code J001)

The Ph.D. in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

Program of Study
Core Courses (33 credits)
Complete all of the following 11 core courses:
CJI 7000: Criminological Theory (3 credits)
CJI 7003: Applied Statistics I (3 credits)
CJI 7004: Applied Statistics II (3 credits)
CJI 7006: Research Methods I (3 credits)
CJI 7007: Research Methods II (3 credits)
CJI 7008: Administration of Justice (3 credits)
CJI 7009: Comparative Criminology & Criminal Justice (3 credits)
CJI 7010: Teaching in the Criminal Justice Classroom (3 credits)
CJI 7011: Policy and Program Evaluation (3 credits)
CJI 7012: Grantsmanship & Publishing in Criminal Justice (3 credits)
CJI 7013: Graduate Orientation Seminar (3 credits)

Concentration (15 credits)

Concentration: Criminal Justice Policy, Practice, and Leadership (15 credits) (Concentration Code J032)
CJI 8410: Strategic Planning, Policy, & Program Development (3 credits)
CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)
CJI 8430: The Police & Society (3 credits)
CJI 8440: Ethics in the Criminal Justice System (3 credits)
CJI 8450: Correctional Programming & Services (3 credits)

Dissertation Credits (12 credits)
Complete 12 dissertation credits:
CJI 9010: Dissertation I (3 credits)
CJI 9020: Dissertation II (3 credits)
CJI 9030: Dissertation III (3 credits)
CJI 9040: Dissertation IV (3 credits)
CJI 9050: Continuing Services (1 credit) *(Billed at 3 credits)*
CJI 9060: Continuing Services (1 credit) *(Billed at 3 credits)*

NOTE: After completing the Dissertation course sequence, CJI 9010-9040 if students have not completed their dissertation, then they will be required to enroll in CJI 90**50** and CJI 9060 until the completion of their final dissertation defense.

Following completion of CJI 9020 and beginning with CJI 9030, students are required to complete a progress survey each term to report their dissertation progress. Failure to complete the survey may affect their final grade in the course.

Total Credits for Degree Completion 60

Online Bilingual Programs

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

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

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

Master of Science (M.S.) in Leadership
with a concentration in:
Organizational Leadership

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

Doctor of Education (Ed.D.)
Organizational Leadership

Master of Science (M.S.) in Education Online Bilingual Programs

The Online Bilingual Programs offers a master's degree in the following two concentration areas of teaching: Exceptional Student Education and Spanish Language Education. This program, designed for those who have a university degree from a Spanish-speaking country and/or Spanish is their first language, offers the Hispanic professional the opportunity to acquire knowledge in the field of education. The curriculum increases the student's teaching ability and allows them to acquire the skills and knowledge to teach in one of the concentration areas.

Admission Process

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/admissions/graduate.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. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
    - Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)

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

Online Bilingual Programs-Specific Admission Requirements

The following are specific admission requirements for entry into Online Bilingual Programs.

1. Admissions interview.
2. English placement test to establish language proficiency at the intermediate level. The exam includes an essay in English. (Level 4-5 from Miami-Dade College, Broward College, or equivalent.)
3. University degree from a Spanish-speaking country and/or Spanish is their first language.

Specific features and requirements of the Online Bilingual Programs.

1. The master's degree in Exceptional Student Education and Spanish Language Education require four core courses in education of 3 credits each.
2. Students in the Online Bilingual Programs must enroll in six credit hours every term (1 course every 8 weeks) to be considered full-time students.
3. Classes will be delivered in English with Spanish support from the professors.

Field Experiences

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

Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's responsibility. Any background clearance secured outside of the local public school district must be approved by the Office of Placement Services (OPS) before it is considered to be in compliance with NSU policies. OPS will provide correct procedures to those individuals with clearance that has been deemed not in compliance. Directions for obtaining a security clearance can be found on the Office of Placement Services Web page: *https://education.nova.edu/students/resources/placement-support.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 (OPS) in collaboration with a school district coordinator. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The internship seminar course is offered each academic year in the fall and winter terms.

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

Teaching Internship/Externship

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

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

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

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

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

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

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

Total Credits Required for Degree Completion: 42

Concentration: Spanish Language Education
(Major Code F520)

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

Program of Study
(Coursework in suggested order of completion)
EDU 502: Psychological Foundations in Education (3 credits)
EDU 503: Classroom Management and Organization (3 credits)
EDU 508: Effective Instructional and Assessment Strategies (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)
LANG 530: Advanced Spanish Grammar and Composition I (3 credits)
LANG 531: Advanced Spanish Grammar and Composition II (3 credits)
LANG 545: People and Traditions of Spain (3 credits)
LANG 550: Spanish Linguistics for Teachers (3 credits)
LANG 560: Representative Spanish Authors (3 credits)
LANG 561: Representative Spanish Authors II (3 credits)
LANG 581: Foreign Language Methods (3 credits)
LANG 699: Applied Professional Experience in Spanish Language Education (3 credits)

Total Credits Required for Degree Completion 36

Master of Science (M.S.) in Leadership Degree Program for Online Bilingual (English/Spanish) Students

Leadership
(Major Code F987)

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

Online Bilingual Programs-Specific Admission Requirements
The following are specific admission requirements for entry into Online Bilingual Programs.

1. Admissions interview.
2. English placement test to establish language proficiency at the intermediate level. The exam includes an essay in English. (Level 4-5 from Miami-Dade College, Broward College, or equivalent.)
3. University degree from a Spanish-speaking country and/or Spanish is their first language.

Specific features and requirements of the Online Bilingual Programs.

1. Students in the Online Bilingual Programs must enroll in six credit hours every term (1 course every 8 weeks) to be considered full-time students.
2. Classes will be delivered in English with Spanish support from the professors.

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

Concentration (15 credits)

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

Educational Specialist (Ed.S.) Degree Programs for Online Bilingual (English/Spanish) Students

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

Admission Process

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Admissions (toll-free at 800-986-3223, ext. 28500) or visit: *https://education.nova.edu/admissions/graduate.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. **Official transcripts for Educational Specialist degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the educational specialist program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
    - An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 3.0.

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

Online Bilingual Programs (English/Spanish)-Specific Admission Requirements

The following are specific admission requirements for entry into Online Bilingual Programs.

1. Admissions interview.
2. English placement test to establish language proficiency at the intermediate level. The exam includes an essay in English. (Level 4-5 from Miami-Dade College, Broward College, or equivalent.)
3. University degree from a Spanish-speaking country and/or Spanish is their first language.

Specific features and requirements of the online bilingual (English/Spanish) CIMA program.

1. Students in the online bilingual program must enroll in six credit hours every term (1 course every 8 weeks) to be considered full-time students.
2. Classes will be delivered in English with Spanish support from the professors.

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

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

Program of Study
(Coursework in suggested order of completion)
CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)
CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)
CIMA 705: Today's Educational Leader (3 credits)
CIMA 706: Managing Change in the Educational Environment (3 credits)
CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)
CIMA 708: Distance Education: Curriculum and Management (3 credits)
CIMA 712: Management for Curriculum and Instruction (3 credits)
CIMA 715: Communities in Education (3 credits)
CIMA 717: Curricular Product Evaluation (3 credits)
CIMA 720: Seminar in Program Synthesis (3 credits)

Total Credits Required for Degree Completion 30

Doctor of Education (Ed.D.) Degree Programs for Online Bilingual (English/Spanish) Students

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

As a online bilingual program, the Doctor of Education is offered in the following areas of concentration:

1. Organizational Leadership

Program Learning Outcomes

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

1. Solve problems using evidence based, content area expertise and innovative technologies.
2. Conduct research that complies with ethical principles and contributes to a specific field or profession.
3. Develop a plan to advocate for ethical practices 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.

Specific features and requirements of the online bilingual (English/Spanish) program.

1. Students in the online bilingual program must enroll in six credit hours every term to be considered full-time students.
2. Classes will be delivered in English with Spanish support from the professors.

Summer Institute

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

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

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

Option A – Applied Dissertation

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

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. There are four stages in the completion of the applied dissertation: (1) DISR 8966: Prospectus, (2) DISR 8967: Proposal Development, (3) DISR 8968: Proposal, and (4) DISR 8969: Final Report.

DISR 8966, DISR 8967, and DISR 8968 are graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program. DISR 8969 is graded as PR (in progress), NPR (no progress), or P (pass). Each dissertation benchmark is a prerequisite of the following one. Students must pass the previous benchmark before they're allowed to register for the next benchmark.

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
Doctoral students receive dissertation services while enrolled in doctoral coursework during their first three years (up to the 36th month) of enrollment. Students who complete all coursework and register for all required dissertation benchmarks (prospectus, proposal development, proposal, and applied dissertation) within this timeframe will continue to receive dissertation support.

Beginning in the fourth year (the 37th month/10th semester) and provided that students have already registered during the initial 3 years for all four dissertation benchmarks, students must register for ADS 8091 – Applied Dissertation Services in order to receive ongoing dissertation guidance from their committee. This applies regardless of the remaining non-dissertation coursework that may still be pending. Those students who are beyond the third year and are still completing doctoral coursework must register for either a dissertation benchmark course or for continuing dissertation services (ADS 8091) in order to maintain access to dissertation support. Following the initial one-time registration of all dissertation benchmarks*, registration in ADS 8091 is required each term until the dissertation is completed and the degree is conferred, per the doctoral completion timeline policy.

***Note:** *The following benchmark courses—DISR 8966, DISR 8967, and DISR 8968*—are graded on a pass/fail basis. Each course serves as a prerequisite for the next. Students must pass each benchmark to progress. If a benchmark is not passed, the student must repeat the benchmark following the same policies and procedures that apply to any other doctoral-level course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8091 is a continuing dissertation service required for doctoral students who have completed all required dissertation coursework but have not yet reached final approval of the dissertation. ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR). Maintaining satisfactory academic progress is required to retain active student status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

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

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters. It is strongly encouraged for students to complete ORGL 8750 prior to registering for ESRP 9000.

The SRP is graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program.

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

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

Doctoral Program Completion Timeline
Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

Doctor of Education General Program Requirements

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

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

***NOTE:** RES 8100, Nature of Knowing: Introduction to Research Methods is a prerequisite to FSC 8000; therefore, students must wait until their second year to participate in Summer Institute.

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

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

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

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

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

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

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

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

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

Applied Dissertation Services
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

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

Total Credits for Completion 55

Concentration Area: Organizational Leadership

(Major Code F871 – Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in 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.

Graduates will be able to:

1. Demonstrate understanding of leadership styles and their application in different organizational settings.
2. Apply problem-solving skills to different organizational issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles.

Program of Study

General Program Requirements (Page 84)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Course (3 credits)

- Any Ed.D. Program Course

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

Total Credits for Degree Completion 55

Department of Human Services

Programs of Study

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

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

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

Department of Human Services

The Department of Human Services (DHS) provides an array of bachelors, masters, and doctoral level programs, aimed at providing students with the knowledge and skills needed to create lasting change in their work across a variety of human services and related fields, including child protection, developmental disabilities, and human services administration. The Master of Human Services in Child Protection grounds students in research- based practices, developing the critical knowledge and skills required to respond effectively to complex problems confronting children and families in the child welfare 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 and human services administration.

Master of Human Services in Child Protection

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

Program Format

The online 30-credit hour degree program consists of coursework aimed to increase professional effectiveness, productivity, and retention of case managers, caseworkers/child advocates, and administrators. As a student in the program, you will acquire the tools needed to improve the quality of care, and well-being and safety of children and families in the child welfare system. Courses may also be offered face-to-face for pre-arranged cohorts.

Program Learning Outcomes

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

1. Demonstrate knowledge of child and youth welfare, family systems and social services.
2. Demonstrate proficiency in investigating, intervening, supporting, and advocating for children and youth welfare, family systems, and social services.
3. Demonstrate proper documentation skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems, and social services.
4. Demonstrate proper assessment skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems, and social services.
5. Demonstrate proper communication skills in investigating, intervening, supporting, and advocating for children and youth welfare, family systems, and social services.

Admission Requirements

1. Complete online application form.
2. Submit a nonrefundable application fee of $50 (in U.S. dollars).
3. Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)
4. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

   Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*

   Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit the *Office of International Students and Scholars.*
5. Interview conducted virtually or via telephone.

How to Apply

Those interested in seeking a Master of Human Services in Child Protection should apply online at: *https://education.nova.edu/degrees/masters/human-services/child-protection.html* where an application and all necessary application information may be obtained.

Orientation Information

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

Academic Advisement

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

Graduation Requirements

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

To complete the M.H.S. in Child Protection program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA; and
- fulfilled all financial obligations to the university for the diploma to be released.

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

Child Protection
(Major Code J003)

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

Program Format
Students enrolled in the online Master of Human Services in Child Protection program are required to complete a total of 30 credits at a minimum: 21 credit hours of core coursework, and 9 credit hours within one specific concentration or 9 credit hours selected from any of the concentration courses offered.

Core Courses (21 credits)
Complete all six of the following core courses:
HCP 0510: Child Protective Law (4 credits)
HCP 0515: Family Systems (3 credits)
HCP 0525: Conflict Analysis and Resolution for Child Welfare Professionals (3 credits)
HCP 0545: Child Placement Risk and Protective Factors (3 credits)
HCP 0550: Assessment and Case Planning (4 credits)
HCP 0560: Program Evaluation (4 credits)

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

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

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

Concentration 3: Leadership and Supervision for Child and Youth Programs (9 credits) (Concentration Code J031)
Description: This concentration will provide the student with knowledge and skills regarding the supervision and evaluation of programs for children and youth. Budget, compliance, and regulatory topics, among others, will be discussed, as well fiscal management challenges and public policy issues as they relate to organizations and groups in the field of child protection.
HCP 6810: Supervision Methods & Approaches for Child & Youth Care Administrators (3 credits)
HCP 6820: Public Policy & the Child & Youth Care Field for Program Administrators (3 credits)
HCP 6830: The Development & Acquisition of Resources for Child & Youth Care Programs (3 credits)
HCP 6840: Supervision of Family Support Programs (3 credits)
HCP 6850: Legal Aspects of the Management of Programs for Children & Youth (3 credits)
HCP 6860: Financial Aspects of the Management of Programs for Children & Youth (3 credits)

Concentration 4: Child Advocacy Studies (9 credits) (Concentration Code J030)
Description: This concentration focuses on developing students' understanding of the various factors that lead to child maltreatment and of various existing responses to incidents of child maltreatment, so they work more effectively within various systems and institutions that respond to these incidents. Students learn about the various disciplinary responses to child maltreatment and develop a multidisciplinary understanding of the most effective responses. Students in this concentration will be better equipped to carry out work in various agencies and systems (healthcare, criminal justice, social services) as they advocate on behalf of the needs of children as victims and survivors of child abuse.
CAST 6505: Perspectives on Child Maltreatment & Child Advocacy (3 credits)
CAST 6510: Professional and Systemic Responses to Child Abuse (3 credits)
CAST 6515: Responding to the Survivor of Child Abuse (3 credits)

No Concentration Option (9 credits)
Any concentration course (3 credits)
Any concentration course (3 credits)
Any concentration course (3 credits)

Total Credits Required for Degree Completion 30

Master of Science in Developmental Disabilities

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

Program Format

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

Program Learning Outcomes

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

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

Admission Requirements

In order to be admitted to the program, applicants must meet the following requirements:

1. Complete all parts of the online Application for Admissions.
2. $50 nonrefundable application fee.
3. Baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or higher or a master's degree with an overall GPA of 3.0 or better.
4. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

   Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*

   Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit the *Office of International Students and Scholars*
5. Interview conducted virtually or via telephone.
6. International Student applicants should submit TOEFL scores, if applicable. International Students should visit International Students and Scholars for further information.

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

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

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

- completed all required coursework;
- attained an overall 3.0 GPA; and
- fulfilled all financial obligations to the university for the diploma to be released.

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

Developmental Disabilities
(Major Code J510)

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

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

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

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

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

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

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

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

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

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

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

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

Total Credits Required for Degree Completion 30

Doctor of Education

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

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 ethical practices in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

Summer Institute

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

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

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

Option A – Applied Dissertation

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

Ed.D. students that select this option are required to complete an applied dissertation as their culminating project. There are four stages in the completion of the applied dissertation: (1) DISR 8966: Prospectus, (2) DISR 8967: Proposal Development, (3) DISR 8968: Proposal, and (4) DISR 8969: Final Report.

DISR 8966, DISR 8967, and DISR 8968 are graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program. DISR 8969 is graded as PR (in progress), NPR (no progress), or P (pass). Each dissertation benchmark is a prerequisite of the following one. Students must pass the previous benchmark before they're allowed to register for the next benchmark.

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

Doctoral students receive dissertation services while enrolled in doctoral coursework during their first three years (up to the 36th month) of enrollment. Students who complete all coursework and register for all required dissertation benchmarks (prospectus, proposal development, proposal, and applied dissertation) within this timeframe will continue to receive dissertation support.

Beginning in the fourth year (the 37th month/10th semester) and provided that students have already registered during the initial 3 years for all four dissertation benchmarks, students must register for ADS 8091 – Applied Dissertation Services in order to receive ongoing dissertation guidance from their committee. This applies regardless of the remaining non-dissertation coursework that may still be pending. Those students who are beyond the third year and are still completing doctoral coursework must register for either a dissertation benchmark course or for continuing

dissertation services (ADS 8091) in order to maintain access to dissertation support. Following the initial one-time registration of all dissertation benchmarks*, registration in ADS 8091 is required each term until the dissertation is completed and the degree is conferred, per the doctoral completion timeline policy.

***Note:** *The following benchmark courses—DISR 8966, DISR 8967, and DISR 8968*—are graded on a pass/fail basis. Each course serves as a prerequisite for the next. Students must pass each benchmark to progress. If a benchmark is not passed, the student must repeat the benchmark following the same policies and procedures that apply to any other doctoral-level course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8091 is a continuing dissertation service required for doctoral students who have completed all required dissertation coursework but have not yet reached final approval of the dissertation. ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit toward degree completion. Doctoral students registered for ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR). Maintaining satisfactory academic progress is required to retain active student status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

Option B – Strategic Research Project

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

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in two 6-credit courses. These SRP courses (i.e., ESRP 9000, ESRP 9001) will be completed throughout two semesters, developed in nine Parts to include rapid faculty feedback and reflection. In turn, students are also expected to have an already established ability to manage their time in order to complete the nine Parts within the two semesters. It is strongly encouraged for students to complete ORGL 8750 prior to registering for ESRP 9000.

The SRP is graded on a Pass/Fail (P/F) basis. In accordance with FCE&SCJ official policy, students who earn two grades of F may be dismissed from the program.

Graduation Requirements

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

To complete the Doctor of Education program a student must have:

- attended the mandatory Summer Institute;
- completed all required coursework;
- attained an overall 3.0 GPA;
- completed an applied dissertation or a Strategic Research Project;
- completed all state testing requirements, if applicable; and
- fulfilled all financial obligations to the university for the diploma to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

Doctor of Education General Program Requirements

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

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

***NOTE:** RES 8100, Nature of Knowing: Introduction to Research Methods is a prerequisite to FSC 8000; therefore, students must wait until their second year to participate in Summer Institute.

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

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

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

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

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

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

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

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

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

Applied Dissertation Services*
ADS 8091: Applied Dissertation Services II (1 credit)
(Registration from 37th month to conferral)

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

Total Credits for Completion 55

Doctor of Education (Ed.D.) Degree Program

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

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

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

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

Graduates will be able to:

7. 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.
8. Evaluate human services programs in terms of human resource planning, recruitment, selection, placement, compensation, and evaluation of personnel in light of the different needs of the community these programs serve.
9. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
10. 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.
11. 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.
12. 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 98)
Required Core Courses (6 credits)
Required Research Courses (6 credits)
Research Track (6 credits)
Elective Courses (3 credits)

- ORGL 8750: Strategic Planning (3 credits) required for students completing the SRP
- Any Ed.D. Program Course for students completing the Dissertation

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

Total Credits for Degree Completion 55

School of Criminal Justice

Programs of Study

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

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

School of Criminal Justice

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

Master of Science in Criminal Justice

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

Program Format

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

Program Learning Outcomes

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

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

Admission Requirements

To be considered for admission to the Master's program in criminal justice, the applicant is required to present evidence of scholastic ability, significant interest in the area of criminal justice for which admissions is sought, personal stability, and sound moral character. Those applying for the Master's program as full degree seeking candidates must meet the following eligibility requirements:

1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)
4. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

   Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*

   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 *Office of International Students and Scholars.*

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

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

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

- completed all required coursework;
- attained an overall 3.0 GPA; and
- fulfilled all financial obligations to the university for the diploma to be released.

Program Completion Timeline

Master's degree students are allotted three (3) 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 three-year time frame will be subject to dismissal.

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

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

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

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

Concentration 1: Behavioral Science (12 credits) (Concentration Code J005)
NOTE: This concentration will be facilitated in cooperation with NSU's College of Psychology. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html*.

Description: This concentration will provide specialization training in behavioral science issues, providing knowledge and skills to those who work in law enforcement and criminal justice agencies.
PSY 0695: Law and Mentally Disordered Offender (3 credits)
PSY 0694/PSY 0920: Police Psychology (3 credits)
PSY 0693/PSY 0913: Behavioral Criminology (3 credits)
PSY 0692: Police Stress and Mental Health (3 credits)
PSY 0691: Forensic Psychology (3 credits)

Concentration 2: Child Protection and Juvenile Justice (12 credits) (Concentration Code J012)
Description: This concentration is designed to meet the specific need of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others.
CJI 6910: Theory of Child Protection, Investigation, and Advocacy (3 credits)
CJI 6920: Juvenile Justice: Systems, Structure, and Process (3 credits)
CJI 6930: Family Dynamics: Motivation, Support and Communication (3 credits)
CJI 6940: Victimology: Child Abuse and Exploited Children (3 credits)
CJI 6950: Safe Schools Climate (3 credits)

Concentration 3: Forensic Investigative Technologies (12 credits) (Concentration Code J014)
Description: This concentration will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.
CJI 6111: Firearm, Fingerprints and Other Impression Evidence (3 credits)
CJI 6112: Forensic Analysis of Trace and Drug Evidence (3 credits)
CJI 6113: Crime Scene (3 credits)
CJI 6114: DNA – Technology the Revolutionized Criminal Investigations (3 credits)
CJI 6115: Overview of Crime Laboratory Management (3 credits)

No Concentration Option (12 credits)
Any concentration course or elective courses (3 credits)
Any concentration course or elective courses (3 credits)
Any concentration course or elective courses (3 credits)
Any concentration course or elective courses (3 credits)

Electives (3 credits)
Elective courses are offered on a rotating basis.
Complete one of the following elective courses:
CJI 0601: Social Dynamics and the Police (3 credits)
CJI 0602: Clinical Investigation of Fraud (3 credits)
CJI 0603: Practicum I (3 credits)
CJI 0604: Practicum II (6 credits)
CJI 0605: Practicum III (9 credits)
CJI 0606: Terrorism from a Criminal Justice Perspective (3 credits)
CJI 0608: Forensic Odontology (3 credits)
CJI 0609: White Collar Crime (3 credits)
CJI 0610: Private and Public Policing (3 credits)
CJI 0611: Clinical Application of Hypnosis (1 credit)
CJI 0613: Crime and the Media (3 credits)
CJI 0614: Becoming an Effective Expert Witness (3 credits)
CJI 0615: Correctional Psychology (3 credits)
CJI 0616: Communication and Problem-Solving Techniques (3 credits)
CJI 0617: Criminal Street Gangs (3 credits)
CJI 0618: Forensic Laboratory Techniques (3 Credits)
CJI 0619: Interview and Interrogation (3 Credits)
CJI 0620: Executive Leadership (6 credits)
CJI 0621: Political and Public Policy Basis of Emergency Management (3 credits)
CJI 0622: Preventing Juvenile Delinquency (3 credits)
CJI 0623: Sociological Dynamics of Youth Gangs (3 credits)
CJI 0624: Ethics in Law and Criminal Justice (3 credits)
CJI 0625: Child Sexual Abuse (3 credits)
CJI 0626: International Crime (3 credits)
CJI 0627: Critical Issues in Corrections (3 credits)
CJI 0628: Administrative Investigations (3 credits)
CJI 0629: Thesis I (3 credits)
CJI 0630: Thesis II (3 credits)
CJI 0631: Managing Generational Cohorts (3 credits)
CJI 0632: Continuing Services (for continuing Thesis students)
CJI 0633: Law Enforcement Interviewing (3 credits)
CJI 0634: Animals in Criminal Justice (3 credits)
CJI 0635: Pre-Employment Investigations for Criminal Justice Professionals (3 credits)
CJI 0636: Bullying Prevention (3 credits)
CJI 0637: Special Topics in Criminal Justice (3 Credits)
CJI 0638: Police and the Community: Cohesion, Communication, and Cooperation (3 credits)

Total Credits Required for Degree Completion 30

Doctor of Philosophy in Criminal Justice

The Doctor of Philosophy (Ph.D.) in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

This 60-credit hour doctoral program opens opportunities in areas of research, academia, and management to those who are ready to advance, as well as to individuals considering a career change. Management perspectives, investigative techniques, and the understanding of human behavior continue to evolve. Criminal behavior impacts legal, social, and cultural influences. A detailed understanding of these factors and their interrelationships prepares an individual in the criminal justice field with a solid foundation upon which to perform, teach, and lead. The doctoral program examines these relationships and seeks to produce individuals able to make significant contributions within the criminal justice profession.

Program Learning Outcomes

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

1. Apply existing criminal justice theory to current research practices.
2. Analyze the history of criminal justice in the United States and identify significant events and their relation to current trends and policies.
3. Discuss current trends and issues in criminal justice and what they indicate in the future.
4. Evaluate current methods of crime control and prevention and identify weaknesses and strengths of each.
5. Apply scientific research methods to examine issues and questions of significance in the criminal justice field.
6. Evaluate scholarly papers and articles against well-recognized standards of research design and data interpretation.
7. Evaluate research results for validity and document these findings.
8. Use appropriate and ethical research methods to develop policies and procedures that advance the mission of criminal justice systems.
9. Carry out meaningful individual research and dissertation in the dissertation product.

Admission Requirements

Admission to the doctoral program in Criminal Justice will be determined according to established university policies. The department will make a concerted effort to select only those students who are clearly best qualified for the rigors and responsibility of advanced study.

The following is required of all applicants for the doctoral degree in Criminal Justice:

1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Completion of a Master's degree from a regionally accredited University with a GPA of 3.0 for master's level work. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.
4. **Official transcripts for Doctoral degrees** - Sealed official transcripts from the applicants conferred master's degree institution attended (**excluding CAS program applications and international student applications**). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the doctoral program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

   Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu*, or visit the *Office of International Students and Scholars*.
5. One of the following must be submitted:
   a. Copy of completed master's thesis or equivalent capstone deliverable; the paper must reflect original work, be exclusively of the applicant's authorship and should have been supervised and evaluated by a faculty member;

b. GRE score of 300 or better on the combined verbal and quantitative sections based on the new score reports. Test scores are valid for five years after the testing year in which the student was tested;
c. Sample of published work from a refereed publication within the criminal justice or related discipline
d. Successful completion of J.D. or doctorate in related field.

6. Submit a copy of current curriculum vitae.
7. Complete an interview with program faculty.
8. It is preferred that the Criminal Justice doctoral candidate have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.
9. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.

How to Apply

Those interested in seeking their Doctor of Philosophy in Criminal Justice should apply online at: *https://education.nova.edu/degrees/doctoral/criminal-justice/index.html* where an application and all necessary application information may be obtained.

Orientation Information

The School of Criminal Justice (SCJ) students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the SCJ program office. A synchronous (live) orientation session is held prior to the start of the Fall term. Students are strongly advised to attend this session to learn more about the program's expectations and to meet their classmates and professors along with program staff and administrators.

Academic Advisement

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

Graduation Requirements

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

To complete the Doctor of Philosophy in Criminal Justice program a student must have:

- completed all required coursework;
- attained an overall 3.0 GPA;
- successfully completed and defended dissertation; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

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

Criminal Justice
(Major Code J001)

The Ph.D. in Criminal Justice is a research degree. Inherent to its design are the rigorous academics that produce a critical scholar. The program is intended for students who have mastered a general field of knowledge as well as an area of specialization. They should demonstrate familiarity with the history of their discipline as well as with current advancements and future trends. Students must have the ability to conduct independent original research and scholarly investigation in areas of significant importance. They should be able to correlate their specialization with a general field of knowledge and understand how the concepts of each influence and relate to one another.

Program of Study
Core Courses (33 credits)
Complete all of the following 11 core courses:
CJI 7000: Criminological Theory (3 credits)
CJI 7003: Applied Statistics I (3 credits)
CJI 7004: Applied Statistics II (3 credits)
CJI 7006: Research Methods I (3 credits)
CJI 7007: Research Methods II (3 credits)
CJI 7008: Administration of Justice (3 credits)
CJI 7009: Comparative Criminology & Criminal Justice (3 credits)
CJI 7010: Teaching in the Criminal Justice Classroom (3 credits)
CJI 7011: Policy and Program Evaluation (3 credits)
CJI 7012: Grantsmanship & Publishing in Criminal Justice (3 credits)
CJI 7013: Graduate Orientation Seminar (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: Behavioral Science (15 credits) (Concentration Code J005)
CJI 8210: Risk Assessment in Criminal Justice (3 credits)
CJI 8220: Family and Relationship Violence(3 credits)
CJI 8230: Specialty Courts and Therapeutic and Restorative Justice(3 credits)
CJI 8240: Predatory Crimes and Trauma (3 credits)
CJI 8250: Children and Adolescents in the Criminal Justice System (3 credits)

Concentration 2: Criminal Justice Policy, Practice, and Leadership (15 credits) (Concentration Code J032)
CJI 8410: Strategic Planning, Policy, & Program Development (3 credits)
CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)
CJI 8430: The Police & Society (3 credits)
CJI 8440: Ethics in the Criminal Justice System (3 credits)
CJI 8450: Correctional Programming & Services (3 credits)

Concentration 3: Juvenile Justice and Human Services (15 credits) (Concentration Code J033)
CJI 8510: Juvenile Justice Strategic Policy & Practice (3 credits)
CJI 8520: Contemporary Challenges in the Juvenile Justice System (3 credits)
CJI 8530: Violence & Victimization (3 credits)
CJI 8540: Schools & Society: Challenges & The School to Prison Pipeline (3 credits)
CJI 8550: Drugs & Society (3 credits)

Concentration 4: Crisis and Emergency Management (15 credits) (Concentration Code J034)
CJI 8610: Disaster Preparedness, Planning, and Mitigation (3 credits)
CJI 8620: Disaster Response and Recovery (3 credits)
CJI 8630: Terrorists and Their Threat to the United States and the World (3 credits)
CJI 8640: Serving Populations in Disasters (3 credits)
CJI 8650: Human Response to Stress and Managing Disaster Mental Health (3 credits)

Dissertation Credits (12 credits)
Complete 12 dissertation credits:
CJI 9010: Dissertation I (3 credits)
CJI 9020: Dissertation II (3 credits)
CJI 9030: Dissertation III (3 credits)
CJI 9040: Dissertation IV (3 credits)
CJI 9050: Continuing Services (1 credit) *(Billed at 3 credits)*
CJI 9060: Continuing Services (1 credit) *(Billed at 3 credits)*

NOTE: After completing the Dissertation course sequence, CJI 9010-9040 if students have not completed their dissertation, then they will be required to enroll in CJI 90**50** and CJI 9060 until the completion of their final dissertation defense.

Following completion of CJI 9020 and beginning with CJI 9030, students are required to complete a progress survey each term to report their dissertation progress. Failure to complete the survey may affect their final grade in the course.

Total Credits for Degree Completion 60

NSU Florida

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

NOVA SOUTHEASTERN UNIVERSITY

2025–2026 Student Handbook Policies, Regulations, Procedures, and General Student Information

The FCE&SCJ Catalog and FCE&SCJ Student Handbook have been combined into one document. Policies and programs set forth in this handbook are effective through the academic year 2025–2026 or until superseded. Changes in the content of the *NSU Student Handbook* may be made, at any time, by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. The student handbook is the governing document for all program-related information. Students are required to comply with all policies and procedures written in the entire handbook. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the policies and procedures contained in it.

General NSU Student Information

NSU Student Handbook

For the purpose of promoting its educational mission, Nova Southeastern University (NSU) has the inherent right to preserve order and maintain stability through the setting of standards of conduct and the prescribing of procedures for the enforcement of such standards. In addition to maintaining order and stability, whenever possible, the university aims to utilize its disciplinary procedures as a developmental process. In accordance with this philosophy, educational assignments may be added to any disciplinary penalties. The foundation underlying such student standards relies on the tenet that the exercise of individual rights must be accompanied by an equal amount of responsibility. This assures that the same rights are not denied to others. By becoming a member of the university community, a student acquires rights in, as well as responsibilities to, the whole university community. These rights and responsibilities are included in this handbook.

Students are required to comply with all NSU regulations as well as all local, city, county, state, and federal laws at all times. All students are subject to the policies and procedures as contained herein. The term "students" includes any individual enrolled in a course or academic program offered by NSU, whether in a degree-seeking program or not. In addition, any student residing in university residence facilities is subject to these policies and procedures for violations occurring within those facilities. Any act that constitutes a violation or an attempt to violate any of the policies or procedures contained herein may establish cause for disciplinary and/or legal action by the university. In circumstances where this handbook defines a violation more stringently or differently than local/state law, the handbook's definition shall supersede. The university is not limited to or bound by the definitions contained in the local/state statutes or case law in addressing student conduct violations.

Students are also subject to rules and regulations that apply to academic programs of the various schools and colleges of the university, including, but not limited to, the Code of Student Conduct and Academic Responsibility. Students should familiarize themselves with their individual college academic, conduct, and professionalism standards, in addition to the information contained in the *NSU Student Handbook*.

Students who engage in conduct that endangers their health or safety, or the health or safety of others, may be required to participate and make satisfactory progress in a program of medical evaluation and/or treatment if they are to remain at the university, reside in university housing, participate in any program, service, or activity offered by NSU, or if their physical presence is to be permitted on campus or university properties. The determination as to the student's participation and progress is to be made by the NSU Student Behavioral Concerns Committee. The university reserves the right to place conditions upon or require the withdrawal of a student from enrollment, university housing, or participation in any program, service, or activity offered by NSU, and/or to prohibit the student's physical presence on university campuses and properties when the student's continuation or presence therein, in the university's judgment, is detrimental to the health or safety of the student or others. Policies and procedures associated with the Student Behavioral Concerns Committee can be found on the NSU Student Conduct website at *Student Behavioral Concerns Committee Policies (nova.edu)*.

In lieu of, or in addition to, disciplinary action, NSU also reserves the right to impose fines, take legal action, rescind housing privileges, revoke study abroad privileges, withhold student records, revoke other privileges, and impose other penalties as may be deemed appropriate. Students should also be aware that disciplinary action may impact eligibility for scholarships or other institutional financial aid. Furthermore, admission of a student to Nova Southeastern University for any semester does not imply or guarantee that such student will be reenrolled in any succeeding academic semester. Students may also be subject to disciplinary proceedings for acts committed before their admission and/or enrollment at Nova Southeastern University.

The most current version of the *NSU Student Handbook* is available at: *https://www.nova.edu/studentaffairs/.*

NSU Code of Student Conduct and Academic Responsibility

The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct and Academic Responsibility, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college or center. Student violations of conduct standards, university policies and/or procedures, will be handled by the Office of the Vice President of Student Affairs, or through the individual college when appropriate. An academic unit, as a result of professional education standards/requirements, may have additional procedures to address student misconduct. Reports of sexual misconduct are subject to the Title IX/Sexual Misconduct Policy and related procedures, which may ultimately result in sanctions as described in the Code of Student Conduct and Academic Responsibility. When a report of student sexual misconduct falls outside of the jurisdiction of Title IX, it will be referred for adjudication in accordance with the Code of Student Conduct and Academic Responsibility. Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

All **student organizations** are subject to university rules and regulations concerning conduct as set forth in the *NSU Student Handbook*, whether an incident occurs on campus or anywhere off campus.

Procedures for investigating and adjudicating each kind of incident are provided in the *NSU Student Handbook*.

In circumstances where the *NSU Student Handbook* or the *Fischler College of Education and School of Criminal Justice Graduate Catalog and Student Handbook* define a violation more stringently or differently than local or state law, the handbook's definition shall supersede. The university is not limited or bound to the definitions contained in local or state statutes or case law in addressing code of conduct violations.

NSU Academic Standards

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

- cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code
- plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

- Original work—Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams

and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation. Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, DALL-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

- Referencing the works of another author—All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each academic program's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their program and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center. At NSU, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at NSU.
- Tendering of information—All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.
- Acts prohibited—Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to, the following:
    - plagiarism
    - any form of cheating
    - conspiracy to commit academic dishonesty
    - misrepresentation
    - bribery in an attempt to gain an academic advantage
    - forging or altering documents or credentials
    - knowingly furnishing false information to the institution
- Additional matters of ethical concern—Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

The most current version of the *NSU Student Handbook* is available at: *https://www.nova.edu/studentaffairs/.*

Abraham S. Fischler College of Education and School of Criminal Justice: Honor Code and Academic Misconduct Standards

FCE&SCJ Honor Code

As a student at Nova Southeastern University's Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ), I will abide by the NSU Code of Student Conduct and Academic Responsibility (i.e., the Code) and be true to my responsibilities as a student and member of the university community. To this end, and in upholding the core values of the university, I will conduct myself in a moral, civil, ethical, respectful, and collegial manner with my fellow students, the faculty, staff, and administration of the college/university, and members of the community at large, both inside and outside the classroom, on and off campus.

In furtherance of the Code, and in that any academic misconduct undermines the very essence of the educational enterprise, it is acknowledged that all work prepared and submitted, in whole or in part, for any academic exercise, will be my own, absent of any unauthorized aid. This, I do freely and of my own volition in furthering the academic integrity of the college/university. In doing so, it is also understood that it is incumbent upon me as a student to be familiar with the Code in support of these standards, and all it represents.

FCE&SCJ Academic Misconduct Standards

The university, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, all FCE&SCJ students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct and violate the NSU Code of Student Conduct and Academic Responsibility contained in the *NSU Student Handbook*, *https://www.nova.edu/studentaffairs/.*

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See NSU Academic 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.**

*Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time.

Any determination of plagiarism on a practicum, the SRP, or dissertation, or any part thereof (prospectus, proposal development, proposal, final report), also may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time.

Course assignments, practicums, the SRP, and dissertations submitted in partial fulfillment of degree requirements may be checked for plagiarism. Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course may be administratively reversed and a grade of F entered on the student's transcript for that course (see Academic Misconduct). Student access to online courses, and attendance at site-based courses, may be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Abraham S. Fischler College of Education and School of Criminal Justice policies and procedures.

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving formal notice that academic misconduct may have occurred. Any student-initiated withdrawal may be administratively reversed, and a grade of F may be entered on the student's transcript for that course. All students are entitled to due process pursuant to the *Abraham S. Fischler College of Education and School of Criminal Justice* policies and procedures.

Nova Southeastern University and Fischler College of Education and School of Criminal Justice Policies, Regulations, and Procedures

Academic Inactivity

NSU requires all students to make consistent progress toward obtaining an eligible degree or certificate program at the university. Any student who does not complete a course and earn credit(s) for three consecutive semesters/four terms will be considered inactive and withdrawn from the University, excluding any semesters/terms where the student is on an approved leave of absence. Students withdrawn pursuant to this policy who wish to continue their academic program are required to follow the readmission process as detailed in their college or academic program's student handbook/catalog. Readmission is solely at the discretion of the student's college or academic program and may include specific conditions, including the repeat of courses or the entirety of the academic program, when deemed appropriate by the college/academic program. Additionally, students may be subject to the admissions standards and academic program requirements as outlined in the student handbook/catalog for the academic year in which the student is seeking readmission. While this policy is intended to set forth the maximum period of academic inactivity, colleges and academic programs are permitted to adopt more stringent standards, i.e., shorter time periods of inactivity that will lead to withdrawal. Students should consult with their college or academic program for additional information about the maximum period of academic inactivity applicable to their course of study.

Academic Progress

Academic progress is the steady progression from one term/semester to the next by completing all required courses and benchmarks within a specified time frame, absent of failing grades, grades of incomplete, withdrawal from courses, or academic probation.

Students receiving financial aid should refer to the standards for Satisfactory Academic Progress (SAP) as set forth in this catalog, or on the Office of Student Financial Assistance (OSFA) website at *nova.edu/sap*.

Academic Standing

Students who maintain the requisite passing grades and minimum cumulative grade point average (GPA) for their respective program of study and proceed through the program at a pace compatible with established program completion timelines, are considered in good academic standing.

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

Academic Warning

Students will receive an academic warning letter when their GPA is at or below the required 3.0 and any of the following conditions exist:

- First grade of 'C' earned
- First grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)
- Second grade of 'C' earned
- Second grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)

Academic Probation

Academic probation will occur when any of the following conditions exist:

- First grade of 'F' earned
- Cumulative GPA drops below the required 3.0

To clear academic probation status and return to good academic standing, students must repeat any required course in which a failing grade (F) was earned. Students can also choose to retake an elective course. Please note, once a failed course is successfully repeated, the original failing grade will remain on the transcript, but will not be calculated in the GPA.

Academic Dismissal

Academic dismissal may occur when any of the following conditions exist:

- Second grade of 'F' earned
- Third grade below 'B' earned
- Third grade of 'NPR' earned (continuing dissertation services and/or dissertation benchmarks)
- Cumulative GPA remains below 3.0 for more than two consecutive semesters (subject to course availability)

NOTE: Notification of academic probation or academic dismissal may occur during the succeeding term/semester of registration. Students who are academically dismissed have the option to appeal (see Student Appeal Process).

NOTE: Students receiving financial aid should refer to the standards for Satisfactory Academic Progress (SAP) as set forth in this catalog, or on the Office of Student Financial Assistance (OSFA) website at *nova.edu/sap*.

Advisement Services

Academic and Faculty advisors in the Abraham S. Fischler College of Education and School of Criminal Justice provide students with support services to assist them in successfully completing their educational goals. These services include confidential academic, social, and developmental advising to ensure students receive the individual attention they need to succeed. Advisors assist students with:

- Selecting the most appropriate education major to fulfill their professional goals in the field of education;
- Reviewing, selecting, and assisting with registration for appropriate courses to ensure successful progress and completion of all degree requirements;
- Determining potential career goals; and
- Facilitating assistance from other services and departments provided by the University.

Alumni Discount

Students must have completed a previous undergraduate degree at NSU. The tuition reduction offered herein is not retroactive for semesters completed or in progress with respect to any College Students currently enrolled in FCE&SCJ programs. Additionally, the tuition reduction is contingent upon degree completion as follows: two years for completion of a certificate, Master's degree, and Educational Specialist, and four years for completion of the Doctoral degree. Students must be enrolled for consecutive semesters. The alumni tuition discount cannot be combined with any other tuition discount at the Fischler College of Education and School of Criminal Justice.

Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of a disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The University's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations can be obtained by contacting the NSU Office of Student Disability Services at (954) 262-7185 or visit the Web site at *http://www.nova.edu/disabilityservices*.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be completed and on file in the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

Attendance

Each course professor/instructor may advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests may be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear during the first week of the course.

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.

Religious Holidays Policy

See the *NSU Student Handbook*, Religious Holidays Policy section. For more information visit: *https://www.nova.edu/studentconduct/religious-holiday-policy.html*.

A student with a personal religious belief requesting to be excused from class, or an educational activity for a work-restricted religious holiday, shall notify the NSU Dean of Students at bj379@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester.

Auditing a Course

An audit is a registration status that allows students to attend a course without receiving academic credit. Prior to auditing a course, a student must submit a completed Course Audit Request Form to seek written approval from the instructor and the Department Chair/ Director. Upon completion of the audited course, an "AU" grade will be posted. The "AU" grade cannot be changed to a letter grade, nor will it affect a student's GPA. For detailed information, visit *https://www.nova.edu/registrar/policies/course-audit-policy.html*.

Enrollment Status

Students enrolled in the Master of Science and Educational Specialist degree programs are considered full-time students when enrolled in a minimum of six (6) credit hours. Master's and Educational Specialist students must be registered for both parts-of-term in a semester (i.e., a minimum of three [3] credit hours in both the first **and** second session of a semester). Master's and Educational Specialist students not registered for both sessions of a semester, irrespective of the number of credits taken in any one session, are still considered half-time. Master's and Educational Specialist degree seeking students registered for a practicum, internship, externship, or applied professional/field experience (minimum of six [6] credit hours) are considered full-time.

Doctoral students are considered full-time when registered for a minimum of six (6) credit hours per semester, and part-time when registered for three (3) credit hours per semester only. Doctoral students registered for continuing dissertation services, or a dissertation benchmark course, are considered full-time.

Grades and Grading

Letter Grade	Quality Points	Percentage
Doctoral Programs: Ph.D. and Ed.D.		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70
Master's and Ed.S. Programs		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70

Additional Grading Codes

I Incomplete

NPR No Progress (continuing dissertation services and applied dissertation benchmarks only)

P Pass

PR Progress (continuing dissertation services and applied dissertation benchmarks only)

W Withdrawn

All applied dissertation benchmarks (prospectus, proposal development, proposal, and applied dissertation) will be graded Pass (P), Progress (PR), or No Progress (NPR). Some courses to include the Strategic Research Project (SRP) and Summer Institute, will be graded Pass/Fail (P/F) and are identified accordingly.

Incomplete Grades

A grade of incomplete (I) may be granted at the discretion of the professor/instructor to students who are unable to complete course requirements due to illness or other circumstances beyond their control. Students seeking an incomplete grade must (a) initiate contact with the course instructor to discuss their situation before the end of the term or semester and (b) submit the Incomplete Grade Agreement Request Form. The form can be accessed at: *https://app.nova.edu/graft/student_incomplete_grade_form.*

Following the course instructor's review of the Incomplete Grade Agreement Request Form, a grade of "I" may be considered if the student has:

- completed a minimum of 50% of the course assignments, including but not limited to, written tasks, presentations, and participation in discussions;
- communicated with the instructor to discuss the remaining coursework and agreed upon a completion plan prior to the end of the term; and
- provided, per the instructor's request, any required documentation (e.g., doctor´s note, death certificate, etc.) to support the petition for an incomplete grade.

An incomplete grade is **not guaranteed** and is subject to the instructor's approval based on the criteria outlined above.

Completion Timeline

All coursework outstanding at the time of the incomplete grade issuance must be submitted by the conclusion of the following full semester. To illustrate:

- For a Summer 1 course, all remaining work must be completed by the end of the following Fall Full Semester.
- For a Fall Full Semester course, all remaining work must be completed by the end of the following Winter Full Semester.

Instructors may specify an earlier completion date within the subsequent semester.

Failure to Complete Outstanding Work
Should the coursework remain incomplete by the deadline, the instructor will assign a final grade based on the work submitted within the allowed timeframe.

For unresolved incompletes that exceed the original deadline, per NSU policy, the incomplete grade may be changed to an F grade by the Office of the University Registrar.

Additional Notes

- Once an incomplete grade is issued, withdrawal from the course is not permissible.
- Student Access to the Canvas Course: Upon granting approval of an incomplete grade request, the instructor will submit a ticket to the Office of Innovation and Information Technology (OIIT) requesting to keep the course open in Canvas until the established deadline for resolving the incomplete. This will ensure that students have access to assignments and other platform components necessary for completing and submitting all remaining work.
- Courses with incomplete grades at the time of the Satisfactory Academic Progress (SAP) review count as attempted hours that are not successfully completed. An incomplete grade that is converted after the SAP evaluation will be considered during the next annual SAP review. For additional information, see the Fischler College of Education and School of Criminal Justice Graduate Catalog section on Satisfactory Academic Progress or go to *www.nova.edu/sap*.

Repeated Course/Grade Replacement

Repeated course/grade replacement allows students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average (GPA). The following applies to all repeated courses and all students who are pursuing a degree.

- If a student repeats a course, then the highest grade will be applied to the cumulative GPA calculation. The lowest grade will be displayed on the record but will not be calculated in the cumulative GPA.
- If a student repeats a course two times, then the highest grade will be applied to the cumulative GPA calculation. The two lowest grades will be displayed on the record but not calculated in the cumulative GPA.
- If a student repeats a course three or more times, then the two lowest grades will be excluded (forgiven) from the cumulative GPA calculation. All other grades will be applied to the cumulative GPA calculation.

Only courses taken at NSU qualify for grade replacement. Students must gain prior approval of the equivalency of the course before enrollment. In cases where students believe courses to be identical, although the course number or title may differ, it will be necessary to obtain validation from the department offering the course.

Repeated coursework will be included when determining financial aid enrollment status with the exception of a limitation on previously passed coursework. A previously passed course is financial aid eligible one time only. For details, refer to the *Repeat Course Policy for Financial Aid.*

If a student is receiving financial aid, please be aware that the Standards of Satisfactory Academic Progress (SAP) is separate from the Grading Policy. Repeated coursework does affect SAP measures. All repeated courses must be counted towards the maximum time frame which could negatively affect the student's eligibility for financial aid. Questions regarding satisfactory academic progress should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Students should direct questions to the Office of Veterans Affairs.

Graduation Requirements

M.H.S., M.S., and Ed.S. Students

Students enrolled in any FCE&SCJ M.H.S., M.S., or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA, and
- fulfill all financial obligations to the university for the diploma to be released.

In addition, state-approved programs leading to certification/licensure, contain additional graduation requirements. Again, it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment.

Ed.D. Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- attend the mandatory Summer Institute,
- complete all academic and program requirements,

- attain an overall 3.0 GPA,
- complete an applied dissertation or a Strategic Research Project,
- complete all state testing requirements as applicable, dependent upon program concentration (students should consult a faculty member or doctoral advisor), and
- fulfill all financial obligations to the University for the diploma to be released.

Ph.D. in Criminal Justice Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* in the Programs/Department section of the catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete and defend dissertation, and
- fulfill all financial obligations to the University for the diploma to be released.

Commencement Participation

Students must satisfy all NSU and Abraham S. Fischler College of Education and School of Criminal Justice requirements, including degree conferral, by the end of April of the same year. Students not conferred by the end of April of the same year, and who meet the below criteria for their respective program, may petition the College to participate in the commencement ceremony. A Commencement Participation Petition Form is available at *https://education.nova.edu/commencement/index.html*.

- Ed.D.:
  - Student is at the Applied Dissertation IV: Final Report stage prior to the end of the winter semester of the same year; scheduled/registered to have all required course work completed by the end of the summer semester of the same year.
  - Scheduled/registered to have the Strategic Research Project completed by the end of the summer semester of the same year.
- Ph.D.:
  - Final Dissertation completed and/or oral defense scheduled or taken place prior to the end of the winter semester of the same year; all course work completed.
- M.H.S., M.S., and Ed.S.:
  - Scheduled/registered to have all course work completed by the end of the summer semester of the same year (i.e., students must be registered for their last two courses [maximum of 9 credits] for degree completion).
  - All exams completed and submitted to the program office prior to the end of the winter semester of the same year (i.e., receipt of passing scores on all required exams for degree conferral).
  - Must meet GPA requirements for degree conferral.

NOTE: Names of students not conferred by the end of April and approved for participation may not be listed in the commencement program.

Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students are required to read and accept with their first registration each year, students consent to the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel who are acting on behalf of NSU to take and/or obtain my photograph, name, alias, video and/or audio recording, or other likeness of myself, or any combination thereof, at any public NSU-related events or at any public areas on NSU's property (hereinafter "my likeness"). I further grant NSU permission to utilize my likeness for commercial purposes, including publicity, marketing, and promotion for NSU and its programs, without compensation to me, to the extent permissible under the Family Educational Rights and Privacy Act (FERPA). I understand and consent to NSU copying, reproducing, and distributing my likeness in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing and waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns a nonexclusive right to my likeness and understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or General University Policies REV SCB 04.04.2025 3 guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the use, dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness which was granted.

Student-athletes are permitted to use, control, and commercialize use of their likeness in a wide range of activities (NIL Activities), including, but not necessarily limited to:

- commercials/advertisements for products and services
- development and promotion of the student-athlete's own brand/business

- personal appearances
- promotion of student-athlete-run camps, clinics, and private lessons
- sponsored social media activities
- autograph sessions

In accordance with NSU's Student-Athlete Name, Image, and Likeness Policy, Section 1006.74, and current NCAA Division II Bylaws, NSU will not restrict student-athletes from the ability to commercialize use of their likenesses. However, NSU student-athletes shall not use NSU intellectual property in connection with their NIL Activities unless the prior written permission of NSU has been secured in writing through an agreement granting specified rights. NSU intellectual property includes, but is not limited to, NSU's name, trademarks, service marks, logos, colors, symbols, apparel with university trademarks/logos, and uniforms, regardless of whether the intellectual property is registered. NSU may grant or refuse to grant permission in its sole discretion. Student athletes may, in connection with NIL Activities, state that they are a student-athlete at NSU and/or list their personal academic or athletic accolades. However, student-athletes shall not state or imply, directly or indirectly that NSU is endorsing the NIL Activity or any products or services associated with that NIL Activity.

Program Completion Timelines

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

Master's and Educational Specialist students are allotted three (3) 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 three-year time frame will be subject to dismissal.

Doctoral Program Completion Timeline

Doctoral students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the designated capstone requirement—either a Dissertation or a Strategic Research Project.

Students pursuing the Dissertation who obtain formal approval of their dissertation proposal by the end of year five may be granted an additional two (2) years, for a maximum of seven (7) years, to complete all final dissertation benchmark requirements and achieve full approval.

Students who do not complete all program or degree requirements within the established five-years (for coursework and the Strategic Research Project) or seven-years (for approved dissertations) timeframe will be subject to academic dismissal.

NOTE: Graduate students who seek to re-enroll after exceeding the Program Completion Timeline must reapply to the program/university consistent with the Readmission Policy detailed below.

Leave of Absence

A leave of absence (LOA) is a university-approved temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. Students who experience extenuating and unavoidable circumstances that prevent them from maintaining an active status through continuous enrollment must consult with their advisor/program office or the office of the dean of students to determine whether their circumstances warrant an LOA request and to discuss the impacts of an approved LOA on their degree/program completion, academic standing, and course grades. An LOA request must be submitted at least 14 days prior to the beginning of the semester/term for the leave. An approved LOA may be granted for up to 180 days within a 12-month period. For more details, including the Leave of Absence Request Form, visit the Office of the University Registrar's website at *https://www.nova.edu/registrar/forms/index.html.*

Readmission

Any student who has been administratively withdrawn for academic inactivity that exceeds one year** or is academically dismissed for failing to meet good academic standing criteria and wishes to re-enter the program must apply for readmission. To be considered for readmission, the student must provide compelling evidence that the conditions and/or factors that caused the prior academic deactivation/withdrawal or academic deactivation/dismissal have changed significantly, and there is a reasonable expectation that the applicant can now perform satisfactorily if readmitted. Students who are approved for reenrollment after academic deactivation/withdrawal or academic deactivation/dismissal may register for classes/dissertation services/Dissertation Completion Pathway the semester following approval.

***NOTE:** Students dismissed for disciplinary reasons are ineligible for admission/readmission into any FCE&SCJ academic program.

****NOTE:** To counter the possibility of administrative withdrawal for academic inactivity, students should consider requesting a temporary leave of absence. For details, see Leave of Absence under the Program Completion Timelines section in the Catalog.

1. **Administrative Withdrawal from FCE&SCJ for Academic Inactivity**

A student who fails to register or enroll in any courses at the Fischler College of Education and School of Criminal Justice (FCE&SCJ), and/or fails to complete a course and earn credit within three (3) consecutive semesters/one-year, will be deactivated and withdrawn from the program/college and must apply for readmission. Students who are withdrawn from the program/college may reapply under the following conditions:

- They **must first** contact a member of the Office of Student Services (Ph: 800-986-3223, ext.28500; Email: *fceadvise@nova.edu*) to discuss the possibility of petitioning for readmission.
- They must be within the program completion timeline and in good financial standing.
- They must **complete** the **Readmission Petition** (See *Readmission Petition Form*). The Petition must address prior academic challenges and the plan for success if readmitted to the program and should be submitted to the FCE&SCJ Office of Student Services at: *fceadvise@nova.edu* (Ph: 800-986-3223, ext. 28500).
- The Readmission Petition will be reviewed by a designated FCE&SCJ Office of Student Services representative and, if all eligibility criteria are met, it will be forwarded to the FCE&SCJ Graduate Admissions Office for inclusion with the NSU Application for Admission. To complete the process, the student must then submit the following:
  - NSU Application (all admission requirements must be completed except for all previously submitted official transcripts, which are available in the NSU student information system).
  - Application fee (non-refundable).

2. Academic Dismissal from FCE&SCJ for Academic Performance Reasons*

Any student who has been academically dismissed from the program/college and is still within the program completion timeline**, must apply for readmission. Students who are academically dismissed from the program may reapply under the following conditions:

- They must wait two (2) full semesters before reapplying. For example, if the dismissal occurs anytime during the winter semester, the student must sit out the following summer and fall full semesters and will not be eligible for readmission until the next winter semester (January 1).
- They must be in good financial standing.
- They **must first** contact a member of the Office of Student Services (Ph: 800-986-3223, ext.28500; Email: *fceadvise@nova.edu*) to discuss the possibility of petitioning for readmission.
- They must **complete** the **Readmission Petition** (See *Readmission Petition Form*). The Petition must address prior academic challenges and the plan for success if readmitted to the program and should be submitted to the Office of Student Services at *fceadvise@nova.edu*.
- The Readmission Petition will then be forwarded to an Administrative Committee for review and a decision to grant or deny the request for readmission. The committee will be responsible for:
  - reviewing the Readmission Petition and any supporting materials and
  - approving or denying readmission requests.

The FCE&SCJ Director of Judicial Affairs and Academic Integrity will notify the petitioner of the decision rendered by the Administrative Committee. If the Readmission Petition is approved, the petitioner must submit the following:

- NSU Application (all admission requirements must be completed except for all previously submitted official transcripts, which are available in the NSU student information system).
- Application fee (non-refundable).

In addition, previously earned credits may be applied under the following conditions:

- They were earned within the past five (5) years for Master's and Educational Specialist students and five (5) years for Doctoral students (7 years for those with an approved dissertation proposal by the end of year 5).
- They must be equivalent to a 3.0 or better cumulative GPA or be a grade of Pass.
- They are consistent with concentration, major, and degree requirements as stated in the current catalog.

***NOTE**: Students who have been dismissed twice cannot reapply.

****NOTE**: Academically dismissed students who have also exceeded their program time limit must submit a new application for admission and, if eligible, may transfer up to six (6) credits from their previous program (see Transfer of Credit Policy in the Catalog).

Registration

All students must be officially registered and pay tuition and fees to attend class, receive a grade, and receive academic credit. Prior to registration, students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) each year or risk being dropped from their courses. Students should register via SharkLink for the fall, winter, and summer term/semester during the open registration period before the registration deadline. Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Appeals for changes to course registrations will only be accepted up to 20 calendar days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Financial Aid to properly process and disburse the student's financial aid. An official grade will not be recorded, and credit will not be given to anyone who attends class as an unregistered student.

Once access to registration is no longer available in Sharklink, adds, drops, and withdrawals should be requested using the Student Transaction Form available online at: https://www.nova.edu/registrar/forms/index.html. For additional information or assistance, please call the Office of Student Services at (954)262-8500.

Student Contact and Personal Information

Students must keep their contact information current in SharkLink at https://sharklinkportal.nova.edu/ at all times, including preferred and permanent mailing addresses and phone numbers to ensure that they can be contacted in an emergency, receive financial aid refunds, and any important information sent by postal mail. Students may update their address in SharkLink.

To make a change to other personal information, such as a name, Social Security Number, date of birth, or gender, Nova Southeastern University requires official documentation. Students must submit a completed Data Change Request available at: https://www.nova.edu/registrar/forms/index.html along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at: Office of the University Registrar - Services (nova.edu).

Transcript Issuance

Students and alumni may request an official transcript through SharkLink (University Registrar page) or Parchment.

For detailed instructions and additional information regarding transcript requests, visit: Academic Transcript Requests (nova.edu).

Withdrawal

Withdrawal from a Course

Students must submit withdrawal requests on or before the *'Last Day to Withdraw'* date listed in the current academic calendar/tuition refund schedule. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation includes, but is not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studies in the course.

Students who seek to withdraw from a class after the Last Day to Withdraw date must submit a written request to their academic advisor prior to the end of the term. Approvals will be based on extenuating circumstances, and documentation may be required.

NOTE: Unless withdrawal procedures have been completed within the stated deadline (see Tuition Refund Policy and Schedule), students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Student Services has received written notification of the drop/withdrawal via a Student Transaction Form (STF) available online at: https://www.nova.edu/registrar/forms/index.html

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a course.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below. Students must notify the Office of Student Services, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account to fceadvise@nova.edu. Students must include their full name, NSU ID number, program and major/concentration information, and effective date for program withdrawal.

Upon receipt of written notification from the student, the Office of Student Services will process the program withdrawal and will send an official confirmation to the student via NSU email. Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must also withdraw from those courses by following the course withdrawal procedure.

NOTE: Any student who fails to register or enroll in any courses at the Fischler College of Education and School of Criminal Justice, and/or fails to complete a course and earn credit within three (3) consecutive semesters/one-year, will be considered withdrawn from the program/college and subject to the readmission policies detailed above. *

*Excludes any semesters/terms where a student is on an approved leave of absence.

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a program.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FCE&SCJ Student Judicial Affairs by email at osja@nova.edu or the website, at http://education.nova.edu/judicial-affairs/index.html.

The appeal process for the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) serves to provide a formal means of resolving disputes between students and the administration or faculty. The recommended protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of academic standards), first consult the appropriate administrator (i.e., chair, dean, or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.
- For disputes over a *final course grade* or *other course related academic matters*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the academic department chair or designee. A written account of any perceived discrepancies may be requested by the chair or designee prior to his/her review. The chair or designee may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed through Student Judicial Affairs by completing a *Student Appeal Form*. This form must be completed and on file in Student Judicial Affairs within fifteen (15) calendar days following notification by administrator of their decision, or if appealing a grade, fifteen (15) calendar days from the date the final course grade is posted (for an incomplete, fifteen [15] calendar days from the date a final course grade is posted), for consideration by the committee.

A. A three-member committee comprised of faculty and/or administrators from within the college, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty against whom an appeal is filed, attend the committee's review. Students are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.
    1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the student. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
        a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and the college. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence; not merely a statement to this effect.
        b. Should the committee's decision favor the student, one of the following measures will ensue:
            - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
            - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
    2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the student. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
        a. Should the committee's decision favor the student, one of the following measures will ensue:
            - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
            - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

        When appealing an *administrative action* (e.g., dismissal; violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the administrator's written response, the matter is

then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. If it is determined that a decision cannot be reached based on the documentation provided, the committee may request additional information from the student and/or the administrator or faculty. Documentation must be provided within ten (10) calendar days prior to the following scheduled meeting. If documentation is not provided within ten (10) calendar days, the committee may proceed with the appeal without such documentation.

C. Written notification of the committee's decision is provided within a reasonable time frame of its review via email and first-class U.S. mail.
   1. The committee may request additional information from the student, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.
      - When additional information from the student, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.
   2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D. If the student is not satisfied with the decision of the committee and wishes to pursue his/her dispute, a formal grievance may be filed through the FCE&SCJ Student Judicial Affairs.
   1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.
      - Grievance forms must be received within fifteen (15) calendar days following receipt of correspondence disclosing the appeal committee's decision.
   2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FCE&SCJ Student Judicial Affairs via email at *osja@nova.edu* or the website, at *http://education.nova.edu/judicial-affairs/index.html*.

The Student Grievance Procedure for the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ) serves as a second and final level of appeal for resolving disputes between students and the administration or faculty. Students who do not achieve a satisfactory resolution through a formal appeal may file a grievance through Student Judicial Affairs.

This level of appeal provides students with an opportunity to (a) counter (not rebuke) an unfavorable outcome by the appeals committee and/or (b) introduce new information that may not have previously been disclosed. The written grievance statement should describe concisely (a) all relevant facts in response to the appeal committee's decision, and (b) the desired resolution; the statement should not be merely a reiteration of the appeal.

The grievance material (i.e., the Grievance Form, written statement, and supporting documentation) must be properly completed and on file in Student Judicial Affairs within fifteen (15) calendar days following receipt of correspondence disclosing the appeal committee's decision.

A three-member committee comprised of faculty and/or administrators from within the college, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis, or as needed, to review grievances. Faculty and/or administrators serving on the committee will not have had any prior knowledge of the grievance under review. Neither the student, nor the administrator or faculty member against whom a grievance is filed, may attend the committee's review in person. All parties involved (i.e., students, administrators, or faculty members) are represented by written statements and any applicable supporting documentation setting forth their position. In addition to submitting written statements, each party involved is provided an opportunity to address the committee during its review and answer questions from committee members via an optional zoom meeting. Zoom meetings will be recorded.

1. Zoom meetings are scheduled no less than one week in advance of the committee's meeting date. Only the individual party involved may participate in a Zoom meeting with the committee; no other person may participate or listen to the Zoom meeting. Zoom meetings 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 to address the committee 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 Zoom meeting, the opportunity to meet with the committee will be forfeited and the committee will base its decision on the written information provided and on the other party's Zoom meeting testimony, if given.
   b. If either of the parties involved fails to join the committee at the scheduled Zoom meeting, the opportunity for that party to meet with the committee will be forfeited. The committee will then base its decision on the written information provided and on the other party's Zoom meeting testimony, if given.
   c. If either of the parties involved chooses not to participate in the optional Zoom meeting, the committee will base its decision on the written information provided.

2. Grades and Other Academic Matters (e.g., final course grades, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form are forwarded to the faculty member within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the faculty member's written response, the matter is then taken under review by the Grievance Committee.
    a. The committee does not substitute its judgment for the professional academic discretion of faculty in assessing the quality of students' work; the qualitative/quantitative assessment of students' work by faculty in awarding grades is not subject to review. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence, not merely a statement to this effect.
3. Administrative Actions (e.g., dismissal, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response. Upon receipt of a written response from the administrator, the matter is then taken under review by the Grievance Committee.

NOTE: The committee may request additional information from the student, and/or the administrator or faculty if it determines that a decision cannot be reached based on the information provided. When additional information is deemed necessary, the grievance will be placed on hold pending receipt of the requested information. Additional information must be received within ten (10) calendar days. If additional information is not submitted within ten (10) calendar days, the committee will proceed with the grievance without such documentation. Upon receipt of the requested information, the committee will complete its review at its next meeting. Additional Zoom meetings with either party may be scheduled as deemed necessary by the committee.

A. Grievances are decided by a majority vote of the committee. If the grievance is found to have no basis, to be insubstantial, or to be wholly a question of academic discretion*, the grievance will be dismissed without further action.

    *See above reference to faculty assessment of students' work in assigning grades (A.2.a.)

    1. The decision of the committee is final, and it shall be binding upon both parties.
    2. Written notification of the committee's decision is provided within a reasonable time frame via e-mail and first-class U.S. mail.
    3. Grades and Other Academic Matters, and Administrative Actions, are subject to review one (1) time only.

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

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

Office of International Affairs (OIA)

The Office of International Affairs (OIA) serves as a base for the university's international initiatives. OIA provides ongoing assistance and support for all members of the university community engaged in campus internationalization, global partnerships and exchanges and other globalization efforts. Under OIA is the Office of International Students & Scholars (OISS).

Office of International Students & Scholars

The Office of International Students and Scholars (OISS) is committed to welcoming international students, scholars, and their families while facilitating their transition to life in the United States and at Nova Southeastern University. Specifically, OISS provides immigration assistance to international students and their dependents on F visas and exchange visitor scholars and their dependents on J visas. OISS is committed to providing timely, thorough, and accurate information to enable international students and scholars to maintain valid immigration statuses and achieve their educational objectives.

Admitted students: OISS communicates with admitted students regarding the process and required documentation for I-20 and DS-2019 issuance and provides pre-arrival support. All prospective international students must follow these steps in order to receive an I-20:

- You must apply and be fully accepted to an academic program (see eligibility criteria for your specific program).
- You must provide proof of English language competency (please see language req*uirements at: https://www.nova.edu/internationalaffairs/students/prospective/language_proficiency.html*.
- You must provide a statement of financial capability (a bank statement with funds available to cover the cost of one year's tuition and living expenses). Email *intl@nova.edu* to get the Cost of Attendance for your specific program.
- If you attended a U.S academic institution and had a previous F-1 visa, you must download and have your current institution's international office complete a *Transfer of Authorization* form.
- In order to be considered an international student in good standing and maintain your status, you must pursue a full course of study as required by your specific program.

NOTE: For more information on maintaining your status, including the required number of credits to be considered full time and how many courses you are permitted to take online, please visit the *Office of International Affairs* website.

New Students: OISS facilitates online and in-person International Student Orientations each semester.

Continuing students: OISS communicates regularly with students regarding immigration regulations and requirements. International student advisors within OISS provide walk-in and by-appointment immigration advising to enable students to maintain their valid immigration status.

Graduating students and alumni: OISS supports graduating international students and their alumni through the Optional Practical Training (OPT) and STEM OPT application and reporting process.

Additional information and resources for international students and scholars are available at: *https://www.nova.edu/internationalaffairs/students/*. Questions may be directed to *intl@nova.edu* or (954) 262-7240.

Office of Education Abroad (OEA)

The Office of Education Abroad (OEA) provides comprehensive assistance to all students who wish to travel abroad on any of the many international travel experiences offered at the institution including summer, semester, and academic year study abroad programs, faculty-led travel study programs, international internships, and international service-learning opportunities. Nova Southeastern University is committed to providing students with study abroad opportunities, the flexibility to earn college credit at a university abroad and receive financial assistance.

All International Travel by NSU Students, Faculty and Staff: NSU faculty, students, and staff travel across the globe to teach, conduct research, present at seminars and workshops, attend conferences, and study. The university maintains a central international travel registration program that assists travelers on NSU related business or study with the assessment of health and safety issues associated with traveling to international destinations, and provides important contact information for services and assistance in the event of an emergency.

As per university policy, all faculty, staff, and students traveling to international destinations on NSU-related trips are required to complete the NSU Travel Registration process. Pertinent international travel information including a country's risk rating is available at *https://www.nova.edu/internationalaffairs/travel-registration.html*.

Study Abroad: Participation in approved NSU study abroad programs allow NSU students to take courses at foreign institutions and earn credit which can be transferred back to fulfill requirements toward an NSU degree. All expectations are outlined in the Sharks Abroad Canvas course. Students will be enrolled in this course upon receiving their NSU approval to study abroad.

- *Application and Deadlines*: In order to be approved to study abroad, a student must submit the NSU Study Abroad Application by the posted deadline. Summer, fall, and academic year programs have a deadline in early March and winter and spring programs have a deadline in October. Applications are reviewed by staff within the Office of Education Abroad and approvals are granted following consultation with the assistant dean of student development, the student's academic advisor, and premier program coordinators, as appropriate. Students should not apply externally until their internal NSU Study Abroad Application has been approved. Some external program application deadlines are prior to the NSU application deadline so students should plan ahead to ensure they are able to meet both deadlines.
- *Pre-Departure Requirements*: In order for a study abroad program to be fully approved, students must complete all mandatory pre-departure requirements including the submission of all required documents, the successful completion of all required financial aid and credit transfer paperwork, and completion of the mandatory pre-departure orientation. Students who fail to complete all mandatory pre-departure requirements will not have their participation approved by the Office of Education Abroad which will impact a student's ability to utilize financial aid and/or have study abroad credits transferred back to NSU.
- *While Abroad and Re-Entry Requirements*: Students who have been approved to study abroad are expected to remain in contact with the Office of Education Abroad throughout the duration of their program and upon re-entry back to NSU.

Additional information regarding financial aid availability, the credit transfer process, and program destinations is available at *nova.edu/sharksabroad*. Questions may be directed to NSU's Sharks Abroad team at *sharksabroad@nova.edu*.

Travel Study: Several NSU colleges, in cooperation with the Office of Education Abroad, offer organized faculty-led travel study programs that are part of established courses and may satisfy specific major, minor, and/or general education elective requirements. A current listing of travel study courses is available at *https://www.nova.edu/internationalaffairs/study-abroad/sharks-abroad.html*. Additional information regarding application deadlines, payments, and pre-departure is available at *nova.edu/sharksabroad*.. Questions may be directed to NSU's Sharks Abroad team at *sharksabroad@nova.edu*..

Technology Requirements

All applicants, students, employees, and alumni are assigned an NSU ID that uniquely identifies them and provides them access to our administrative system (Self-Service Banner). In addition, students, employees, and alumni are assigned a SharkLink ID which is also their NSU email name.

Your NSU Email Name is created automatically when you become a new student, faculty, or staff member of NSU. Your NSU Email Name & Password is used for:

- Your SharkLink Login
- Your Canvas Login
- Security access to various NSU Web Applications

Canvas

Canvas is a course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching. Canvas enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center and more.

SharkLink

SharkLink combines the NSU computing systems by providing a single sign-on environment. What this means for you is an environment in which you only need to remember a single username and password to access all the tools needed to stay informed, communicate, and participate at the university. This also means that the security and integrity of your access credentials must be safeguarded as it opens many doors. SharkLink is also specially tailored for each individual and recognizes your role as has been defined at the university. In SharkLink you will have access to the following areas; Canvas, Email, Self-Service Banner, and more. Access SharkLink at *https://sharklinkportal.nova.edu/.*

Self-Service Banner

Self-Service Banner (SSB) is available to all students, faculty, and staff members through single-sign in SharkLink. Students can use SSB to register for classes online, view grades and transcripts, and more. Faculty members can view their courses, contact students, and enter grades. Employees are able to sign up for benefits, view pay stub information, and tax forms. Access SSB at *ssb.nova.edu*. You will need your NSU ID and password to enter the system.

Need Technical Help?

NSU Shark IT Services is dedicated to serving the NSU community from enrollment to graduation and beyond. Services include, but are not limited to, computer and browser configuration for NSU online resources; SharkLink account support; academic specified program installations; email configuration; basic network troubleshooting and configuration, and mobile device support. For technical help contact:

NSU Shark IT Services:
Hours: Monday through Thursday 7:00 a.m. to 9:00 p.m.
Friday 7:00 a.m. to 7:00 p.m.
Saturday 8:30 a.m. to 5:00 p.m.
Phone: 954-262-4357 or 800-541-6682, ext. 24357
Email: *sharkitservices@nova.edu*
Self Service: *OIIT Service Portal*
Web: *https://www.nova.edu/help*

For Canvas support, students may visit *nova.edu/canvas/support.html*.

Library Support Overview

The Nova Southeastern University Libraries provide NSU students with services from a variety of sources including:

- *Alvin Sherman Library, Research, and Information Technology Center*,
- *Martin and Gail Press Health Professions Division Library,*
- *Panza Maurer Law Library,*
- *Oceanographic Campus Library,*
- *Tampa Bay Regional Campus Library*,
- NSU Libraries' collection of electronic resources,
- Interlibrary loan and document delivery,
- SEFLIN consortium libraries in southeast Florida, and the
- ICUF consortium libraries throughout Florida.

The University Libraries have designed, developed, and implemented an up-to-date collection to support the research needs for students from undergraduate to doctoral level. Librarians, teaching faculty, and researchers at NSU share in the development of collections, and NSU has policies that define their involvement.

The *Alvin Sherman Library* is a strikingly modern, five-story building spanning 325,000 square feet, making it one of Florida's largest library facilities. As the main library at NSU, it features multiple service points, high-density movable shelving; over 1,000 user seats; 13 electronic classrooms; over 30 *group study rooms*, including a specially-designed *family study room*; 5 conference rooms; the 75- seat, technology-rich Circle of Friends Collaborative Study Room; the *Adolfo and Marisela Cotilla Gallery* with ongoing exhibits and program; the *Ann Porterfield Digital Media Lab*; a *Makerspace Lab*; an assistive technology room; a café; and the *University Archives*. It is also the host to NSU's 2,800-square-foot foot *Write from the Start Writing and Communication Center*, the *Farquhar Honors College*, a sculpture collection in the Cathy J. Husman Fine Arts Gallery, the *Alan B. Levan | NSU Broward Center of Innovation*, and *The Craig and Barbara Weiner Holocaust Museum*.

The Alvin Sherman Library ensures that online students have access to the same comprehensive resources and services as those on the Fort Lauderdale/Davie campus. To support all learners, the library provides over 500 research databases accessible online and offers the NSU print collection through Document Delivery. At no extra cost, students can request items not available in full text online, such as books, journal article copies, NSU dissertations, and more. Scannable resources are delivered electronically via the ILLiad system, while print-only books are mailed directly to students' homes.

The Alvin Sherman Library offers *reference assistance* to all students through telephone, email, online chat, and text messaging. Students can also schedule *appointments with librarians* for personalized help. The library provides synchronous training integrated into various NSU college courses and online workshops. Additionally, asynchronous instruction is available via *Razor's Research Bytes* introductory modules, *LibraryLearn* short videos, and a wide array of library guides and other digital instructional materials. All of this can be easily accessed through *library.nova.edu* - the Alvin Sherman Library website.

NSU Writing and Communication Center (WCC)

The NSU Writing and Communication Center (WCC) is an innovative workspace where students, consultants, and faculty from all disciplines come together, in person and online, to discuss and develop writing and communication skills. Located on the fourth floor of Alvin Sherman Library, the WCC offers all NSU students one-on-one assistance at any stage of the writing process, from brainstorming through final editing. WCC consultants help students develop and strengthen general writing and communication skills during face-to-face or online consultations. Services include assistance on academic projects (essays, lab reports, theses, dissertations); digital projects (presentations, posters, infographics); professional projects (articles for publication); personal projects (creative writing); and oral presentations. For more information or to make an appointment, students can visit the WCC website at *nova.edu/wcc* or call (954) 262-4644.

Financial Aid and Academic Records (FAAR) Policies, Regulations, and Procedures

Financial Aid

Financial aid policies and information in this section are provided by Financial Aid and Academic Records (FAAR). Policies listed in this section apply to all FCE&SCJ master's, educational specialist, and doctoral students and programs, unless otherwise stated within this text.

Means of Communication with Students

NSU's official means of communicating with students is via SharkLink and NSU email. Students are encouraged to access SharkLink at *https://sharklinkportal.nova.edu/* to complete the following tasks:

- check their NSU email
- access their financial aid information
- accept, modify, or decline loans and Federal Work-Study offers
- request official transcripts and view unofficial transcripts
- view their student account
- make payments
- access their grades
- register for and drop courses
- access their online degree evaluation (Degree Works)
- obtain enrollment verification
- order official transcripts
- change their primary and mailing addresses and phone numbers
- apply for student employment jobs
- sign the Student Enrollment Agreement (SEA)

The Office of Financial Aid

The Office of Financial Aid is dedicated to assisting students in making well-informed decisions regarding the funding of their education at NSU. The office administers grants, scholarships, and loans and prepares student financial aid award offers based on federal and state regulations and institutional guidelines. The financial aid office provides information on the application processes for financial aid and veterans educational benefits, and counsels students on proactive debt management strategies and financial literacy. The office also monitors student Satisfactory Academic Progress (SAP) for financial aid eligibility and awards scholarships from internal and external sources. Students may receive financial aid guidance in person, by email, or by telephone. For more details, including contact information, visit *nova.edu/financialaid/* or call (954) 262-3380 or 800-541-6682, ext. 23380.

Financial Aid Checklist

1. **Complete the FAFSA.**
   Students should complete the Free Application for Federal Student Aid (FAFSA) at *studentaid.gov/* annually. The NSU federal school code is 001509. The earlier students apply, the better chance they have of being considered for the maximum available funds.
2. **Identify and apply for scholarships.**
   Institutional and external scholarship opportunities are available to assist students in meeting their educational goals. The best resource for up-to-date information is the NSU scholarship website located at *nova.edu/financialaid/scholarships*. Students will find information on how to apply, as well as resources to help them identify scholarships. Students should commit to continuously identifying and applying for scholarships. This type of financial aid does not have to be repaid.
3. **Plan for housing and meal expenses.**
   The budget includes a housing and meal component. Students should ensure that they budget for these expenses.
4. **Check financial aid account regularly.**
   Students are expected to log in to SharkLink at *https://sharklinkportal.nova.edu/* and regularly check their financial aid status to ensure that there are no outstanding requirements. Students who must submit additional documents to be awarded financial aid will also be notified via NSU email.
5. **Accept, decline, or modify loan and federal work-study award(s).**
   The financial aid award offer provides students with detailed instructions on how to accept, decline, or modify their financial aid offer. Loan offers are not disbursed, and students are not able to apply for student employment in JobX until this step has been completed. Step-by-step instructions are also available online.
6. **Complete Master Promissory Note and Entrance Counseling.**
   Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at *studentaid.gov/* before loan funds can be disbursed
7. **Register for classes (early).**
   Students are to use NSU's online degree evaluation system, Degree Works, to keep track of completed and outstanding degree requirements when registering for courses. For more information, on Degree Works visit the *Registrar's website*. In order for students to receive any federal Title IV, state, or institutional financial aid (grants,

scholarships, Federal Work-Study, and loans), they must register for a minimum number of credits that are required for degree/certificate completion (degree-applicable) as published in the catalog from the year the student matriculated. Enrollment requirements for federal and state grants vary. Students awarded federal direct loans must be enrolled at least half time in degree-applicable courses to receive loans. Half-time status varies by program. Private loan enrollment requirements vary by lender. Students should register as early as possible to ensure timely disbursement of their financial aid funds.

Grants and Scholarships

Grants and scholarships generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any unearned funds (See Return of Title IV Funds).

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides grants of up to $2,000 per semester to students in an eligible TEACH Grant program who meet certain qualifications and intend to teach in a high-need field in a public or private elementary or secondary school that serves students from low-income families. TEACH Grant recipients must teach at least four academic years within eight calendar years of ceasing enrollment or completing the program of study for which they received TEACH Grant funds. Failure to complete this service agreement will result in the TEACH Grant funds being converted to a Federal Direct Unsubsidized Loan with interest charged retroactively from the date of each TEACH Grant disbursement. For more information, visit the financial aid website *nova.edu/financialaid/graduate-professional/grants/teachgrant.html*

Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. The NSU scholarship webpage at *nova.edu/financialaid/scholarships/* provides resources to help students locate and apply for scholarships. New scholarships are regularly added to the website.

Student Employment

There are three student employment programs: Federal Work-Study (FWS), Nova Student Employment (NSE), and Job Location and Development (JLD). The NSE and JLD programs provide jobs to students regardless of financial need. Even though the JLD program is not need-based, students who wish to participate in the program must complete the FAFSA. FWS is need-based and requires the completion of the FAFSA. More information and instructions on how to apply for positions, are available at *https://www.nova.edu/financialaid/student-employment/index.html.* New and exciting on- and off-campus jobs are added throughout the year.

Loans

A student loan, unlike a grant and student employment, is borrowed money that must be repaid with interest. Student loan repayment is a legal obligation, so before students decide to take out a student loan, they should determine the amount they will have to repay on the loan. Detailed information on loans is available on the financial aid website at *nova.edu/financialaid*.

Return of Title IV Funds

Any student who drops or withdraws from all Title IV eligible courses within an academic semester may be required to return unearned financial aid funds. The Return of Title IV Funds regulation is based on the premise that students earn financial aid for each calendar day that they attend classes. Students are strongly encouraged to consult with a financial aid counselor before dropping or withdrawing from courses so that they may be prepared for what may happen to their financial aid. For complete information, please review *nova.edu/financialaid/apply-for-aid/title-iv-return.html*.

Satisfactory Academic Progress (SAP)

To receive financial assistance, a student must continually meet Satisfactory Academic Progress (SAP). Different definitions of SAP apply for Florida state and federal aid. According to federal regulations, NSU has established university-wide annual qualitative, maximum time frame, and pace SAP requirements.

Students who fail to meet SAP during the 2025–2026 academic year will not be eligible for Title IV federal and Florida state financial aid during the 2026–2027 academic year. Comprehensive information is available on the financial aid website at *www.nova.edu/sap*.

Veterans Education Benefits

Department of Veterans Affairs educational benefits are designed to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Office at (954) 262-7236; toll free 800-541-6682 ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., by email at *vabenefits@nova.edu*, or visit the office in the Horvitz Administration Building on the Fort Lauderdale-Davie Campus. Detailed information is also available on the veterans' education benefits webpage at *nova.edu/financialaid/veterans/*. If you have any questions concerning eligibility, you may also contact the U. S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their website at *va.gov*.

Enrollment Certification Request
Public Law 116-315, Sec 1018, 38 USC § 3679(f) prohibits the automatic renewal of veteran education benefits. Therefore, students using educational benefits are required to submit an authorization each semester that benefits will be used. In addition, should there be an increase or decrease in total credits for the semester or a change in courses, a new request form must be submitted. The Enrollment Certification Request Form can be accessed as follows:

- Log in to SharkLink at *https://sharklinkportal.nova.edu/.*
- Locate the Pages section on the left-hand navigation and click "Financial Aid."
- Click on the "Resources for Veteran Students" in the table of contents on the Financial Aid page (select from the left-hand navigation).

Please note you will be required to submit a PDF copy of your schedule which you may obtain in SharkLink.

Pending Veterans Affairs (VA) Payment Policy
BACKGROUND: Section 103 of PL 115-407, 'Veterans Benefits and Transition Act of 2018', amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

POLICY: In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Nova Southeastern University (NSU) will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment), Chapter 33 (Post 9/11 GI Bill®), because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). NSU will not:

- Prevent the student from attending or participating in the course of education during periods in which there is a delayed disbursement.
- Assess late payment fees if the financial obligation is fully funded by the Department of Veterans Affairs (VA).
- Require the student to secure alternative or additional funding for delayed disbursements.
- Deny the student access to institutional facilities and services (e.g., access to the University Center RecPlex, grades, transcripts, and registration) available to other students who have satisfied their tuition and fee bills.

To qualify for this provision, students are required to:

- Produce a Certificate of Eligibility (COE) and Certificate of Release or Discharge from Active Duty (DD214), if applicable, by the first day of class;
- Submit a VA Enrollment Certification Request;
- Provide additional information needed to properly certify enrollment as described in other institutional policies.

Grade/Progress Reports for Students Receiving Veterans Benefits
Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/or attempted. This transcript can be obtained from the One-Stop Shops at the Horvitz Administration Building or online at *https://sharklinkportal.nova.edu/.*

Office of the University Registrar

The Office of the University Registrar is responsible for many essential services to the university community, including, but not limited to, course registration, transcript processing, name and address change, loan deferment, enrollment and degree verification, grade processing, degree conferral, and diplomas. The essential responsibility of the registrar's office is to create, maintain, and protect students' academic records, as well as interpreting and upholding university policy. For more information, visit *Office of the University Registrar | NSU (nova.edu)* or call (954) 262-7000, 800-262-7200, or 800-541-6682, ext. 27200.

Degree Works

Degree Works is the university's online degree evaluation system and can be accessed in Sharklink. Degree Works helps students achieve their academic goals efficiently. The system is used to compare your completed coursework against degree requirements published in the college catalog. Degree Works is not meant to replace your academic advisor/program office or the college catalog but is a reference tool to help you track your progress toward degree completion. Degree Works enables students and advisors to measure academic progress toward degree requirements at any time through SharkLink. Please note that **your Degree Works Evaluation is not official**. You should consult your academic advisor/program office for detailed program requirements and course options. For further information about Degree Works, please visit the University Registrar's website at *nova.edu/registrar/degreeworks.html*.

Enrollment Requirements for Financial Aid Eligibility

In order for students to receive any federal Title IV or state financial aid (grants, scholarships, student employment, and loans), they must be enrolled in a minimum number of courses that are required for degree/certificate completion (degree-applicable). Students may only receive financial aid for courses that are required for degree/certificate completion. Financial aid funds will only be disbursed to students who meet the minimum enrollment requirements for financial aid eligibility with degree-applicable courses. A student may maintain maximum financial aid eligibility while enrolled in nondegree-applicable courses if the student meets the enrollment requirements for each respective Title IV program with degree-applicable courses. For instance, in order to be eligible for federal loans, a student must be enrolled at least half time. Since half-time enrollment is defined as 3 credits per semester/term, students must be enrolled in at least 3 degree-applicable credits to be eligible for federal loans. If a student enrolls in one 3-credit course that is not degree-applicable, the student will not be eligible for federal loans, even though the student is enrolled half time.

Roster Reconciliation

Students are required to attend the first class of each course in order to start academic work for the semester unless they have obtained prior approval for an absence from the instructor. Without such approval, a student will be reported as not in attendance, which may result in the student being dropped from the class through the university's roster reconciliation process. However, it remains the student's responsibility to monitor class registration status in accordance with the Student Enrollment Agreement (SEA), regardless of the instructor's roster reconciliation submission.

Dropping and Adding Classes

During the drop and add periods, students may modify their schedule by changing classes without any further academic implications. However, even during the drop and add period, dropping or adding classes may result in a change in tuition and fees and impact a student's financial aid. Students may withdraw from a class after the drop period has ended. In extenuating circumstances, requests for changes to course registrations will be considered up to 20 calendar days after each semester ends and before grades have been posted. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status, eligibility for financial aid, and loan deferment. If a student drops below half-time or full-time status, (whichever was the basis for financial aid awarded), the student may become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. Students receiving financial aid are strongly encouraged to consult a financial aid counselor before dropping or withdrawing from classes to ensure compliance with federal and state standards of Satisfactory Academic Progress (SAP). Student athletes should also contact the athletic compliance officer.

Withdrawal from Classes

Students may withdraw from a class after the drop period has ended and prior to the last three weeks of the semester. Withdrawn courses will remain on student transcripts with a grade of W but will not affect the student's GPA. Before withdrawing from classes, students are advised to consult with their academic advisor to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid consequences such as loss of financial aid eligibility or reversal or reduction of funds received. International students must be mindful that their immigration status can be affected by changes in schedule.

Office of the University Bursar

The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, sending invoices and receipts, distributing student educational tax forms, issuing refunds from excess financial aid funds, and verifying students' eligibility for a student loan. Students should be aware of the following policies:

- Payment is due in full at the time of registration.
- The registration will be processed unless there is a hold on the student's account.
- Students may view their student account activity in NSU eBill (the university does not issue paper bills). 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, access to the RecPlex at the Don Taft University Center, and other services.
- If a balance exists after 90 days, the account will be placed in collections.

Method of Payment

NSU accepts Visa, MasterCard, and American Express as well as payments made by traveler's checks, cashier's checks, personal checks, money orders, and wire transfers. For international payments from accounts outside of the U.S., NSU uses Flywire. Electronic checks can be used through NSU eBill or Sharklink. International checks must be in U.S. funds only and drawn on a U.S. bank.

Online Payment

The fastest and most convenient option is to pay online via NSU eBill. NSU eBill notifications are sent to students' NSU email the middle of each month. Students may pay their NSU eBill by echeck or credit card.

Payment by Mail
Students may **mail your check** with your name and NSU ID to:
Nova Southeastern University
Bursar's Office
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

Payment in Person
Students may pay in person at the One-Stop Shop, located in the Horvitz Administration Building on the Fort Lauderdale-Davie Campus. Please visit the *One-Stop Shop online* to view hours of operation.

Instructions on payment by wire transfer or Flywire are available on the Bursar's website at: *nova.edu/bursar/payment/pay_my_bill.html*.

Payment Plans
NSU students who wish to defer payment of their tuition, fees, and other institutional charges, due at the time of registration, may sign up for an NSU Payment Plan in NSU eBill. Detailed information, including application deadlines, is available at: *nova.edu/bursar/payment/payment_plans.html*.

Tuition Assistance Plans

- **Tuition Direct Billing**
  A student whose employer, sponsor, or guarantor has agreed to be direct billed by NSU must notify the Office of the University Bursar – Student Accounts department at *studentaccts@nova.edu* via email accordingly prior to the start of the semester. Examples include other countries, State Vocational Rehabilitation Services, State 529 Plans, and military (non-GI related). Students must complete the following at the time of registration and prior to the start of the semester:
  - provide a voucher, financial guarantee, letter of credit or authorization from the respective payer including the authorized amount, enrollment period, student's name, authorized signature, and complete billing information.
  - when applicable, pay any amount due not covered by the billed party

The bursar's office provides provisional credits before the tuition and fee payment deadline for students whose sponsors pay with an invoice. Any difference in the amount of the provisional credit and the sponsor payment will be the student's responsibility.

If your sponsor pays only according to specific caveats, such as upon course completion or after acceptable grades are submitted, you will not qualify for a provisional credit, and we will process your sponsorship as a tuition reimbursement.

- **Tuition Reimbursement**
  Some employers/sponsors/guarantors make payments directly to the student under tuition reimbursement programs. These programs are between the student and the employer only.

  To avoid holds on the account, students must complete the following upon registration.
  - Pay charges in full for the semester/term.
  - Send an email to *studentaccts@nova.edu* from their SharkLink (NSU) email account to request a receipt of paid charges.

Please note that students under employer tuition reimbursement programs are not exempt from the university's payment policy.

Financial Aid and Academic Records Contact Information

University Contact Center
The University Contact Center is available to answer financial aid, bursar, and registrar questions.
University Bursar: (954) 262-5200 or 800-806-3680
Office of Financial Aid: (954) 262-3380 or 800-806-3680
University Registrar: (954) 262-7200 or 800-806-3680

Hours of Operation (E.T.)
Monday-Friday: 8:30 a.m. to 6 p.m.

Student Health Insurance Department
Hours of Operation
Mon-Fri 8:30 a.m. to 5:00 p.m.
(954) 262-4060
studenthealth@nova.edu

Walk in: One-Stop Shop
Horvitz Administration Building
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

The One-Stop Shop (Horvitz Administration Building)
The One-Stop Shop is the central point of contact for information and service for walk-in prospective, new, and continuing students. Staff members are cross trained to answer inquiries about financial aid, registrar, and bursar functions. For hours of operation and an online service directory, visit the *One-Stop Shop online*.

The University Contact Center and the One-Stop Shops are closed on holidays observed by NSU.

Full-time Faculty and Campus Locations

Full-Time Faculty Academic Year 2025–2026

Julie Alemany
Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Associate Professor

Elizabeth M. Aguila
Ph.D., Florida International University
M.S., Florida International University
Assistant Professor

Jennifer Allen
Ph.D., Southern Illinois University
M.S., Southeast Missouri State University
Professor

Georgina Arguello
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Assistant Dean/Associate Professor

Jia Borror
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Professor

Stephanie G. Brown
Ed.D., Florida Atlantic University
M.B.A., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Lisa J. Carbone
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Director/Associate Professor

Marcelo Castro
Ph.D., University of Miami
M.S., Nova Southeastern University
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina
Associate Dean/Chair/Professor

Melinda Coleman
Ed.D., Nova Southeastern University
M.Ed., Ashland University
Associate Professor

Maribel Del Rio-Roberts
Psy.D., Carlos Albizu University
M.A., Florida International University
Associate Professor

Charlene M. Desir
Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Professor

Wayne T. Driscoll
Ed.D., Teacher's College, Columbia University
M.Ed., Wright State University
Assistant Professor

W. Alex Edmonds
Ph.D., Florida State University
M.S., Florida State University
Professor

Brooke Elvington
Ph.D., Nova Southeastern University
J.D., Pennsylvania State University
Assistant Professor

Suleira Fontanez Quinones
Ed.D., Nova Southeastern University
M.A., Inter American University of Puerto Rico
Administrative Director/Assistant Professor

Dana L. Fredebaugh
Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands
Associate Professor

Michael W. Gaffley
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

David Griffin
Ed.D., Florida International University
M.A., State University of New York
Professor

Steven Hecht
Ph.D., Florida State University
M.S., Florida State University
Professor

Tammy Kushner
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Executive Associate Dean/Associate Professor

Maria Levi-Minzi
Ph.D., Nova Southeastern University
M.A., Boston College
Associate Professor

Jamie D. Manburg
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean/Assistant Professor

Tatjana Martinez
J.D., Widener University
M.S., University of Miami Associate
Professor

Emmy Maurilus
Ph.D. Columbia University
M.Phil. Columbia University
M.A. Columbia University
Assistant Chair/Assistant Professor

Gabriela Mendez
Ph.D., The Pennsylvania State University
M.S,, The Pennsylvania State University
Associate Professor

Dana S. Mills
Ph.D., University of Rhode Island
M.A., University of Rhode Island
Associate Dean/Assistant Professor

Roxanne V. Molina
Ph.D., Florida International University
M.S., Florida International University
Assistant Dean of Finance and Data Analysis/Associate Professor

Rashid A. Moore
Ph.D., Indiana University
M.A., Southern Illinois University
M.A., Illinois State University
Associate Professor

Anymir M. Orellana
Ed.D., Nova Southeastern University
M.S., University of Florida
Professor

James M. Pann
Ph.D., University of Miami
M.S.Ed., University of Miami
Professor

Gina Peyton
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Professor

Jennifer Gunter Reeves
Ph.D., Florida State University
M.S., Florida State University
Professor/Director

Herminia Janet Rivera Rodriguez
Ph.D., The Ohio State University
M.Ed., University of Puerto Rico
Associate Professor

Wilma J. Robles de Melendez
Ph.D., Universidad Complutense de Madrid, Spain
M.A.Ed., University of Puerto Rico
Professor

Kenneth Rockensies
Ed.D., University of Virginia
M.S., University of Kentucky
Associate Dean/Associate Professor

David Ross
Ed.D., Florida Atlantic University
M.J.P.M., Florida Atlantic University
Professor

Timothy R. Scala
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Carmen Session
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean/Chair/Assistant Professor

Tara Sheehan
Ph.D., Florida International University
M.S., Florida International University
Program Administrator/Assistant Professor

Michael R. Simonson
Ph.D., University of Iowa
M.S., Iowa State University
Professor

Vanaja Sivalingam
Ph.D., Cornell University
M.A., University of London
Associate Professor

Martha (Marti) Snyder
Ph.D., Nova Southeastern University
M.Ed., University of Missouri
Professor/Director

Zandra Stino
Ph.D., Florida State University
M.S., Florida State University
Associate Professor

Hui Fang Huang Su
Ed.D., Nova Southeastern University
M.Ed., Texas A & M University
Professor

Grace A. Telesco
Ph.D., Fordham University
M.A., John Jay College of Criminal Justice New York
Associate Professor/Director

Sandra M. Trotman
Ph.D., University of Waikato
M.Ed., University of Waikato
Associate Professor

Lucas Williams
Ph.D., Florida Atlantic University
M.A., Nova Southeastern University
Director/Assistant Professor

Angela Yehl
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Assistant Dean/Associate Professor

NSU Campus Locations

Fort Lauderdale/Davie Campus
3300 S. University Drive
Fort Lauderdale, FL 33328-2004
Phone: 800-541-NOVA (6682)
Email: *nsuinfo@nova.edu*

Oceanographic Campus
8000 North Ocean Drive
Dania Beach, FL 33004-3078
Phone: 800-39-OCEAN
Email: *imcs@nova.edu*

NSU Regional Campuses and Instructional Sites

NSU Denver Campus
6881 S. Yosemite Street
Centennial, CO 80112
Email: nsu-regionalcampuses@nova.edu

NSU Fort Myers Campus
3650 Colonial Court
Fort Myers, FL 33913-6636
Phone: (239) 274-6070
Email: *nsu-fortmyers@nova.edu*

NSU Jacksonville Campus
6675 Corporate Center Parkway
Suite 115
Jacksonville, FL 32216-8080
Phone: (904) 245-8910
Email: *nsu-jacksonville@nova.edu*

NSU Miami Campus
8585 SW 124th Avenue
Miami, FL 33183-4600
Phone: (305) 275-2601
Email: *nsu-miami@nova.edu*

NSU Miramar Campus
2050 Civic Center Place, 3rd Floor
Miramar, FL 33025-7878
Phone: (954) 262-9498
Email: *nsu-miramar@nova.edu*

NSU Orlando Campus
4850 Millenia Boulevard
Orlando, FL 32839-6012
Phone: (407) 264-5601
Email: *nsu-orlando@nova.edu*

NSU Palm Beach Campus
11501 North Military Trail
Palm Beach Gardens, FL 33410-6507
Phone: (561) 805-2100
Email: *nsu-palmbeach@nova.edu*

NSU Puerto Rico Regional Campus
Professional Office Park IV
997 San Roberto Street
San Juan, PR 00926-2750
Phone: (787) 773-6501
Email: *nsu-puertorico@nova.edu*

NSU Tampa Bay Regional Campus
3400 Gulf to Bay Boulevard
Clearwater, FL 33759-4514
Phone: (813) 574-5200
Email: *nsu-tampa@nova.ed*

ADDENDUM

September 16, 2025

Effective for all new students starting in January 2026 (Winter 202630 semester or later).

B.S. to Ed.D. En Route Program

B.S. to Ed.D. En Route Program in Educational Leadership

The B.S. to Ed.D. En Route Program in Educational Leadership offers a streamlined pathway for aspiring educational leaders to earn both a Master's and a Doctorate in Education with a concentration in Educational Leadership within a total of 48 credit hours. Students complete 18 credits of master's level coursework followed by 30 credits of doctoral level coursework, culminating in the Ed.D. degree.

Designed with workforce relevance at its core, the curriculum is aligned with contemporary leadership competencies and the evolving demands of educational organizations. Students engage in rigorous academic study while participating in field-based activities that integrate theory with practice, fostering leadership development in real-world settings.

This innovative program supports professionals seeking to advance their careers in K–12, higher education, or other educational contexts, equipping them with the skills to lead transformative change and drive organizational improvement.

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 presentations, 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-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are required to take two courses per 16-week term (one 8-week course in Session 1 and one 8-week course in Session 2). This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Program Completion Timeline

Students in the B.S. to Ed.D. En Route Program in Educational Leadership are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Students in the B.S. to Ed.D. En Route program will be eligible for conferral of the master's degree in Educational Leadership upon completion of 30 credits. This Includes 18 credits of master's level coursework and 12 credits of doctoral level coursework. Upon completion of the remaining 18 credits of doctoral level coursework students will be eligible for conferral of the doctoral degree with a concentration in Educational Leadership.

To complete the B.S. to Ed.D. En Route in Educational Leadership program, a student must have:

- Completed 48 credits of coursework.
- Attained an overall 3.0 GPA.

Program of Study
(Major Code: F534/F871 – Concentration Code: F534/F872)

M.S. Core Courses (18 Credits)
EDLR 0505: Leadership for Schools (3 credits)
EDLR 0515: Leaders of Curriculum & Learning (3 credits)

EDLR 0525: Assessment & Strategic Decision Making (3 credits)
EDLR 0535: Policy, Ethics & Law in PK-12 Schools (3 credits)
EDLR 0545: Administrative Processes and Finance (3 credits)
EDLR 0596: Administrative Residency (3 credits)

Ed.D. Core Courses (6 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8411: Data for Impact and Transformation (3 credits)

Ed.D. Research Courses (6 credits)
RES 8920: Research Methods (3 credits)
RES 9300: Research Design and Data Analysis (3 credits)

Ed.D. Concentration Courses (18 credits)
RES 8913: Program Evaluation (3 Credits)
EDLR 8420: Policy and Finance for Educational Leaders (3 credits)
EDLR 8425: Turnaround Leadership (3 credits)
EDLR 8435: Current Trends and Technology in Educational Leadership (3 credits)
ESRP 9000: Strategic Research Project (6 credits)

Total Credits for Completion 48

Doctor of Education

The Doctor of Education (Ed.D.) at the Fischler College of Education and School of Criminal Justice is a **48-credit applied doctoral program** designed to prepare professionals to lead transformative change across educational, nonprofit, corporate, and community contexts. The program emphasizes the integration of theory and practice, cultivating ethical leadership, evidence-informed decision-making, applied research literacy, and the strategic use of technology to address complex, real-world challenges. Through advanced coursework in core, applied research, and concentration areas, students develop the analytical and practical skills required to investigate pressing problems, implement innovative solutions, and contribute to organizational and societal progress. Faculty mentoring and advising are integrated throughout the program to support academic progress, professional development, and the application of scholarship. The program culminates in the **Strategic Research Project (SRP)**. This scholarly, practice-based capstone requires students to identify a complex problem of practice within their professional context, conduct a literature-informed needs analysis, design and evaluate an evidence-based intervention, and disseminate their project through a report and presentation.

Concentrations

Graduates of the Ed.D. program are equipped to lead with integrity, innovate with purpose, and drive meaningful change within their organizations and communities and you can specialize your degree for your field with one of these concentrations:

- Curriculum and Teaching
- Early Childhood and Elementary Education (Puerto Rico Only)
- Educational Leadership
- Healthcare Education (Puerto Rico Only)
- Higher Education Leadership
- Human Services Administration
- Instructional Technology and Distance Education
- Organizational Leadership
- Reading
- Special Education
- Sports Leadership

Program Learning Outcomes

Graduates of the Ed.D. program will be able to:

1. Apply evidence-informed strategies and disciplinary knowledge to solve complex problems of practice in professional contexts.
2. Critically analyze and synthesize research, theory, and data to inform decision-making, innovation, and applied scholarship.
3. Use applied inquiry frameworks to design, test, and refine solutions that drive organizational and community impact.
4. Employ data to promote evidence-based decisions and evaluate outcomes.
5. Demonstrate ethical leadership when working with diverse organizations, stakeholders, and communities.
6. Communicate scholarly and professional ideas clearly and effectively through written, oral, and digital modalities tailored to varied audiences.
7. Engage in reflective practice that supports ongoing professional growth and contributions to the field.

Program-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are required to take two courses per 16-week term (one 8-week course in Session 1 and one 8-week course in Session 2). This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Strategic Research Project

The Strategic Research Project is a practice-based, interdisciplinary project rooted in students' professional settings. In this capstone, students identify a strategic challenge, opportunity, or innovation gap and design a product, solution, or initiative aligned with their Ed.D. concentration. The project includes a literature-informed rationale, strategic action plan, proposed product, implementation model, and evaluation framework. Students receive peer and expert feedback to refine their work and present their final project through a final manuscript and a professional oral presentation. Elements of the SRP are developed throughout the program and stored in the Canvas Portfolio to support formative growth and summative integration. This capstone emphasizes scholarly writing, applied leadership, and evidence-based innovation for real-world impact.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in one 6-credit course (ESRP 9000: Strategic Research Project).

The SRP is graded on a Pass/Fail (P/F) basis in accordance with FCE&SCJ official policy.

Doctor of Education (Ed.D.) Program Completion Timeline

Doctor of Education (Ed.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Ed.D. students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Please refer to Graduation Information in the *Student Handbook* section of the catalog to find all degree completion requirements.

To complete the Doctor of Education program, a student must have:

- Completed all required coursework.
- Completed a Strategic Research Project.
- Attained an overall 3.0 GPA.

Doctor of Education (Ed.D.) General Program Requirements

All students enrolled in the Ed.D. program must complete the following required core and research courses (21 credits), choose one area of concentration (21 credits), and complete the Strategic Research Project (6 credits). Total credits required for degree completion equals 48 credits.

Program of Study
(Major Code: F871)

Required Core Courses (12 credits)
EDD 8100: Academic Writing (3 credits)
EDD 8010: Emerging Trends and Strategic Innovation in Learning and Organizations (3 credits)
EDD 8110: Designing Transformative Learning Environments (3 credits)
EDD 8411: Data for Impact and Transformation (3 credits)

Required Research Courses (9 credits)
RES 8920: Research Methods (3 credits)
RES 9300: Research Design and Data Analysis (3 credits)
RES 8913: Program Evaluation (3 Credits)

Strategic Research Project (6 credits)
ESRP 9000: Strategic Research Project (6 credits)

Concentration Area Courses (21 credits)
Students must select one concentration area.

Total Credits for Completion 48

Concentration Descriptions

Concentration Area: Curriculum and Teaching
(Concentration Code F540)

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

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 fairness, 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 fairness, ethics, and integrity 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.

Concentration Area Courses (21 credits)

CUR 8110: Principles of Curriculum and Teaching (3 credits)
CUR 8210: Curriculum Development and Design (3 credits)
CUR 8310: Curriculum Assessment and Evaluation (3 credits)
CUR 8510: Social and Political Context of Curriculum (3 credits)
CUR 9510: Curriculum: Theory and Research (3 credits)
CUR 9610: Teaching: Theory and Research (3 credits)
IDT 7914: Curriculum, Teaching, and Technology (3 credits)

Concentration Area: Early Childhood and Elementary Education – (Puerto Rico Only) (Concentration Code F124)

This Early Childhood and Elementary Education concentration is crafted for educators who aspire to enhance their impact on students from preschool through fifth grade. With a focus on child development and instructional innovation, the program empowers professionals to meet the complex academic and emotional needs of today's learners. Students engage in coursework that explores curriculum design, society and family involvement, child advocacy, and comprehensive educational practices. Special attention is given to the context of Puerto Rico, with content tailored to align with local laws and educational priorities. This concentration offers the flexibility needed by working professionals while maintaining academic excellence. Graduates will be prepared to lead and implement effective, evidence-based strategies that promote student success in early childhood and elementary education settings. Note: This is a non-certification program.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Evaluate and apply foundational theories and research to strengthen teaching and leadership in early learning environments.
2. Create curricula that promote the cognitive, social, and emotional development of children from preschool through fifth grade.
3. Assess how societal and legislative factors influence student learning and school operations, particularly in the Puerto Rican context.
4. Develop effective instructional strategies that engage families and communities in the learning process.
5. Promote the well-being and rights of children by designing advocacy initiatives grounded in research and best practices.
6. Integrate STEM and cross-curricular approaches to foster creativity, critical thinking, and problem-solving skills among young learners.
7. Lead educational improvements through the development of innovative programs and policies informed by local needs and current research.

Concentration Area Courses (21 credits)

ECED 8511: Research Perspectives in Pedagogical Practices for Early Childhood and Elementary Education (3 credits)
ECED 8512: Transforming Early Childhood (PK) and Elementary Education (K-5): Tackling Core Challenges (3 credits)
ECED 8513: Developmental Dynamics in Today's Society (3 credits)
ECED 8514: Instructional Methodologies in Early Childhood (PK) and Elementary Education (K-5) (3 credits)
ECED 8520: Child Advocacy and the Social World of Young Children: Global Issues, Challenges, and Solutions (3 credits)
ECED 8524: Integrating Practice, Programming & Strategy in Early Childhood (PK) and Elementary Education (K-5) (3 credits)

STEM 8100: STEM Methodologies: Integrated Strategies for Teaching Science, Math, Social Studies & Spanish (3 credits)

Concentration Area: Educational Leadership
(Concentration Code F872)

The primary goal of the concentration in Educational Leadership (EDL) is to improve our K-12 schools by preparing candidates for leadership and lifelong learning in the fields of K-12 educational administration. The doctoral program fosters an in-depth application of knowledge and skills, inquiry, and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.
The graduates of the EDL concentration will be leaders in improving schools and other learning environments; expanding their administrative competence and modeling visionary leadership; advocating and implementing educational improvement using informed action research, effective application of change theory, collaborative decision-making and strategic planning, risk and creativity, and appropriate evaluation; and identifying and addressing contemporary and future educational issues in a changing world. Note: This is a non-certification program.

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.

Concentration Area Courses (21 credits)
EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)
EDLR 8420: Policy and Finance for Educational Leaders (3 credits)
EDLR 8425: Turnaround Leadership (3 credits)
EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)
EDLR 8435: Current Trends and Technology in Educational Leadership (3 credits)
EDLR 8460: The Principal and School Leadership (3 credits) ***OR*** EDLR 8461: The Superintendent and District Leadership (3 credits)
ORGL 8750: Strategic Planning (3 credits)

Concentration Area: Healthcare Education – (Puerto Rico Only)
(Concentration Code F873)

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

Graduates of the Health Care Education concentration will foster quality of life, health promotion, disease prevention, and healthcare policy in collaboration with multidisciplinary healthcare practitioners, clients, their families, and community stakeholders. They will act as leaders in influencing current and future issues in health care reform, technology utilization, and professionalism in applying best practices in health care education. Note: This is a non-certification program.

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

Graduates will be able to:

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

Concentration Area Courses (21 credits)
HCE 8010: Advocacy in Health Education and Promotion (3 credits)
HCE 8011: Assessing Community Needs for Health Education (3 credits)
HCE 8012: Health Education and Promotion Communication Strategies (3 credits)
HCE 8015: Administration and Leadership in Health Education (3 credits)
HCE 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)
HCE 8023: Ethics and Professionalism in Health Care (3 credits)
HCE 8030: Strategic Planning and Implementation for Health Education and Promotion (3 credits)

Concentration Area: Higher Education Leadership
(Concentration Code F874)

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

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

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 its society.
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.

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

Concentration Area: Human Services Administration
(Concentration Code F875)

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

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

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 different needs of the community these programs serve.
3. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
4. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
5. Explore the various aspects of organizational culture and examine contemporary organizational theories as these relate to organizational behaviors within human service systems. Analyze the implications for leadership practice in the context of the current research literature.
6. Develop a strategic plan using current theory and principles of strategic planning including an analysis of barriers and facilitators of collaborative relationships among non-profit, for profit, and government agencies.

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

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

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

The doctoral program in Instructional Technology and Distance Education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. 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. Note: This is a non-certification program.

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.

Concentration Area Courses (21 credits)
IDT 7005: Instructional Media (3 credits)
IDT 7007: Principles of Distance Education (3 credits)
IDT 7123: Digital Media for ITDE (3 credits)
IDT 8001: Instructional Design (3 credits)
IDT 8008: Principles of Instructional Technology (3 credits)
IDT 8121: Advanced Instructional Design (3 credits)
IDT 8124: Theories of Learning (3 credits)

Concentration Area: Organizational Leadership
(Concentration Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in 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. Note: This is a non-certification program.

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.

Graduates will be able to:
1. Demonstrate global and virtual leadership competencies by applying cross-cultural awareness, digital collaboration strategies, and inclusive practices to lead diverse teams effectively.
2. Design and implement strategies that enhance organizational effectiveness and talent development, leveraging evidence-based approaches to build capacity, improve performance, and sustain professional growth.
3. Apply strategic planning and change leadership frameworks to guide organizational transformation, manage resistance, and foster cultures of innovation and adaptability.
4. Employ critical thinking decision-making to analyze complex problems, evaluate alternatives, and implement ethical, evidence-based solutions.
5. Examine ethical principles and governance practices to advocate for accountability, transparency, and responsible leadership in diverse organizational settings.
6. Foster innovation and adaptive leadership by developing creative solutions to strategic challenges and aligning them with organizational missions in rapidly changing environments.

Concentration Area Courses (21 credits)
ORGL 8730: Virtual and Global Leadership (3 credits)
ORGL 8740: Organizational Effectiveness and Talent Development (3 credits)
ORGL 8750: Strategic Planning (3 credits)
ORGL 8760: Leading Organizational Change (3 credits)
ORGL 8770: Critical Thinking for Decision Making (3 credits)
ORGL 8780: Ethics and Governance (3 credits)
ORGL 8790: Innovation and Adaptive Leadership (3 credits)

Concentration Area: Reading
(Concentration Code F513)

The Doctor of Education with a concentration in Reading is designed to prepare students for leadership and lifelong learning in the field of literacy education. This program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge and practice of the foundations of reading development, current trends and issues in literacy education and assessment, curriculum design and instructional practices related to literacy, and the characteristics of different 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. Note: This is a non-certification program.

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

Concentration Area Courses (21 credits)
RED 9001: Issues and Trends in Literacy Education (3 credits)
RED 9002: Theories of Reading (3 credits)
RED 9004: Teaching Reading in Today's 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 9010: Advanced Seminar in Foundations of Reading Education (3 credits)

Concentration Area: Special Education
(Concentration Code F879)

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

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

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

Graduates will be able to:

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

Concentration Area Courses (21 credits)
SPED 8401: Special Education Law and Policy (3 credits)
SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
SPED 8404: Organization and Administration of Special Education Programs (3 credits)
SPED 8406: Transition, Career Development, and Independent Living (3 credits)

SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral (3 credits)
SPED 8802: Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)
SPED 8804: Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)

Concentration Area: Sports Leadership

(Concentration Code F702)

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Demonstrate understanding of leadership styles and their application in different sport industry settings.
2. Apply problem-solving skills to different sport-industry issues and settings.
3. Utilize research effectively in acquiring knowledge and formulating solutions.
4. Apply effective oral and written communication skills using technology where applicable.
5. Make informed decisions based on ethical and moral principles

Concentration Area Courses (21 credits)

SPL 8000: Leadership and Organization in Sports (3 credits)
SPL 8020: Athletic Fundraising (3 credits)
SPL 8030: Risk Management in Sports (3 credits)
SPL 8040: Athletic Compliance (3 credits)
SPL 8050: Sports Sponsorship (3 credits)
SPL 8060: Sports Communication & Social Media (3 credits)
SPL 8070: Athletic Facilities & Event Management (3 credits)